



Ringwood School

Year 8 Curriculum Maps

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What is a Curriculum Map?

A Curriculum Map is an A4 document for each of your subjects that tells you the knowledge, skills and understanding you will be learning over the year. It is provided to help you track what you are learning and when. They will be stuck into your exercise books and available on the school website.

What are Unit Sheets?

The Curriculum Map is broken down into separate Unit Sheets. These provide more detailed knowledge, skills and vocabulary for each subject. They will be stuck in your books throughout the year as you address new units of work.

Why are Curriculum Maps and Unit Sheets important?

Over your 5 years at secondary school, you need to memorise more information than ever before. Everything you learn from years 7-11 helps to build your knowledge and skill set to prepare you for your future learning and GCSE exams. The Curriculum Maps and Unit Sheets help you to identify the most important knowledge and skills you need to commit to your long-term memory and to learn over the years.

How should you use your Curriculum Maps and Unit Sheets?

Firstly, you should read them to get an overview of what you are learning.

Then you could revise key information, skills and vocabulary. One of the best methods is to self-test e.g. you could look, cover, write and check.

At the end of a unit you could RAG (red, amber, green) your learning to identify what you know well and discover any gaps in your knowledge that you need to revise.

If you are absent, they can be helpful to catch up with and reinforce missed work. In lessons, your teachers will guide you as to how they can be used further.

What is the 'how can I revise' section?

In this section, each subject has provided you with further support and techniques on how to revise including websites and useful links. You can work on these independently and develop your revision strategies.

What are 'super-curricular' activities?

Super-curricular activities are suggested for each unit of work and these are designed for you to be scholarly and challenge yourself further. By completing super-curricular activities, you will deepen and broaden your knowledge in your subjects beyond the classroom.

Be a scholar and use your Curriculum Map

Ringwood School Student Scholar Award

A student scholar has:

An academic curiosity to find out more and to want to make themselves an expert in their subject, beyond what is studied in the classroom

A willingness to question or to challenge themselves to create greater knowledge An interest in participating in discussion, to push their understanding forward

An interest in what is not yet known to them and an open mind

An ability to pursue new understanding, by having a pro-active approach to the subject, in looking ahead and anticipating new ideas

A habit of reviewing and reflecting on what they have learned

A desire to synthesise ideas, fitting them into a wider schema and comparing them to other thing they know

A desire to widen their vocabulary, so that they can use 'the language of the subject' A desire to be able to evaluate different sources, to distinguish what is valid

A pride in the work they complete

An interest in doing the 'super-curricular' activities in the year 7 and year 8 Curriculum Maps



ART: How can I become a scholar?

Skills, Knowledge and Understanding of the creative process: Throughout Year 8 , you will learn about the VISUAL ELEMENTS and how these link to the areas of Developing, Recording, Experimenting and Presenting within an art project. Any artist must demonstrate their skill and understanding in these to produce effective artwork. You will analyse the work of artists throughout your studies.					
Half-term 1: 7 (6) weeks	Half-term 2: 7 weeks	Half-term 3: 6 (5) weeks	Half-term 4: 6 weeks	Half-term 5: 6 weeks	Half-term 6: 7 weeks
Horrify, Exaggerate and Distort	Horrify, Exaggerate and Distort	Horrify, Exaggerate and Distort	A Different View	A Different View	A Different View
Visual elements Tone, Line, Form Lesson profiles – A01 focus 1. Assessment exercise. Pre-printed sheets with activities. Students explore tonal pencil control with copy from selected faces. Selection of scaffolded approaches (mirrored copy/direct copy/simple grid. Vocabulary understanding audit exercise as starter. Use Da Vinci grotesques as stimuli Drawings from Da	Visual elements Line, Texture Lesson profiles – A02/3 focus 1. Photo-grotesque collage. Use a mixture of photo portraits to create a collage; a photo monster! Develop into a design using tracing paper and complete with pen, wash and mark-	Visual elements Line, Colour, Texture, Form Lesson profiles – A04 focus 1. Assessment exercise 2. Application of skills learnt in terms 1 and 2, in realising own final piece 3. Begin 3D clay model, learn clay techniques	Visual elements Mark-Making, Line, Texture, Shape Lesson profiles – A01 focus 1. Explanation of project/title page 2. Discussion of vantage points in relation to Landscapes 3. Oil pastel responses from Google Earth Photos 4. Studies of key artist (Hundertwasser) 5. Creation of a “Hundertwasser” painting developed	Visual elements Mark-Making, Line, Texture, Shape, Pattern Lesson profiles – A02/3 focus 1. Assessment exercise (Hockney and Van Gogh responses) 2. Complete lino print 3. Single and multi-point perspective in Landscapes drawing exercises 4. Perspective landscape drawing 5. Collograph creation from original Google Earth images/perspective drawings	Visual elements Colour, Value, Shape, Space, Composition, Texture, Pattern Lesson profiles – A04 focus 1. Combining your learning into a Landscape outcome of your choice 2. Developing ideas 3. Realising Intentions 4. Complete a mixed-media piece developed from a landscape image of your choice/interpretation of your choice

<p>Vinci's Grotesques. Students examine and explore mark-making techniques</p> <ol style="list-style-type: none"> 2. Assessment exercise continue work from lesson 1 3. Assessment exercise continue Use Da Vinci grotesques as stimuli. Continue work from lesson 1 and 2. Home learning to watch new "presenting my work" film 4. Explanation of project/title page - set as home learning Complete Colour Portrait Swap Game. Identification of the challenges of portraits. 5. Correct proportions of human face. Use of Mirrors and stands to complete a high quality tonal self portrait 6. Complete observational self portrait as in lesson 5 <p>CREATIVE LANGUAGE</p>	<p>making technique</p> <ol style="list-style-type: none"> 2. Photo-grotesque collage. Use a mixture of photo portraits to create a collage; a photo monster! Develop into a design using tracing paper and complete with pen, wash and mark-making technique. Use Coloured ink from models. Set home learning to watch Monsters Inc 3. Study of Pixar design process. Produce designs for Monster 4. Create character through cartoon exercise also study the development of 	<ol style="list-style-type: none"> 4. Clay painting, colour application and colour mixing 5. Full evaluation of final piece <p>CREATIVE LANGUAGE</p> <p>Response – Meaningful – Understanding – Make connections – Conclusion - Presenting</p>	<p>from Google response</p> <ol style="list-style-type: none"> 6. Develop this painting further to a single colour lino print <p>CREATIVE LANGUAGE Recording – Experiment – Control - Observation</p>	<ol style="list-style-type: none"> 6. Collograph printing <p>CREATIVE LANGUAGE</p> <p>Intentions – Select – Refine</p> <ul style="list-style-type: none"> • Year 8 Internal assessment week 	<ol style="list-style-type: none"> 5. Use Print-making/mixed-media and studies of artists to produce a personal response <p>CREATIVE LANGUAGE</p> <p>Response – Meaningful – Understanding – Make connections – Conclusion – Presenting</p>
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<p>Recording – Experiment – Control – Observation</p>	<p>characters in Flanimals</p> <p>5. Distortion and exaggeration of features</p> <p>CREATIVE LANGUAGE Experiment - Intentions – Select - Refine</p>				
<p>Super-Curricular:</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>Can you go to an Art gallery? Visit either London galleries or local galleries in either</p> <p>Choose a favourite portrait by the artist Chuck Close and explain why you enjoy it</p>	<p>Super-Curricular:</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>Draw from observation to reinforce portrait/self portrait work– this is always a valuable means of improvement . Show your teacher for feedback</p>	<p>Super-Curricular:</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>Watch Pixar movies!</p> <p>Do independent study on other artists who use mark-making as</p>	<p>Super-Curricular:</p> <p>Do independent study on other artists who use print-making as an expressive medium</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p>	<p>Super-Curricular:</p> <p>Carry out additional research on key artists</p> <p>Look at Website Art2Day</p> <p>https://www.art2day.co.uk/mixed-media.html</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p>	<p>Super-Curricular:</p> <p>Look at Website Art2Day</p> <p>https://www.art2day.co.uk/mixed-media.html</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback-making as an expressive medium</p>

		an expressive medium			
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How can I revise in this subject?

