

**Half Termly Overview 1/9/20 to 16/10/20**

**Year 8**

**English - Fiction & Non-Fiction Anthology Unit**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| **Fiction and Non- Fiction Anthology unit**  Reading:   1. Develop inference skills and recognise the difference between explicit and implicit ideas 2. Analyse the writers’ word and method choices and their connotations including: verbs, contrast, personification & similes 3. Revise setting, mood & atmosphere 4. Analyse the effects of structural features, including: empathy, sequence, dialogue, perspective, rising action, climax & plot 5. How to organise an evaluation of a text 6. Summarise the main ideas in a text & identify point of view 7. Synthesise information from different texts, & organise the writing of a comparison 8. Revise persuasive methods, including: direct address, rhetorical questions, direct address, commands, factual language & statistics   Writing:   1. How to develop narrative structure 2. Extend your range of sentence structures 3. How to make effective structural choices 4. How to develop your use of imagery 5. How to create atmosphere effectively 6. How to choose, develop & sequence ideas 7. Explore appropriate tone and register | **Figurative language:** <https://www.bbc.co.uk/bitesize/articles/znj4kmn>  **Inference:** <https://www.bbc.co.uk/bitesize/guides/zcxqg82/revision/1>  <https://www.bbc.co.uk/bitesize/topics/z43g87h/articles/z6h6wnb>  **Sensory description:** <https://www.bbc.co.uk/bitesize/articles/zd4kwty>  **Show not tell:** <https://www.bbc.co.uk/programmes/p08bssl6>  **Nouns & Skimming/Scanning:** <https://www.bbc.co.uk/bitesize/articles/zdd9vwx>  **Fiction & Non-Fiction:** <https://www.bbc.co.uk/bitesize/articles/z7n4ydm>  **Persuasive language:** <https://www.bbc.co.uk/programmes/p08c9y4j>  **Purpose & audience:** <https://www.bbc.co.uk/bitesize/articles/znn9vwx>  **Comparing texts:** <https://www.bbc.co.uk/bitesize/articles/znmpscw>  **Dialogue:** <https://www.bbc.co.uk/bitesize/articles/zrtq2sg>  **Dialogue punctuation:** <https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-28043a3c1b5c/section/e3819148-7560-4226-9f4f-17d35b4d1bb1/session>  **Summarising information:** <https://www.bbc.co.uk/bitesize/guides/zs2fvcw/revision/1>  **Synthesizing ideas & information:** <https://reading.ecb.org/student/synthesizing/index.html?login=carmen00180>  **Creating atmosphere & setting:** <https://www.bbc.co.uk/bitesize/articles/zdg93j6>  **Story structure & Climax:** <https://www.bbc.co.uk/bitesize/articles/zrv8wty>  **Varied sentence openings:**  <https://www.bbc.co.uk/bitesize/guides/zybhcwx/revision/3>  **Range of sentences:** <https://www.englishclub.com/writing/sentence-variety.htm>  **Narrative structures:** <https://www.bbc.co.uk/bitesize/articles/zxgy6g8> | **Oxford - Ignite 2:** Unit 2 ‘Words of War’  **Oxford - Catapult 2:** Chapter 1 ‘Genres & Themes’  **Collins KS3 English All-in-one revision & practice book:**  Reading pages 4-39; 148-158  Writing: pages 40-57; 62-63; 70-73; 160-166; 168; 171  **Oxford AQA KS3 English Language Year 8 – Preparing for Paper 1 & Paper 2**  **CGP Key Stage Three Spelling, Punctuation & Grammar Guide – The Work Book**  **CGP Key Stage Three Spelling, Punctuation & Grammar Guide – The Work Book** |
| **Additional Resources:**   * Seneca Learning online learning platform; BBC Bitesize website, Young Writers online website; Jumpmag website (etymology for children); Kerboodle online learning platform – English Ignite 2 and Catapult 2. | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 8**