This year will require you to produce two “final pieces”; one in term 3, one in term 6. Both of these need to be a reflection of the learning you have done prior. You will also produce 3 controlled assessment exercises, one in each term. Ensure that you fully understand the skills being taught at each stage and produce Final Pieces which fully reflect your understanding. Also ensure that you sketchbook is complete and all work finished to the best of your ability at all times

TECHNOLOGY: How can I become a scholar?

Skills Knowledge and Understanding					
HOSPITALITY & CATERING	GRAPHICS	ENGINEERING	RESISTANT MATERIALS	TEXTILES	FOOD & NUTRITION
<p>To be able to follow a recipe in order to prepare and cook restaurant quality meals;</p> <p>Making Skills</p> <p>Effective and safe use of kitchen utensils and equipment</p> <p>Selecting and adapting dishes to increase skills and techniques including;</p> <ul style="list-style-type: none"> Hygienic, safe and correct cutting techniques – bridge and claw using paring knives on correct chopping boards Use of hand-held blenders and food processors (some) 	<p>To be able to use equipment to develop hand drawing techniques:</p> <p>Construction lines to help develop neat and accurate lettering, logo designs and drawings.</p> <p>Apply isometric and single point perspective.</p> <p>drawing techniques to produce 3D drawings.</p> <p>Use sketching as a developing tool prior to working digitally.</p> <p>*Typography work sheet looking decorative fonts and experimenting with emotive words.</p> <p>*Producing a range of 3D drawings using both isometric and perspective techniques.</p> <p>To be able to use a range of different tools on TechSoft Design:</p>	<p>To be able to make an Aluminium casing and stand for a portable speaker using hand tools and machinery;</p> <p>Read and interpret engineered drawings</p> <p>Mark out accurately using a pencil and ruler onto card</p> <p>Mark with some accuracy using a pen and ruler on aluminium sheet</p> <p>Use centre punch effectively to mark hole position.</p> <p>Use a pillar drill safely and accurately</p> <p>Remove the bur from the drill holes</p> <p>Use the gabro (metal) guillotine for cutting</p> <p>Cross file and draw file aluminium sheet to smooth edges</p>	<p>To be able to produce design ideas;</p> <p>Use unfamiliar images to generate design ideas</p> <p>Sketch design ideas and apply the iterative process</p> <p>Annotate design ideas with basic comments to explain features to third parties and to suggest improvement and adaptation</p> <p>Annotate design ideas in a detailed way to explain features to third parties and to drive improvement and adaptation*</p> <p>To be able to apply different evaluative techniques to designing;</p> <p>Model to scale using card</p> <p>Model to scale, complex designs that show further adaptation and</p>	<p>To be able to produce a doorstop that demonstrates an understanding of pattern and control over a variety of textile techniques.</p> <p>Identify different fabrics, their characteristics and their advantages and disadvantages.</p> <p>Understand about pattern and how shapes can be repeated, rotated and reflected to create repeating patterns.</p> <p>Be able to design patterns and apply designs to making.</p> <p>Understand the basic principles of colour mixing and colour theory and apply this</p>	<p>To be able to prepare, cook and present food safely and hygienically in practical sessions;</p> <p>Prepare ready to cook considering personal hygiene and work area</p> <p>Weigh and measure both wet and dry ingredients</p> <p>Follow a step by step recipe or to adapt a recipe/use one of their own*</p> <p>Use a paring knife safely using the bridge and claw hold with precision and accuracy*</p> <p>Prepare fruit and vegetables for cooking – chopping, slicing and dicing</p> <p>Use all parts of the cooker – hob, grill and main oven</p> <p>Select and use equipment safely, including electrical</p>

<ul style="list-style-type: none"> • Clearing away effectively with washing and drying up hygienically • Consideration for presentation, decorative finish / garnish applied <p>Developing Knowledge & understanding</p> <ul style="list-style-type: none"> • Hygienic storage and practices • Equipment and utensils • The roles in the kitchen in Catering – kitchen brigade and chef uniform • Recognising how trends and environmental factors can affect Hospitality and Catering • Common food allergens and labelling requirements by law 	<p>Type tool to write words Use basic lines and shapes. Learn how to select to transform and edit lines. Do more complex tasks such as mirror, rotate and alter size. Add colour using the boundary fill tool. How to use the CAD software to operate CAM laser cut machine *Create a packaging net using TechSoft, CAD and CAM * Create logo on TechSoft Design using multiple layers and printed on the vinyl cutter</p> <p>To be able to produce design ideas with annotation and evaluation: Produce clear design ideas using the specification Understand the clients unique brand and how to select key</p>	<p>Remove the burr on edges of the aluminium sheet using a fine file Use wet and dry paper for smooth finish Use folding bars and jig to fold the aluminium sheet. Use hacksaw to cut aluminium rod Use a tap to create an internal thread in the rod Accurate and precise marking, cutting, drilling, smoothing using hand tools* Accurate and precise use of pillar drill*</p> <p>To be able to use soldering equipment for construction of a PCB portable speaker circuit. Identify and position correct components onto PCB Use Soldering equipment for speaker circuit and component assembly effectively Accurate and precise use of soldering equipment</p>	<p>modification to the original intentions*</p> <p>To be able to make parts using tools and equipment; Identify and use a coping saw effectively Identify appropriately shaped hand files for their task Apply the techniques of cross and draw filing Apply quality control techniques to their making Identify and use wet and dry paper in the correct sequence Use the pedestal buffer safely Use the band facer safely Drill a hole on the pillar drill safely, applying correct clamping techniques Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.*</p>	<p>knowledge to fabric painting samples.</p> <p>Demonstrate an understanding and level of skill using a range of textile techniques. e.g. Polytile printing onto fabric, Hand embroidery, Hand embroidery into Polytile print, Applique, Weaving, Shibori, Fabric painting, Batik.</p> <p>Use key terminology to evaluate your work and the process and techniques you have used.</p> <p>Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.*</p>	<p>equipment for higher level skills* e.g. food processor.</p> <p>Use different cooking methods – dry, wet and combination Prepare, shape and combine ingredients – making doughs To plan, prepare and cook a range of products using a range of skills independently* To be able to carry out planning, testing and evaluating food products; Write a time plans for a given recipe, including health and safety points Plan an experiment to help understand the function of ingredients Carry out Sensory testing of existing products as well as their own, using sensory word descriptors Evaluate their work using key terminology.</p> <p>To be able to suggest possible improvements</p>
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<ul style="list-style-type: none"> • Types of menus, venues, and settings in HC • Sustainable design – Reduce, Reuse, Recycle • Maths – measuring and weighing / Interpreting data in a sensory analysis 	<p>information from the brief to inform design</p> <p>Use of appropriate client and theme research</p> <p>To annotate design ideas suggesting possible improvements.</p> <p>Work collaboratively to help progress and improve design.</p> <p>*Produce packaging product and logo design to the best of their ability.</p> <p>*Engage with a global brand and their ethical mission statement.</p>	<p>Limited prompts on safe working*</p> <p>To be able to assemble PCB and speaker components onto to the aluminium casing</p> <p>Assemble acrylic mounts onto speaker, PCB, casing.</p> <p>Care and attention to detail with final assembly*</p> <p>Demonstrate a good/ high level of independence throughout practical work*</p>			<p>to adapt the recipes for future reference*</p>
<p>Super Curricular</p> <p><i>Practicing dishes at home.</i></p> <p><i>Doing background research and reading into types of local Hospitality and Catering venues and settings, as well as trends.</i></p> <p><i>To learn food related terminology, suggested list provided from Food & Nutrition teachers</i></p>	<p>Super Curricular</p> <p><i>Regular drawing practice.</i></p> <p><i>Cross-circular – apply the drawing techniques in other lessons... not just art. Science, maths, RM, Geography etc.</i></p> <p><i>Research and practice two-point perspective design. Spend time researching the background of LUSH; brand, socials, shop fronts/interiors and products.</i></p>	<p>Super Curricular</p> <p><i>Make an electronic device at home.</i></p> <p><i>Take a broken device that no longer works, take it apart and fix it!</i></p> <p><i>Build using lego and challenge yourself to build something complex.</i></p>	<p>Super Curricular</p> <p><i>Make things at home. Why not make a bird box, bug house or hedgehog house from scrap wood?</i></p> <p><i>Watch you tube videos or programs on the television such as 'How it's made' or 'Scrapheap challenge'</i></p>	<p>Super Curricular</p> <p>Experiment with more complex stitches, use you tube tutorials to guide you.</p> <p>Combine techniques to create more complex outcomes.</p> <p>Investigate and explore other textile techniques that you could use.</p>	<p>Super Curricular</p> <p><i>To practice recipes before lessons and modify to demonstrate creativity</i></p> <p><i>To practice using electrical equipment at home to demonstrate higher level skills.</i></p> <p><i>To learn food related terminology, suggested list provided from Food & Nutrition teachers</i></p>


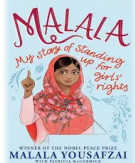
How can I revise in this subject? As you rotate across the six different subjects of Technology during year 7&8 you will be assessed on 4 key areas for each; Designing, making, evaluating and knowledge and understanding. Assessment results will be marked onto the front of your technology folders to aid the tracking of improvement across subjects. Three of these assessments will be based on the work that you produce in lesson including your practical outcomes and therefore it is important that you consistently aim for your best each lesson. The end of project test will be used for your knowledge and understanding assessment and this will include questions that relate to the project you have been working on alongside information given to you on an A4 revision sheet. To revise for this you should practice and develop your revision techniques to learn as much of the content as you can. Additional guidance and support will always be readily available from your technology teacher.

DRAMA: How can I become a scholar?

Devised skills building project: <i>Missing</i>	Slapstick Comedy	Stage Combat	Soap Opera	Theatre in Education	How can I revise for assessments?
<p>To understand the stage positions and the stage forms.</p> <p>To interpret various stimuli and create original theatre from it.</p> <p>To consider design aspects when devising.</p> <p>To develop character using the practitioner Stanislavski's techniques.</p> <p>To develop your ability to respond to feedback.</p> <p>To explore how to write and direct a monologue.</p> <p>Plan organise and structure work for performance.</p>	<p>To understand the genre of Commedia dell'Arte</p> <p>To improve comic timing.</p> <p>To understand the pace and energy needed to enhance comedy.</p> <p>To focus on physicality, animated facial expression to create contrasting characterisation.</p> <p>Plan organise and structure work for performance.</p>	<p>To understand how to use stage combat safely.</p> <p>To create a series of convincing stage combat sequences.</p> <p>To create tension, mood and atmosphere through use of voice and physicality.</p> <p>To interpret script and apply stage combat to the text.</p>	<p>To understand the conventions of Soap Opera.</p> <p>To create a short scene based on given characters and a scenario.</p> <p>To apply given circumstances to a scene.</p> <p>To use a naturalistic style of acting.</p>	<p>To understand the objective of Theatre in Education.</p> <p>To understand how to effectively structure a piece of TIE to make an audience think.</p> <p>To experiment with multiple techniques and to evaluate their effect on the audience.</p> <p>To create issue-based Drama on topical issues.</p> <p>Road Safety Peer pressure Smoking/ Drinking Alcohol Knife Crime</p>	<p>Rehearsals outside of lessons will help you feel assured in practical assessments.</p> <p>When learning lines you can practise with a friend or relative. You could record yourself on a phone and listen to your lines. You can then record your cues and speak your lines in the gaps.</p> <p>You can look, cover, recite and check.</p> <p>ALWAYS TAKE A PICTURE OF YOUR PHONE OF YOUR SCRIPT JUST IN CASE YOU LOSE IT.</p> <p>Make flash cards and/or mind maps of the techniques and definitions and use Quizlet to test yourself at intervals.</p>
<p>Super Curricular: Research potential music and costume.</p>	<p>Super Curricular: Mr Bean, Fawlty Towers, Peter Pan Play that Goes</p>	<p>Super Curricular: Watch stage combat tutorials on YouTube.</p>	<p>Super Curricular: Watch a soap opera to aid with characterisation.</p>	<p>Super Curricular: Reading articles about the topics covered. First News and any of the</p>	

<p>Look at statistics about the issues explored to enhance your work.</p> <p>Use GCSE Bitesize to further your knowledge of Naturalism and Stanislavski.</p>	<p>Wrong by the Mischief Theatre extracts available on YouTube.</p> <p>BBC iplayer – The Goes Wrong Show.</p>	<p><u>Stage Combat</u></p> <p><u>Choreography</u></p> <p>Look at different versions of the opening of Romeo and Juliet</p> <p><u>Romeo and Juliet</u></p> <p><u>Openings</u></p>	<p>Observe people of different ages to aid characterisation.</p> <p>Bring in props or costume for your scene.</p> <p>Write your script.</p>	<p>broadsheets such as The Times, The Guardian, I, The Daily Telegraph or BBC News.</p>	
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ENGLISH: How can I become a scholar?

Topic 1: Haunted Hearts	Topic 2: Voice and Identity	Topic 3: Voice and Gender
<p>Gothic Fiction</p> <ul style="list-style-type: none"> • What is the gothic genre? • What are the key tropes of the gothic genre? • What settings might you find in gothic stories? • How are gothic characters presented? • How can writers use language to suit the gothic genre? • What is gothic literature? • What are some well-known gothic texts and films? What makes them fit the genre? 	<p>'I am Malala' – extract study and creative writing <i>This is your summer exam topic</i></p> <ul style="list-style-type: none"> • Who is Malala? • How does she use language to convey her voice and experience through her autobiography? • How can we 'show, not tell' when writing about our own memory? <p>Diverse Voices – poetry from various poets</p> <ul style="list-style-type: none"> • What are the different 'ways in' to understanding and exploring on a poem? • What is meant by a writers' use of methods? What methods are commonly used in poetry? • What is meant by the structure of a poem? How can I analyse structure to achieve higher levels? • How do I comment on the impact of methods? 	<p>'Much Ado About Nothing' – Shakespeare</p> <ul style="list-style-type: none"> • What is the plot of the play? • What is meant by the 'context' of a text? • What do we know about the Elizabethan context of 'Much Ado About Nothing'? • What were the societal expectations of men and women at the time? • How can I apply knowledge of context to my writing about the play? • What is meant by a writer's purpose? How can we include discussion of this in our writing?
<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Read the full novel of one of the extracts we look at across the unit. • Have a go at writing your own gothic story or description. • Imagine one of the texts we have studied is being transformed into a film and you are the director, who would you cast as your main parts and why? Write the opening script. • Go to BBC Bitesize and study the Gothic Literature section to learn more about the genre. 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Write your own poem on a theme of your choice, perhaps inspired by one of the poems in your anthology. • Google 'Poetic Devices' and try and learn at least 3 new terms. See if you can apply them accurately in assessments or classwork. • Read or listen to the whole of 'I Am Malala'. • Read or listen to an autobiography of a public figure you are interested in. 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • For a challenge, read some of the articles about the play on the <i>British Library</i> website (Google: <i>British Library Much Ado About Nothing</i>). • YouTube '<i>Much Ado About Nothing Mr Bruff</i>' and watch some of the analysis videos; try and apply your new knowledge from these to assessments and in class. • Watch an adaptation of the play. • Read or watch another Shakespeare play.
<p>In the first term, you will have a weekly reading lesson. In Year 8 you will read 'Ghost Boys' by Jewell Parker Rhodes.</p>		
<p>How can I revise in this subject?</p> <ul style="list-style-type: none"> • www.sparknotes.com – useful for extra support with '<i>Much Ado About Nothing</i>' (includes summary videos). • www.quizlet.com – create revision quizzes on topics covered – test yourself, a friend, or get a family member to test you. <p>SPaG Exercises – Google '<i>Bristol Grammar exercises</i>' and click on the first link for lots of self-tests.</p>		

ETHICS & PHILOSOPHY: How can I become a scholar?