**Maths**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** | |
| **Statistics, Graphs & Charts**   1. Draw pie charts 2. Interpret pie charts 3. Calculate mean from frequency table 4. Use tables for grouped data 5. Use two-way tables 6. Draw stem and leaf diagrams for data 7. Interpret stem and leaf diagrams 8. Compare two sets of data using statistics or the shape of the graph 9. Construct line graphs 10. Choose the most appropriate average to use 11. Draw a scatter graph 12. Draw a line of best fit on a scatter graph 13. Describe types of correlation 14. Interpret graphs and charts 15. Explain why a graph or chart could be misleading   **Expressions & Equations**   1. Understand and simplify algebraic powers 2. Write and use expressions involving powers 3. Expand brackets 4. Write and simplify algebraic expressions and formulae using brackets and division 5. Factorise expressions 6. Find the inverse of a simple function 7. Write and solve one-step equations using function machines 8. Write and solve two-step equations using function machines 9. Solve problems using equations | Hegarty Maths Clips:  427 – 429  427 – 429  414 – 418  414 – 418  422 – 424  430  431  -  -  -  453  454  453 – 454  453 – 454  453 – 454  157  158 – 159  161  162 – 164  168  177  178  179  179  179 | KS3 CGP textbook 2 pages:  246  244  264  262  -  269  266  271  -  261, 271  249  253  249  248  120  119  123, 127  125  129  -  -  - 129, 131 | KS3 Pearson Progress in Mathematics Core 2 book:  Unit 3.1 p.61-63  Unit 3.1 p.61-63  Unit 3.2 p.64-67  Unit 3.2 p.64-67  Unit 3.2 p.64-67  Unit 3.3 p.68-70  Unit 3.3 p.68-70  Unit 3.4 p.71-74  Unit 3.4 p.73  Unit 3.4 p.74  Unit 3.5 p.75-77  Unit 3.5 p.75-77  Unit 3.6 p.78-80  Unit 3.6 p.78-80  Unit 4.1 p.92-94  Unit 4.1 p.92-94  Unit 4.2 p.95-97  Unit 4.2 p.95-97  Unit 4.3 p.94-100  Unit 4.4 p.101-104  Unit 4.4 p.101-104  Unit 4.5 p.105-106  Unit 4.5 p.105-106  Unit 4.6 p.107-109 |
| **Additional Resources:**   * Corbettmaths video clips and worksheet * Pearson Depth textbook 2: Chapter 3 (Statistics, Graphs and Charts) * Pearson Depth textbook 2: Chapter 4 (Expressions and Equations) * Pearson Support textbook 2: Chapter 3 (Statistics, Graphs and Charts) * Pearson Support textbook 2: Chapter 4 (Expressions and Equations) | | | |



**Half Termly Overview**

**Year 8**

**Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| Forces   * To describe and explain the effect of drag forces and friction * To describe how forces deform objects * To use Hooke’s Law * To describe what is meant by a moment * To calculate the moment of a force * To describe the factors that affect gas pressure * To describe how atmospheric pressure changes with height. * To calculate pressure   Ecosystems   * To state the word equation for aerobic respiration * To describe the process of respiration. * To state the word equation for anaerobic respiration * To describe the differences between aerobic and anaerobic respiration * To describe the process of photosynthesis and  state the word equation for photosynthesis. | Kerboodle online textbook Activate 2 pages 18-32  <https://www.youtube.com/watch?v=8qOGXzg94cY&safe=active>  and  <https://www.youtube.com/watch?v=HP-_Ky_wRe4&safe=active>  Oak National Academy – forces (year 7)  <https://classroom.thenational.academy/lessons/forces>  Kerboodle online textbook Activate 2 pages 144-160  <https://www.youtube.com/watch?v=CjLzQNtKnN8&safe=active>  and  <https://www.youtube.com/watch?v=BymcnzTj0Gg&safe=active>  Oak National Academy photosynthesis (year 8)  <https://classroom.thenational.academy/lessons/photosynthesis> | Kerboodle textbook Activate 2 pages 18-32  CGP Key Stage 3 Science book (green)  Pages120-135  Kerboodle textbook Activate 2 pages 144-160  CGP Key Stage 3 Science book (green)  Pages 18, 30 & 98 |
| **Additional Resources:**   * [www.senecalearning.com](http://www.senecalearning.com) ks3 science sections * 1.2.1 respiration and photosynthesis * 3.2.2 forces * 3.2.3 moments * 3.2.4 elasticity * [www.Freesciencelessons.co.uk](http://www.Freesciencelessons.co.uk) * <https://www.bbc.co.uk/bitesize> | | |