Skills, Knowledge and Understanding	
Autumn/Spring term - Pilgrimage	Spring/Summer Term - Equality
<p><u>Key Terms</u> – see Glossary</p> <p>Islamic Pilgrimage (Customs and History)</p> <ul style="list-style-type: none"> • Allah, Prophets • Qur'an • The Five Pillars of Islam <p>Christian Pilgrimage (places of pilgrimage)</p> <ul style="list-style-type: none"> • Rome, Lourdes, Walsingham, Taizé and Jerusalem 	<p><u>Key Terms</u> – see Glossary</p> <ul style="list-style-type: none"> • Equality and Human Rights • Prejudice and Discrimination • Religious and secular views on equality • Equality – women in Islam • Equality – Changing roles of men and women • The Nobel Peace Prize
<p>Super Curricular:</p> <p>Read: <u>Does My Head Look Big in This?</u> by <u>Randa Abdel-Fattah</u>. School is tough enough without throwing a hijab into the mix... Amal is a 16-year-old Melbourne teen struggling to honour the Islamic faith in a society that doesn't understand it. <u>The Muslim Next Door: The Qur'an, the Media, and That Veil Thing:</u> by <u>Sumbul Ali-Karamali</u>. The Muslim Next Door offers easy-to-understand yet academically sound answers to these questions while also dispelling commonly held misconceptions. Use literature to broaden your views and understanding of Islam. Write a review and share with the EP Dept.</p> <p>Research Christian places of pilgrimage (Rome, Lourdes, Walsingham, Taizé and Jerusalem). Create a mini fact file on each stating why they go there, what they do there and influence upon their lives as a result of going there. Include some images as a visual aid.</p>	<p>Super Curricular:</p> <p>Get inspired and question the values of tolerance, respect, liberty, democracy, rule of law in our world and equality by researching: Irena Sendler, Muhammad Ali, Martin Luther King Jr, Gandhi, Jackie Pullinger, Malala, and Mother Teresa. What did they stand up for? Did they make a difference to their cause? Who in today's world supports their cause? How can you carry on their work?</p> <p>Research people within the world of music, sport, film etc. Who stand up against inequality in the world. What inequality are they fighting against and why? Are they making a difference and if so, how?</p>
<p>Skills to develop in Ethics and Philosophy</p> <p>Show a knowledge and understanding of beliefs, teachings and practices studied.</p> <p>Selects sources to support ideas (recall of prior learning – super curricular).</p> <p>Demonstrate knowledge from different philosophical and ethical argument related to area of study.</p> <p>Analyse, evaluate and discuss issues raised around the area of study.</p>	<p>Revising in Ethics and Philosophy</p> <p>Use Quizlet to revise key words and definitions (see link on topic glossaries). Make cue cards using your topic glossaries: see <u>Leither Learning System</u> on YouTube. See: Year 8: revising for the Ethics and Philosophy exam sheet on Learning Zone. Reflect and act upon feedback given.</p> <p>Use super curricula ideas above to support and develop your learning.</p>
	<p>Assessment in Ethics and Philosophy?</p>

Reflection upon different beliefs, teachings and practices. Use key words effectively both in your written and spoken work (refer to individual glossaries).

Structured written work, which demonstrates SPaG and the use of connectives to link up ideas.

Write in PEAL paragraphs (Point Evidence Analyse Link). Follow school presentation policy. Response to feedback given.

Note taking, Literacy, Organisation

In this subject, you will have formative and summative assessments throughout the year. The formative assessments will reflect and review your understanding and recall of subject knowledge each lesson linked to learning questions and subject language. The summative assessments will assess your recall and use of subject language, quotes, case studies, SPaG and the skill of writing PEAL paragraphs, showing a more in depth understanding of subject knowledge.

FRENCH: How can I become a scholar?

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>Vocab content:</p> <ul style="list-style-type: none"> *Recall of classroom language *What there is and isn't in my town *My opinion of my town *Comparing towns *Describing family members *Comparing family members *The language(s) I speak <p>Grammar:</p> <ul style="list-style-type: none"> *Modal verbs (je peux + il faut) + infinitive verbs *There is/are (il y a) and the negative (il n'y a pas) *indefinite articles (a/some) *Opinion phrases + infinitive verbs *Present tense conjugation of 'to speak' (parler), 'to live' (habiter) *Comparatives structures *Masculine, feminine and plural adjectival agreement <p>Phonics:</p> <p>t- liaison, stress syllabification, ill, oi, aill, qu, SFe</p>	<p>Vocab content:</p> <ul style="list-style-type: none"> *Explaining what subjects I have on my timetable and my opinions of them *Comparing school subjects *Watching Petit Nicolas to describe screen shots from the film and describe the characters <p>Grammar:</p> <ul style="list-style-type: none"> *Recall of the verb 'to have' (avoir) *Recall of adjectival agreement *Recall of comparatives *Recall of the verb 'to be' (être) *Recall of There is/are (il y a) <p>Phonics:</p> <p>e, in, u, oi, o, om</p>	<p>Vocab content:</p> <ul style="list-style-type: none"> *What I did at Christmas *What I eat for breakfast *Buying food at the market <p>Grammar:</p> <ul style="list-style-type: none"> *Perfect tense (regular and irregular verbs) *Imperfect tense (c'était) *Recall of present tense *Partitive articles (du, de la, des) * Conditional tense (je voudrais) *Quantifiers, e.g. beaucoup de *Quantities, e.g. un kilo de <p>Phonics:</p> <p>é, ai, oy, i, en, an, closed o and open o</p>	<p>Vocab content:</p> <ul style="list-style-type: none"> *Ordering food in coffee shop *Describing what others are doing in a photo *Where I go at the weekend <p>Grammar:</p> <ul style="list-style-type: none"> *Recall of the conditional tense (je voudrais) *Recall of indefinite articles *Recall of 'there is' *Recall of definite articles (the) *Recall of the present tense of an irregular verb (aller) <p>Phonics:</p> <p>ien, th, SFC, SFe, ai, closed o, au</p>	<p>Vocab content:</p> <ul style="list-style-type: none"> *What ball sports and non-ball sports I play/do *The sports that I don't play/do *How often I play/do sports *What I did last weekend <p>Grammar:</p> <ul style="list-style-type: none"> *Recall of the present tense for 'to play' (jouer) and 'to do' (faire) *Recall of partitive articles (du, de la, des) *Negative structures, e.g. 'don't' (ne...pas) and 'never' (jamais) *Recall of the perfect tense *Recall of the imperfect tense (c'était) <p>Phonics:</p> <p>h, h muet, e, ou</p>	<p>Vocab content:</p> <ul style="list-style-type: none"> *What I did in half term *Where I went and how *Watching 'Petit Nicolas en vacances' to recall and practise the language from the year <p>Grammar:</p> <ul style="list-style-type: none"> *Recall of the perfect tense *Recall of the imperfect tense (c'était) *Perfect tense of the verb 'aller' *Recall of 'there is' *Recall of the verb 'to be' (être) <p>Phonics:</p> <p>r, SFC, s liaison, on, gn, aim, im</p>
<p>Super-Curricular:</p> <p>Research a French-speaking town. Print a picture and write a description in French in your yellow book (YB).</p>	<p>Super-Curricular:</p> <p>Research different French-speaking countries' school systems – what is different? Write some notes in your YB.</p>	<p>Super-Curricular:</p> <p>Watch this video and write some notes in your YB: Learn French: know the passé composé with Avoir under 5 minutes. - YouTube</p>	<p>Super-Curricular:</p> <p>Find a photo from a French-speaking country and describe what is in the photo in French in your YB.</p>	<p>Super-Curricular:</p> <p>Research Roland-Garros and Le Tour de France and make a poster on one or both and give to Mrs Stevens.</p>	<p>Super-Curricular:</p> <p>Watch a French film on Netflix/Amazon/YouTube and summarise what happens in your YB.</p>
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> 1. The vocabulary for all half terms will be in your vocabulary books for you to create and use flashcards or practise self-quizzing. 2. Google or search on YouTube any of the terms mentioned under grammar to find out more information. You could also visit this website https://agreenmouse.com/french-for-children/ 					

GEOGRAPHY: How can I become a scholar?

Skills Knowledge and Understanding			
Unit 1: Work, rest and play in the UK	Unit 2: Challenge and opportunity in the UK	Unit 3: Our physical world	Unit 4: World Cities
<p>Knowledge: The different sectors of work How job opportunities have changed over time What sectors do local people work in Jobs in the tourism industry Economic advantages and disadvantages of the tourism industry What are the characteristics of a Science Park How UK people spend their leisure time Why people enjoy leisure time in National Parks Why geography is so important when enjoying your leisure time. How map skills help in sport</p> <p>Processes and concepts: Social, economic and environmental factors The development of post-industrial economies Social relaxation</p> <p>Skills: Map reading (OS maps); graph drawing and interpreting skills; describing, explaining and evaluating skills</p>	<p>Knowledge: Quality of life and standard of living What is poverty in the UK How can taxes be used to fight poverty Areas of water surplus and deficit and why Impacts of water deficit/scarcity Ways to address water deficits Abingdon Reservoir case study UK waste issues Things can be done to reduce waste sustainability</p> <p>Processes and concepts: Components of poverty The positive multiplier effect How taxes work Supply and demand Sustainability</p> <p>Skills: Interpreting graphs, maps and photos. Describing, Explaining and Evaluation written answer development. Percentage increase and decrease</p>	<p>Knowledge: The structure of the Earth. The types of plate boundaries Distribution of earthquakes and volcanoes Causes of earthquakes The 3Ps The structure of volcanoes The causes of volcanic eruptions and earthquakes The effects of volcanic eruptions and earthquakes The responses to volcanic eruptions and earthquakes Benefits of living near volcanoes</p> <p>Processes and concepts: Plate tectonics theory Earthquake generation Causes, effects and responses</p> <p>Skills Interpretation of maps Plotting using latitude and longitude Identifying patterns of tectonic activity</p>	<p>Knowledge: Urbanisation Push and pull factors Megacities and their locations Consequences of urbanisation Characteristics of a shanty town Challenges and opportunities facing people living in Dharavi, Mumbai and Jakarta, Indonesia. Sustainability in urban areas</p> <p>Processes and concepts: Reasons for the growth of megacities The consequences and issues associated with urbanisation in both HICs, NEEs and LICs. An understanding of planning for the future of urban living and what this may look like in different cities around the world.</p> <p>Skills: Proportional symbol maps; choropleth maps Interpreting graphs, maps and photos; evaluation skills; percentage increase and decrease</p>

<p>Super Curricular: Visit a careers website like www.icould.com or www.careerpilot.org.uk to continue to explore jobs of the future. Complete one of the quizzes on these sites to see match you to potential jobs. Use a website like www.lonelyplanet.com to plan a holiday or explore the world. Use google earth to explore a destination like a UK National Park. Try to use street view as well.</p>	<p>Super Curricular: Books: The Sustainable(ish) Living Guide: Everything you need to know to make small changes that make a big difference by Jen Gale Activities: Go to Eco-club and help re-use products and make your own items out of waste Websites: https://www.theschoolrun.com/homework-help/caring-environment</p>	<p>Super Curricular: Use the following web site to find out where earthquakes have recently happened: www.earthquake.usgs.gov Then find out about an earthquake that happened in the UK – make a poster about it. Read: Horrible Geographies – Earth shattering Earthquakes or Horrible Geographies – Violent Volcanoes</p>	<p>Super Curricular: Research other shanty towns like Kibera in Nairobi https://www.youtube.com/watch?v=jQeKEGrDoQ4 Look out for documentaries on cities and urban issues. Take a virtual visit to London our nearest megacity and explore different areas of the city. Find famous landmarks. Locally take a virtual visit to a large urban area Bournemouth or Southampton.</p>
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How can I revise in this subject?

Throughout the year, you will be introduced to different revision methods including cue cards and knowledge organisers. Try a variety of methods and see which suit you best. You will also use Doodle Learn in Geography for home learning. This has lots of presentations and quizzes so you can test yourself and receive instant feedback. Simply search on the website using the key terms or skills that you would like to test yourself on. Your teachers will also allocate specific tasks for you to complete. **Here are just a few ideas for revising specific parts of your geographical studies:**

- For key terms and definitions, make a set of heads and tails cards and practice alone. You could also get others to test you.
- For revising processes: there are often several different types of processes e.g. for erosion. Draw annotated diagrams on revision card for each type process.
- For revising the formation of features: take a geographical feature, such as a shield volcano. Split the development of it into its component parts. Step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key term.
- For revising case studies: draw a mind-map to include all the different aspects and categories involved in your case study.
- For revising an issue-based topic: use a table to capture argument for and against the issue.
- For revising map skills: Doodle Learn has a variety of activities to help you to test yourself in every area of map skills.

HISTORY: How can I become a scholar?

Unit 1:	Unit 2:	Unit 3:
<p>How far did the Empire change Britain?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • What is an empire? • What was the slave trade and what were the conditions of slavery? • What was the industrial revolution? • What were the effects of the industrial revolution? • Why was the slave trade abolished? • How and why did the empire grow? • What were the living conditions like in 19th century Britain? • What was medicine like in 19th century Britain? • How far did the Empire change Britain? 	<p>What was the impact of the Suffrage Movement?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • What was the situation like in the early 1800s? • Why did people want the vote? • How successful were campaigns to for men to get the vote? • How successful were campaigns for women to get the vote? 	<p>How similar/different were the experiences of soldiers in WWI?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Why did World War One break out? • Why did soldiers join up? • What was the experience of fighting on different fronts? • Did all soldiers have the same experience? • Does Haig deserve to be called the Butcher of the Somme? • How much did technology change in WWI? • How did WWI end? • What did the Treaty of Versailles say?
<p>Super Curricular: Examine sources online at the National Archives</p>	<p>Super Curricular: Visit the Museum of London online and find out more about the Suffragettes.</p>	<p>Super Curricular: Visit the Imperial War Museum (in person or on their website) and create a fact file about WWI. Use the Commonwealth War Graves Commission website to research if you had any relatives in WW1.</p>
<p>How can I revise for assessments? Create a mind map, using different colours to represent Point, Evidence and Explanation. Turn your revision notes into a song, Horrible Histories style. Play bingo using the key words. Make cue cards about the key events. Create a timeline of the topics learnt.</p>		

ITaCS: How can I become a scholar?

Skills, Knowledge and Understanding					
Term 1 & 2	Key Questions	Term 3 & 4:	Key Questions	Term 5 & 6:	Key Questions
<p>Topics <i>Digital Literacy & IT - Interactive Presentations</i></p>	<ol style="list-style-type: none"> 1. Can you choose an appropriate software for a given task? 2. Do you know how to present your work for a target audience? 3. Can you create a presentation with a consistent design? 4. Can you come up with clear and unambiguous questions? 5. Can you methodically test and debug your work? 6. Evaluate and make suggestions for further improvement of your product. 	<p>Topics <i>Computing -Algorithms - Textual programming</i></p>	<ol style="list-style-type: none"> 1. Can you open the IDLE Python editor, write a simple program and run it? 2. Can you define the terms; input, process, output? 3. How does visual programming differ from textual programming? 4. In coding what is a variable? 5. Can you find and fix bugs in simple text based computer programs? 6. Can you identify in a piece of code the keywords that represent selection and iteration? 7. Can you choose the correct data type for a variable and explain why? 	<p>Topics <i>IT – Networks Digital literacy - Future Tech</i></p>	<ol style="list-style-type: none"> 1. Define the term network? 2. How many different network types can you name? 3. What is a 'protocol' in networking 4. Can you describe how the internet is structured? And what its original purpose was? 5. Can you research a specific future tech (from your own idea or from a given list) and write a summary overview of the tech, how it works/will work and how it will impact everyday life? 6. Can you prepare and deliver a short presentation to members of your class detailing your new tech?
<p>Key concepts & Skills</p>		<p>Key concepts & Skills</p>		<p>Key concepts & Skills</p>	
<p>Hyperlinks. Debugging your work. Appropriate use of assets. Utilise presentation software. Plan and present work for a given audience. Perseverance.</p>		<p>Developing text-based code. Debugging your code. Understand & be able to use sequencing, selection and iteration within a computer program. Resilience. Perseverance. Problem solving.</p>		<p>Network types & structures. Which network for what Wireless Vs Wired connections Data transfer Carry out research and record in your own words. Use appropriate software to professionally present your findings. Resilience. Perseverance.</p>	

					7. Can you print your work with appropriate titles, notes pages, headers/footers?
Super Curricular: Choose an iDEA badge you would like to add to your collection. Watch an episode of “Who Wants to be a Millionaire”. How many questions can you answer? Play the “Who Wants to be a Millionaire” board game.	Key Words Hyperlink Kiosk mode Image Interactive HCI (Human Computer Interface) Colour scheme Unambiguous Consistent Layout Import Asset Evaluation	Super Curricular: Choose an iDEA badge you would like to add to your collection. Explore writing your own programs in Python (it’s free to download from python.org) Can you write your own game in a text based programming language?	Key Words Algorithm Decomposition Selection Iteration Sequence Variable Programming Debugging Syntax Error Logic error Data type	Super Curricular: Choose an iDEA badge you would like to add to your collection. Look for current new on Future Technology - what is big at the moment? Extend your Python programming skills by using www.101computing.net Maybe even try another programming language.	Key Words Network Connectivity Wireless Wired Protocol Bandwidth Packet Background Future Tech Accessibility Presentation Formatting
<p>How can I revise in this subject?</p> <p>Practice the skills you have learnt and develop them further independently.</p> <p>Knowledge Organisers provided by your class teacher</p> <p>Quizlet or paper based flash cards- Create flash cards with key words and definitions/images on the back – practice them until you know them all.</p> <p>Mind maps of information you have learnt – build in key terminology and images to help you remember facts and information</p> <p>Revision Clocks made of the content you have studied</p> <p>Use BBC Bitesize KS3 Computing pages to review what you have learnt</p>					

MATHS: How can I become a scholar?