**Half Termly Overview**

**Year 8**

**French**

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| **You will learn** | **Online Resources** | **Physical Resources/Links** |
| 1. **Hobbies and free time** – express opinions about free time activities 2. **Present tense** – describe what you do in your free time 3. **Past tense** – describe what you did in your free time 4. **Time phrases** – to say how often you do something in your free time 5. **Adjectives**– to justify your opinion of the free time activity. 6. **Weather** – you will learn how to describe the weather in the present tense and past tense.       Linguascope log in details -  Username: unity Password: duran | [www.wordreference.com](http://www.wordreference.com/) (to help with vocabulary)    1. <https://www.bbc.co.uk/bitesize/topics/z7t8kmn/articles/zm3n7nb>  <https://quizlet.com/ca/438465931/les-loisirs-flash-cards/>  <https://www.bbc.co.uk/bitesize/guides/zrw2bdm/revision/1>  <https://www.linguascope.com/secure/students/beginner/french.php>    2. <https://www.languagesonline.org.uk/French/Grammar/Present_Tense/index.htm>    3. <https://www.languagesonline.org.uk/French/Grammar/Begin_Perfect_Tense/index.htm>    6. <https://www.youtube.com/watch?v=eBvJVOuBPXI>  <https://quizlet.com/372687807/la-meteo-flash-cards/>  <https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=weather> | Work pack available upon request from the MFL Office. |
| **Additional Resources:**   * Power points on Free time, Present and Past tense, and Weather available upon request from the MFL Office. | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 8**

**German**

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| **You will learn** | **Online Resources** | **Physical Resources/Links** |
| 1. **Hobbies and free time** – to express opinions about free time activities 2. **Present tense** – to describe what you do in your free time 3. **Past tense** – to describe what you did in your free time 4. **Time phrases** – to say how often you do something in your free time 5. **Adjectives** – to justify your opinion of the free time activity. 6. **Weather** – you will learn how to describe the weather in the present tense and past tense. | 1. <https://quizlet.com/gb/434549349/german-revision-free-time-flash-cards/> 2. <https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/zbbn7nb>   <https://www.youtube.com/watch?v=jXq6PUV53K8&t=108s>   1. <https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/zrrfmfr>   <https://www.youtube.com/watch?v=dxtM8UVF3cA>  <https://www.youtube.com/watch?v=VOYAMqLQTkg>   1. <https://quizlet.com/gb/513293644/german-time-phrases-flash-cards/> 2. <https://quizlet.com/gb/512559771/german-adjectives-to-describe-sports-flash-cards/>   <https://quizlet.com/gb/452357058/german-free-time-adjectives-flash-cards/>  6. <https://quizlet.com/gb/230165911/german-weather-flash-cards/>  <https://quizlet.com/128394043/german-weather-past-tense-flash-cards/> | Work pack available upon request from the MFL Office. |
| **Additional Resources:**   * Power points on Hobbies and Free Time, the Present Tense, the Past Tense, Time Phrases, Adjectives and Weather available upon request from the MFL Office. | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 8**

**Spanish**

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| **You will learn** | **Online Resources** | **Physical Resources/Links** |
| **1.Hobbies and free time** – express opinions about free time activities  **2.Present tense** – describe what you do in your free time  **3.Past tense** – describe what you did in your free time  **4.Time phrases –** to say how often you do something in your free time  **5.Adjectives** – to justify your opinion of the free time activity.  **6.Weather** – to describe the weather in the present tense  **7.Weather** – to describe the weather in the past tense  Linguascope log in details:  Username: unity Password: duran2 | 1. <https://quizlet.com/gb/482991343/spanish-free-time-and-opinions-flash-cards/>   <https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=hobbies>   1. <https://quizlet.com/gb/497973473/present-tense-spanish-hobbies-flash-cards/>   <https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z63n7nb>   1. <https://quizlet.com/68953989/hobbies-preterite-tense-past-tense-spanish-flash-cards/>   <https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zhgfmfr>   1. <https://quizlet.com/gb/384882532/present-tense-hobbies-and-frequency-flash-cards/>   <https://quizlet.com/170414535/spanish-time-phrases-flash-cards/>   1. <https://quizlet.com/gb/402130930/adjectives-to-describe-free-time-activities-flash-cards/>   <https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=sports1>  <https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=sports2>   1. <https://quizlet.com/359686810/spanish-weather-present-tense-flash-cards/>   <https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=weather>   1. <https://quizlet.com/190746085/spanish-weather-past-tense-flash-cards/> | Work pack available from the MFL office upon request. |
| **Additional Resources:**   * Power points on Hobbies, the Present Tense, the Past Tense, Time Phrases, Adjectives and Weather available upon request from the MFL Office. | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 8**

**Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources Links** |
| **Data Representation:**  Lesson 1 – Data introduction: what is the difference between data and information?  Lesson 2 – Binary & denary: convert denary to binary and vice versa.  Lesson 3 – Binary Addition: add two binary numbers together and understand overflow errors.  Lesson 4 – Storing characters: understand how characters are stored on devices.  Lesson 5 – Boolean: know the key terminology used to effectively search for data.  Lesson 6 – Boolean Logic: know the key symbols used in programming  Lesson 7 – Searching databases: understand how data is stored and how to search using queries.  Lesson 8 – Logic Gates: know what the AND, OR and NOT gate are used for and complete truth tables.  Lesson 9 – End of unit test | Office 365  <https://www.office.com/?auth=2>  Year 8 > Content Library > Data Representation  Download and save the workbook in the ‘Lesson Tasks’ section to view and complete the activities.  Make use of the ‘Lesson Notes’ section to help support your learning.  <https://www.bbc.co.uk/bitesize/guides/z26rcdm/revision/1>  <https://www.bbc.co.uk/bitesize/guides/zpfdwmn/revision/1>  <https://www.bbc.co.uk/bitesize/guides/zqp9kqt/revision/1> | KS3 Computer Science CGP  P.64 – P.76 |
| **Additional Resources:**   * N/A | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 8**

**Geography - Global Crisis Sweating Earth**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To understand how our climate changes over time​ * To explain ice extent on multiple scales​ * To understand and explain how volcanoes affect our climate​ * ​To understand our connection to climate change​ * ​To know the key differences between natural and enhanced greenhouse effect​ and describe them * To explain how humans, contribute to climate change * To understand the effects and consequences of climate change. * ​To describe and explain key climate change factors​ * To understand how climate change can be slowed * To describe fossil fuel reduction​ * To explain how individuals can reduce their climate change impact​ * To understand how palm oil products lead to climate change​ * To explain how forests can slow down or contribute to climate change​ * To understand what a microclimate is​ * ​To know the key microclimate factors​ | 1. <https://www.ducksters.com/science/earth_science/ice_age.php>  <https://www.youtube.com/watch?v=jDXKXJCZExM&safe=active>  <https://www.youtube.com/watch?v=nwhtIJAVTUc&safe=active>  2. <https://www.ducksters.com/science/environment/global_warming.php>  (This website includes an overview of climate change, including definition and other causes – scroll down to volcanoes). <https://www.youtube.com/watch?v=RleDV5tzIZo>  3. <https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/>  <https://climatekids.nasa.gov/greenhouse-effect/>  (This website includes a video).  <https://www.youtube.com/watch?v=7sJHnwpXFV8&safe=active>  4. <https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/>  <https://www.bbc.co.uk/bitesize/guides/zcn6k7h/revision/5>  5. <https://www.reusethisbag.com/articles/reduce-reuse-and-recycle-tips-for-kids/>  <https://www.youtube.com/watch?v=Q0Nq4b_07Fc&safe=active>  (The fourth R can change for example repeat/recover however we will focus on refill - Put the same in again).  6. <https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/>  <https://kids.britannica.com/kids/article/deforestation/443116>  <https://www.youtube.com/watch?v=TQQXstNh45g&safe=active>  7. <https://www.bbc.co.uk/bitesize/guides/z9xx4qt/revision/4> | Work pack available from the Humanities Office upon request.  CGP KS3 Geography Revision Guide, Page 38.  Geog.2 text book page 90-91  Geog.2 Textbook, Page 92-93  Geog.2 Textbook, Page 94-95.  Geog.2 textbook Page 100-101  CGP KS3 Geography Revision Guide, Page 41. |
| **Additional Resources:**   * N/A | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 8**