Skills Knowledge and Understanding				
Autumn Half Term 1:	Autumn Half Term 2:	Spring Half Term 1:	Spring Half Term 2:	Summer Term:
Recognise types of number: factor, multiple, square, cube, prime, HCF, LCM Know divisibility tests Explore patterns in numbers and diagrams Generate and describe sequences using term-to-term and nth term rules Use sequences in practical contexts, including Fibonacci Use rules for indices Find perimeter and area of: <ul style="list-style-type: none"> - Squares/rectangles - Triangles - Circles - Compound shapes Know names and properties of triangles and quadrilaterals Calculate a fraction of an amount Use equivalent fractions Add and subtract fractions with same/different denominators Convert fractions to decimals Multiply/divide fractions/mixed numbers	Use the probability scale Calculate probability of a single event or an event not happening List all outcomes of one/two events using sample space diagrams Find expected number of outcomes Use relative frequency to estimate probability Draw and use Venn diagrams Draw and use tree diagrams to find probabilities Substitute integers into simple and more complex formulae Simplify expressions by collecting like terms Expand a single bracket Expand and simplify two single brackets by collecting like terms Expand and simplify double brackets Factorise simple expressions Use and convert metric units Find the area of: <ul style="list-style-type: none"> - Parallelogram 	Round to the nearest 10, 100, 1000 Round using decimal places and significant figures Use rounding to estimate calculations Know and apply BIDMAS Use a calculator efficiently and be able to interpret results in real-life contexts Know and use upper and lower bounds Use similar calculations to solve problems without a calculator Use and understand coordinates in four quadrants Draw and identify graphs of horizontal and vertical lines Plot graphs of linear and quadratic functions Understand how $y=mx+cy=mx+c$ corresponds to linear graphs Find the equation of a given line Calculate the gradient between two points	Recognise and use simple percentages Calculate a percentage of an amount Write percentages as fractions or decimals Write one number as a percentage of another Find a percentage change Percentage increase and decrease using the multiplier method Calculate reverse percentages Calculate simple and compound interest Use a function machine Understand, write and use simple expressions or formulae Solve equations with unknowns on one/both sides, with or without brackets and in real-life contexts Solve simultaneous equations Draw, interpret and solve inequalities on a number line	Read, write and order whole numbers and decimals Use mental methods of addition, subtraction, multiplication and division, including with decimals Multiply and divide two digit numbers Use indices to express powers of whole numbers Use indices to represent powers and roots Write positive integers as a product of prime factors Draw and identify plans and elevations Use isometric paper to draw 3D shapes Draw constructions using a ruler and compass Using loci to identify regions Order, add, subtract, multiply, divide and evaluate formulae with negative numbers Make and use scale drawings Use similar shapes/congruent triangles

<p>Understand the link between fractions and ratio Writing and simplifying ratio Share a quantity in a ratio Solve best value problems</p>	<ul style="list-style-type: none"> - Trapezium - Kite <p>Find volume of prisms</p>	<p>Interpret graphs of real-life situations Identify reflective and rotational symmetry Reflect shapes in a mirror line, including diagonal lines Use and describe translation by a vector Enlarge shapes using a centre of enlargement and integer, fractional or negative scale factor</p>	<p>Rearrange simple formulae and those involving powers and roots Draw and interpret:</p> <ul style="list-style-type: none"> - Line Graphs - Pictograms - Bar Charts - Pie Charts - Stem and Leaf Diagrams <p>Calculate and compare the mean, median, mode and range Interpret scatter graphs</p>	<p>Estimate, measure, draw and label acute, obtuse and reflex angles Solve problems using angle facts:</p> <ul style="list-style-type: none"> - On a straight line - Around a point - In a triangle - Vertically opposite <p>Know and use angles in special triangles Know and use alternate, corresponding and co-interior angles Read and use bearings in real-life contexts Use Pythagoras' Theorem (including problem solving) Use trigonometry for right-angled triangles (including problem solving) Use speed, distance, time calculations (including problem solving) Draw and use distance-time graphs</p>
<p>Super Curricular For hands-on experience of maths in the real world, plan a visit to:</p> <ul style="list-style-type: none"> • Winchester Science Centre 	<p>Super Curricular: Explore real-life applications of probability by researching the Monty Hall Problem Find out more about how modern-day mathematicians are solving problems –</p>	<p>Super Curricular: Develop your understanding of the number system by researching why it is not possible to divide by zero or what happens when we</p>	<p>Super Curricular: Investigate more complex equations by researching Fermat's Last Theorem</p>	<p>Super Curricular: Learn more about your calculator by researching buttons such as "e" or "π"</p>

<ul style="list-style-type: none"> • Bank of England Museum • Science Museum, London • Bletchley Park <p>Write a report or carry out further research on an area of interest to you</p>	<p>research the “Seven Millennium Problems”</p>	<p>square root a negative number</p>		<p>Learn more about Pythagoras by researching how one of his students proved him wrong</p> <p>Improve your understanding of angles - investigate why angles in a triangle add up to 180°</p> <p>Investigate other units which are used to measure angles in real-life</p>
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How to revise Mathematics

- Use your skills book to learn key mathematical facts and formulae
- Revisit past home learning sheets and repeat the questions, particularly those you found more challenging
- Practice as much as possible; visit these websites to find additional resources: www.corbettmaths.com, www.khanacademy.org, www.nrich.maths.org, [BBC Bitesize Key Stage 3 Maths](http://BBC.com)
- Watch maths videos to support your understanding of a topic: www.youtube.com/hegartymaths, www.youtube.com/mrpauffley

MUSIC: How can I become a scholar?

Skills and Knowledge					
The Musical			Music Technology	Blues	Soundscapes composition
<p>Performing: You will learn:</p> <ul style="list-style-type: none"> To perform a piece from musical theatre with accuracy, fluency and style Use keyboards, bass guitars or your own instruments to create a class ensemble To sequence a piece of musical theatre into Ignite, creating several layers Understand the different roles within a piece eg melody, bass, chords 	<p>Listening, analysing and appraising: You will learn:</p> <ul style="list-style-type: none"> to be able to describe music using musical vocabulary explain how musical elements can affect the mood of a piece of music about roles within musical theatre 	<p>Singing: You will learn:</p> <ul style="list-style-type: none"> correct singing technique, improving on your skills from Year 7 a variety of songs from musical theatre in different styles to sing with confidence as a whole class 	<p>You will learn:</p> <ul style="list-style-type: none"> to further your understanding of music technology from year 7 Use your sequencing skills to input motifs from a well know pop song Learn how to manipulate motifs and sounds using music technology Create your own remix 	<p>You will learn:</p> <ul style="list-style-type: none"> chords – triads, inversions and 7ths about the standard pattern of the 12 bar blues about layers and instruments in blues music to improvise using the blues scale about call and response to create your own blues backing, which you will improvise over to perform the 12 bar blues as a class ensemble 	<p>You will learn:</p> <ul style="list-style-type: none"> about how music can affect mood how the elements of music can change the atmosphere more about the elements of music to be able to describe music using musical vocabulary to create a composition to tell a story
<p>Super-Curricular: Watch a musical on TV, a streaming service, YouTube, or live in a theatre. Consider the aspects you have</p>	<p>Super-Curricular: Listen to any piece from musical theatre. Write about the music you hear, using the elements of music and</p>	<p>Super-Curricular: Rehearse on your instrument or voice in your own time. You are welcome to use the</p>	<p>Super-Curricular: Join music tech club to explore the techniques you have learnt and create your own pieces</p>	<p>Super-Curricular: Try to experience some live music, or watch videos of live performances on YouTube. Listen and</p>	<p>Super-Curricular: Find a piece of art that inspires you. Consider the sounds which might go with it. Attempt to create your own</p>

<p>learned and describe the performance you have seen.</p>	<p>as much musical vocabulary as possible.</p>	<p>resources in music to help you to practise.</p>	<p>and remixes using music technology. Listen to an original track and a remix. Compare them and try to describe the differences.</p>	<p>describe the layers you hear Research some famous blues musicians, and present your findings in a creative way</p>	<p>composition based on the art. Use the computers in music, or software on your phone or tablet if you have one.</p>
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How can I revise in this subject?

You have a log on to 'Focus on Sound', which will remain the same as in Year 7, and can be accessed through Teams. This resource has hours of information, lessons, tests and listening on a variety of topics. It covers information for key stage 3, GCSE and A level. It is a fantastic resource. You will be directed to relevant sections during Year 8, but feel free to explore and deepen your musical understanding by yourself.

PHYSICAL EDUCATION: How can I become a scholar?

STRAND	Skills Knowledge and Understanding					
	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
Motor Competency	Development of core skills in a variety of team & individual sports				Develop core skills in athletic activities	Develop core skills and summer games
Healthy Participation	To understand how to participate safely in a range of sports and physical activities and minimize risk for all To be able to lead a small group warm-up specific to the activity				Develop healthy active lifestyles through athletic activities	Develop healthy active lifestyles through striking and fielding games
Rules, Strategies & Tactics	To further develop knowledge of rules in a variety of team & individual sports and apply with some success Apply appropriate strategies and tactics in a variety of team & individual sports with some success					
Literacy & Oracy	To be able to reflect & describe 'what went well' (WWW) and 'even better if' (EBI) in own and a peer's performance					
Super Curricular:	Join an extra-curricular club in or out of school and show resilience by attending regularly.	Research an inspirational sports person. What challenges did they face reaching the top of their sport?	Check the back pages of a reputable newspaper or the BBC Sport website for up to date sports news.	Check out an instructional video on YouTube to get better at a skill you are learning.	Choose an athletic event to focus on. Attend athletics club and improve your personal best in that event.	Encourage a friend to join you at an extra-curricular club or activity.

SCIENCE: How can I become a scholar?

Rotation 1 (September to November)		Rotation 2 (December to March)			Rotation 3 (March to July)	
999	Disco	Cars	Robotics	Sustainable Energy	Boots	Dinosaurs
<ul style="list-style-type: none"> Body systems <p>How multicellular organisms are organised.</p> <p>The muscular skeletal system</p> <p>The gas exchange system</p> <ul style="list-style-type: none"> 999 <p>Representing chemical reactions</p> <p>Conservation of mass</p> <p>Combustion</p> <p>Exothermic and endothermic reactions</p> <ul style="list-style-type: none"> Investigative skills <p>Sources of error</p>	<ul style="list-style-type: none"> Light <p>Properties of transverse waves</p> <p>Reflection</p> <p>Refraction</p> <p>Eyes and cameras</p> <p>The visible spectrum</p> <ul style="list-style-type: none"> Sound <p>Properties of longitudinal waves</p> <p>Volume and pitch</p> <p>The ear</p> <p>Speed of sound</p> <p>Ultrasound</p> <ul style="list-style-type: none"> Investigative skills <p>Evaluate a method and suggest improvements</p>	<ul style="list-style-type: none"> Reactions of metals <p>The reactivity series</p> <p>Metals and acids</p> <p>Rusting</p> <p>Displacement reactions</p> <ul style="list-style-type: none"> Materials <p>Polymers</p> <p>Composites</p> <p>Ceramics</p> <ul style="list-style-type: none"> Investigative skills <p>Plan and carry out investigations</p> <p>Draw conclusions from data</p>	<ul style="list-style-type: none"> Electricity <p>Static electricity</p> <p>Series and parallel circuits</p> <p>Current</p> <p>Voltage</p> <p>Resistance</p> <ul style="list-style-type: none"> Magnets <p>Magnetic fields</p> <p>Compasses</p> <p>Electromagnets</p> <ul style="list-style-type: none"> Investigative skills <p>Present data in charts and graphs</p> <p>Suggest explanations for patterns in data</p>	<ul style="list-style-type: none"> Energy <p>Energy stores</p> <p>Energy transfers</p> <p>Conservation of energy</p> <p>Fuels and energy resources</p> <p>Renewable energy resources</p> <p>How much does energy cost?</p> <ul style="list-style-type: none"> Earth and atmosphere – the impact of humans <p>What is the atmosphere made of?</p> <p>Global warming</p> <p>The carbon cycle</p> <ul style="list-style-type: none"> Investigative skills <p>Use equations and carry out calculations</p>	<ul style="list-style-type: none"> Body systems (part 2) <p>The reproductive system.</p> <p>Development of a baby.</p> <p>The digestive system</p> <p>Enzymes</p> <ul style="list-style-type: none"> Health <p>What is health?</p> <p>Impact of medicinal and recreational drugs on health.</p> <ul style="list-style-type: none"> Neutralisation <p>Revise the pH scale</p> <p>Neutralisation reactions</p> <p>Making salts</p> <p>Naming salts</p> <ul style="list-style-type: none"> Investigative skills <p>The importance of a preliminary investigation.</p> <p>Writing plans and risk assessments</p>	<ul style="list-style-type: none"> Genetics and evolution <p>Simple model of inheritance</p> <p>The importance of variation</p> <p>Extinction</p> <p>Biodiversity</p> <ul style="list-style-type: none"> Earth and atmosphere – rocks <p>Igneous, sedimentary and metamorphic rocks</p> <p>Thermal decomposition of carbonates</p> <ul style="list-style-type: none"> Investigative skills <p>Use of keys</p> <p>Make and record observations and measurements.</p> <p>Analyse data commenting on accuracy, precision, repeatability and reproducibility.</p>

Super Curricular: Lots of articles and videos and examples of things to do will be appearing on the learning zone. To get you started here are some ideas...

- Visit Hengistbury Head visitor centre – Find out about the range species living in this landscape and what is being done to conserve them.
- Explore the science and nature section of BBC iplayer – watch a documentary and write a short review.
- Go to Mudeford and watch the waves. How do the buoys move? Up and down or across? How frequently are waves breaking at the shore? What happens to the waves as they go through a small gap? How do the waves change as they go over a sandbank?

How can I revise in this subject? Before each test you will receive a revision list that will reference your key ideas slides. BBC bitesize KS3 science is also an excellent resource with information, videos and quick quizzes. It can be found at the following web address: <https://www.bbc.com/education/subjects/zng4d2p>

SPANISH: How can I be a scholar?