**History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| Forces   * To describe what a Medieval Town was like. * To describe and explain why Public Health was bad in Medieval England. You may be able to explain improvements which were being made. * To explain how the Black Death spread. * To explain how the plague effected victims. * To describe the different cures used at the time to cure the Black Death. You may be able to explain what these cures show about Medieval knowledge at the time. * To explain the long- and short-term consequences of the Black Death. * To explain why the peasants were angry in 1381. You may be able to explain the Political/Social/Economic reasons why the peasants were angry in 1381. * To explain features of a Medieval village. You may be able to explain the positive and the negative aspects of a Medieval village. * To know the jobs that the Medieval Church did. * To explain why the Medieval Church was so important. * To reach a judgement on how significant the Medieval Church was in helping medicine to improve. * To assess the best person to visit for medical help in the Middle Ages. * To describe what a guild was. | Seneca – Black Death Module  <https://app.senecalearning.com/classroom/course/f3012969-6fda-4cb0-8de5-8ff738472ea1/section/67c7260b-6599-4155-9392-d0afb59a8611/session>  Medieval Towns  <https://www.historylearningsite.co.uk/medieval-england/medieval-towns/>  <https://www.bbc.co.uk/bitesize/guides/zm4mn39/revision/1>  <https://www.youtube.com/watch?v=pl8R-EUa2G4&safe=active>  Public Health in Medieval Towns  <https://www.youtube.com/watch?v=2rXqwLks7zw&safe=active>  <https://www.bbc.co.uk/bitesize/guides/zgdftyc/revision/5>  Black Death  <https://www.bbc.co.uk/bitesize/guides/z7r7hyc/revision/2>  <https://www.bbc.co.uk/bitesize/guides/z7r7hyc/video>  <https://www.ducksters.com/history/middle_ages_black_death.php>  Peasants Revolt  <https://www.youtube.com/watch?v=WsML7hiTnsY>  Medieval Church  <https://www.youtube.com/watch?v=ikicnfBQEcw>  <https://www.bbc.com/education/clips/zs4b9qt>  Medieval Medicine  <https://www.youtube.com/watch?v=JVQO0a4mMWs>  Medieval Guilds  <https://www.historylearningsite.co.uk/medieval-england/medieval-guilds/>  <https://www.ducksters.com/history/middle_ages_guilds.php> | Work pack available from Humanities Office upon request.  **“KS3 History All-in-One Complete Revision and Practice”** textbook / revision book published by Collins  Pages 16 - 21  Textbook Book ‘Invasion, Plague and Murder’ Aaron Wilkes  Pages 60 - 68 |
| **Additional Resources:**   * Black Death Worksheets <https://kidskonnect.com/history/the-black-death/> * <https://schoolhistory.co.uk/medieval/the-black-death-facts/> | | |



**Half Termly Overview 1/9/20 to 18/12/20**

**Year 8**

**RE - Creation**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| To understand the creations story according to the bible. Consider your own view on how the world was created.  What went wrong with the creation of the world according to the bible?  To understand the impact of Adam and Eve on the world.  Consider similar and different ideas about the creation of the world.  How religion and science can work together. | <https://www.youtube.com/watch?v=yZ1Fd_SPC18&safe=active>  <https://www.bbc.co.uk/programmes/p011096y>  <https://www.bbc.co.uk/bitesize/guides/z8gqpbk/revision/2>  <https://www.youtube.com/watch?v=wUeI0bzigEY> – give warning that it begins with alcohol.  <https://www.youtube.com/watch?v=YHFp_FYuI4A>  <https://www.youtube.com/watch?v=CWzrABouyeE> | Work packs available from the Humanities Office upon request. |
| **Additional Resources:**   * BBC Bitesize clips. <https://www.bbc.co.uk/bitesize/guides/zg3vxfr/revision/1> | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 8**

**iD**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To develop your understanding of the physical changes and emotional changes during puberty. * To know about the sexual development and how it links to relationship. * To be able to discuss that relationship and sexuality can be different for different people. * To be able to compare and contrast online friends with real life (face-to-face) friends and learn how to respond if an online friend asks them personal questions. * To be aware that people are not always who they say there are online and understand the dangers of online relationships. | Puberty -  <https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/>  <https://www.bbc.co.uk/bitesize/clips/zck9wmn>  Teen Dreams -  <https://www.youtube.com/watch?v=kyv4kmsvK1g>  <https://www.youtube.com/watch?v=Typq9AvDgSw>  <https://www.youtube.com/watch?v=Typq9AvDgSw>  Like a girl –  <https://www.youtube.com/watch?v=XjJQBjWYDTs>  No labels -  <https://www.youtube.com/watch?v=PnDgZuGIhHs> |  |
| **Additional Resources:**   * Newsround: News friendly for young people: <https://www.bbc.co.uk/newsround> * Young minds * Place2Be: How to answer questions from children? * Think you know <https://www.thinkuknow.co.uk/11_13/> | | |