I will be able to...					
Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
<p>Content:</p> <ol style="list-style-type: none"> 1.Describing events in the present and past (Travel) 2. Comparing past experiences. 3.Talking about people and places now vs in general 4.Comparing what you and someone else (we) do 5.Describing what different people do (At home) 6. Asking what people can and must do (In class) <p>Grammar:</p> <ol style="list-style-type: none"> 1.past tense (preterite) -ar verbs: 1st person singular (-é) 2. past tense (preterite) -ar verbs: 2nd person singular (-aste) 3. present tense -er verbs only: 1st plural (-emos) 4. revisit SER (for traits) vs ESTAR (for state/mood) 5. present tense -ir verbs only: 1st person plural (-imos) 	<p>Content:</p> <ol style="list-style-type: none"> 1.Describing events in the past and present (at school) 2. Describing events in the past and present (free time activities) 3. Describing what people have 4. Describing free time activities 5. Describing future plans <p>Grammar:</p> <ol style="list-style-type: none"> 1.past tense (preterite) -er & -ir verbs 2. past tense -er & -ir verbs: 2nd person singular past (preterite) (-iste) 3. TENER in singular and plural persons; cuánto(s); idiomatic uses of tener + noun 4. QUERER - quiero queremos; quiere quieren + infinitive 5. IR - voy, vas, va, vamos, van a + infinitive 	<p>Content:</p> <ol style="list-style-type: none"> 1.Describing what people do (technology and social networks) 2. Describing travel in the past and present 3. Talking about the environment 4. Saying what you do for others 5. Routines and daily life <p>Grammar:</p> <ol style="list-style-type: none"> 1.regular -ar verbs: 3rd person singular PAST (-ó) 2. regular -er/-ir verbs 3rd person singular PAST (-ió) 3. regular -ar, -er, -ir verbs: 1st, 2nd, 3rd person singular singular PAST tense 4. reflexive 'me' & 'te' 	<p>Content:</p> <ol style="list-style-type: none"> 1.Describing a series of events (narration) 2. Talking about giving and receiving (birthdays) 3. Describing how things make people feel 4. Giving opinions about school <p>Grammar:</p> <ol style="list-style-type: none"> 1.word order with direct object 'lo' 'la' 2. indirect object pronouns (me, te, le) 3. gustar-type verbs & indirect object pronouns (me, te, le) 	<p>Content:</p> <ol style="list-style-type: none"> 1.Describing what people do (visiting a Spanish city) 2. Talking about family members and their jobs 3. Describing how people feel (Concerts & festivals) 4. Comparing things (Shopping) 5. Describing what people do and did (sport) 6. Comparing where people go and went <p>Grammar:</p> <ol style="list-style-type: none"> 1. possessive adjectives - su vs sus; nuestro vs nuestra mi vs mis; tu vs tus 2. comparatives: más/menos ... que; peor(es), mejor(es) 3. demonstratives - este vs esta; estos; esta estas 4. HACER past (preterite) - hago, haces, hace hice, hiciste, hizo 5. IR past (preterite) - voy, vas, va; fui, fuiste, fue; al vs a la 	<p>Content:</p> <ol style="list-style-type: none"> 1.Asking questions about what people did 2.Asking questions about what people do 3.Describing what is happening now (exercise and fitness) 4.Describing what is happening now (making a film) 5.Comparing future plans <p>Grammar:</p> <ol style="list-style-type: none"> 1.present continuous with -ar verbs: estoy/estás/está + present participle (-ando); question words 2. present continuous with -ir/-er verbs: estamos/están + present participle (-iendo); queremos/quieren 3. IR + infinitive for future plans
<p>Super curricular</p> <p>Go to conjuguemos and revise the present tense and the preterite</p>	<p>Super curricular</p> <p>Search for some cartoons on Youtube, but with 'en español' in the search bar. Eg Peppa Pig, Ben 10, Dora. See what you can understand and look up any new words.</p>	<p>Super curricular</p> <p>Research about Christmas traditions in Spain and other South American countries, compare them to the traditions in the UK.</p>	<p>Super curricular</p> <p>Research what schools are like in Spain and in Venezuela, the time they start and finish, lunch times and the subjects they study and compare them to British schools.</p>	<p>Super curricular</p> <p>Research about daily life in Spain and in Colombia, compare the times they have meals and what time they go to bed, are there any similarities with the UK?</p>	<p>Super curricular</p> <p>Research different traditions when children get presents in Spain: 'Reyes Magos', 'Ratoncito Pérez', 'Día de tu Santo' create a powerpoint explaining each one of them. Can you find any other?</p>
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> 1. Follow the links to the key vocabulary and structures shared by your teacher every week through Teams 2. Google or search on YouTube any of the terms mentioned under grammar to find out more information – we recommend you visit this website https://agreenmouse.com/spanish-for-children/ 					

TEXTILES: How can I become a scholar?

7 & 8 Textile Rotation: 12 Weeks

Week 1& 2 RECORDING: Drawing & Embroidery

1. Objective: Understand the key features that make successful bunting and be able to look for the formal elements of line and shape in different patterns, through observational drawing.

- Issue books
- 2 x drawings based on close up sections from patterns in natural forms sheet in colour.

2. Objective: To identify and use a range of different types of hand stitching.

- Learn stitches and basic sewing equipment, how to thread a needle and tie off etc.
- Running stitch / back stitch / cross stitch / satin stitch

Presentation in book

H/L 1: Research patterns and create a page of at least 10 images. Email to teacher or print or print at home to be stuck into booklet.

Week 3 & 4: APPLIQUE: Sample, Design & Making

Objective 1 : To learn the process of applique using the embroidery stitches learnt last lesson.

- Applique demo.
- Create applique sample using felt pieces and sew using a stitch of your choice. Max of 6 shapes.
- Present in booklet and write up.

Objective 2: Applying knowledge of the technique and research to Design and make an applique flag.

- Design Bunting flag for applique
- Make Bunting flag based of design

Week 5 & 6: FABRIC PAINTING & TIE DYE, – Design & Making

Objective: To understand and use fabric painting and colour application, through wax resist, painting and tie dye.

Week 7 & 8: BATIK

Objective: To understand and use fabric painting and colour application, through wax resist,

- Demo – batik
- A6 sample Batik sample – draw design on paper in black pen and trace over on fabric using the wax. Paint using the dye palettes.
- Design Bunting flag for batik.
- Make Bunting flag based on design
- Present in booklet and write up.

H/L 3: Research page on Orla Kiely Patterns

Week 9-10: POLYTILE PRINTING

Objective: To understand how to create a repeat print and the process of printing.

- Complete what is a repeat pattern worksheet & present
- Polytile printing demo create a repeating pattern filling A6 sample piece.
- Design & make polytile print for sample
- Design Bunting flag for Polytile print.
- Make Bunting flag based on design
- Present in booklet and write up.

H/L 3: DIRT, improve 3 pages in your book and make sure all work is mounted and up to date.

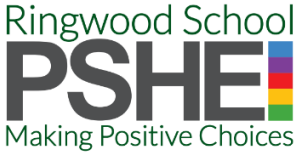
Week 11-12: PRESENT, PUTTING TOGETHER FINAL STRING OF BUNTING, EVALUATING

Objective: Continue to develop your bunting using a variety of textile techniques. Work into your bunting pieces to add further detail with skills such as hand stitching.

<ul style="list-style-type: none"> - Demo – painting scales/ tying tie dye - A6 sample – colour scales and simple pattern using fabric paints . Tie Dye. - Design Bunting flag for applique - Make Bunting flag based on design - Present in booklet and write up. - DIRT <p><u>H/L 2:</u> Create poster about cotton & it’s properties.</p>	<ol style="list-style-type: none"> 1. No wet work today 2. Complete 6 flags and cut out using pinking shears 3. Bring work to teacher to be stapled onto bunting tape 4. Complete booklet. <p>ROTATE TO NEW TECHNOLOGY</p>
<p>Super Curricular:</p> <ul style="list-style-type: none"> • Devise and complete your own DIRT tasks to improve your sketchbook work • Produce independent study pages where you explore relevant and additional artists • Research fashion designers who are inspired by pattern. Will you be inspired too? <p>Look around you and find patterns which you can photograph. These could be natural or man-made, form inside or outside of your home, close up or wide angle. Patterns are everywhere.</p>	

PSHE: How can I become a scholar?

Skills and Knowledge

Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
Discrimination	Law and Safety	Digital literacy	Healthy Living	Financial Decision Making	Emotional Well being
<p>Understanding British values and Protected Characteristics</p> <p>Recognising and challenging bullying homophobia, biphobia, racism and religious discrimination</p> <p>Exploring RESPECT</p>	<p>Understanding what constitutes a crime and the associated consequences</p> <p>Exploring peer influence</p> <p>Careers in law and safety</p>	<p>Recognising biased or misleading information online</p> <p>How to critically assess different media sources including the use of artificial intelligence</p> <p>Managing healthy screen time</p>	<p>How to assess the risks of drugs, alcohol, tobacco, nicotine and vapes</p> <p>How to manage influences in relation to substance use</p> <p>How to support your friends and loved ones</p>	<p>How to evaluate the risks associated with gaming and gambling</p> <p>To understand dependency and addiction</p> <p>How to consider both peer influence and advertising in decision making</p>	<p>Developing emotional literacy, including recognition of emotions</p> <p>Developing healthy coping strategies in response to negative emotions</p>
	<p>Super curricular:</p> <p>Off timetable event</p> <p>LAW AND SAFETY</p> <p>11TH November</p>	<p>Supporting websites for further information:</p> <p>https://www.childline.org.uk/</p> <p>https://www.thinkuknow.co.uk/</p> <p>https://www.kooth.com/</p> <p>https://www.childnet.com/young-people/</p> <p>https://chathealth.nhs.uk/</p> <p>https://careerpilot.org.uk/</p>			