

**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**English: Non-Fiction Campaign for a Cause**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| Reading:1. Develop inference skills and recognise the difference between explicit and implicit ideas.
2. Evaluate contrasting perspectives about the same event to understand perspective.
3. Analyse the writers’ word and method choices to identify their perspective.
4. Identify and choose most appropriate quotes to support opinion when reading a text.
5. Analyse the structure and methods used in a variety of effective speeches.
6. How to structure a reading response answer effectively, including quotes and analysis.
7. Summarise the main ideas in a text & identify point of view.
8. Revise persuasive methods, including: direct address, rhetorical questions, direct address, commands, factual language & statistics.

Writing:1. Write for a specific purpose, using appropriate format and methods.
2. How to use emotive language to persuade a reader.
3. Extend your range of sentence structures.
4. How to make effective structural choices.
5. How to choose, develop & sequence ideas.
6. Explore appropriate tone and register.
7. Develop and experiment with a wider range of vocabulary.
 | **Inference:** <https://www.bbc.co.uk/bitesize/guides/zcxqg82/revision/1><https://www.bbc.co.uk/bitesize/topics/z43g87h/articles/z6h6wnb>**Fiction & Non-Fiction:** <https://www.bbc.co.uk/bitesize/articles/z7n4ydm>**Persuasive language:** <https://www.bbc.co.uk/programmes/p08c9y4j>**Persuasive language:** <https://www.bbc.co.uk/bitesize/articles/zvghqfr>**Persuading a reader:** <https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/zr8cmfr>**Purpose & audience:** <https://www.bbc.co.uk/bitesize/articles/znn9vwx>**Varied sentence openings:**<https://www.bbc.co.uk/bitesize/guides/zybhcwx/revision/3>**Range of sentences:** <https://www.englishclub.com/writing/sentence-variety.htm>**Adverbs:** <https://www.bbc.co.uk/bitesize/articles/zbn492p>**Adverbs & fronted adverbials:** <https://www.bbc.co.uk/bitesize/articles/zvrbp4j>**Auxiliary verbs:** <https://www.bbc.co.uk/programmes/p08b5mc7>**Verbs:** <https://www.bbc.co.uk/bitesize/articles/zfc2mfr>**Prepositional phrase:** <https://www.bbc.co.uk/bitesize/articles/zh8nscw>**Writing a speech:** <https://www.bbc.co.uk/bitesize/articles/znvxt39>**Persuasive methods including emotive language:** <https://www.bbc.co.uk/bitesize/guides/zyydjxs/revision/2>**Ambitious vocabulary:** <https://www.bbc.co.uk/bitesize/guides/zc4sk7h/revision/1>**Active & passive voice:** <https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-28043a3c1b5c/section/f42b9d3b-2f45-4bea-bddd-9f24fb989960/session> | **Sets 1,2,3: Kerboodle - Ignite 2:** Unit 5 ‘Campaign for a Cause’**Sets 4,5,6: Kerboodle - Catapult 2:** Chapter 6 ‘Viewpoints & Issues’**Collins KS3 English All-in-one revision & practice book:** Reading pages 4-39; 148-158Writing: 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.
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**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**Maths**

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| **You will learn** | **Online Resources** | **Textbook Links** | **Teaching Resources/Links** |
| **Real Life Graphs**1. Draw, use and interpret conversion graphs
2. Interpret, draw and use graphs to solve distance–time problems
3. Draw and interpret line graphs and identify trends
4. Draw and interpret linear and non-linear graphs from a range of sources

**Decimals and Ratio**1. Round numbers to an appropriate degree of accuracy
2. Order decimals of any size, including positive and negative decimals
3. Multiply and divide any number by 0.1 and 0.01
4. Solve problems involving decimals and all four operations
5. Divide a quantity into three or more parts in a given ratio
6. Use ratios involving decimals
7. Solve ratio and proportion problems

**Lines and Angles**1. Solve geometric problems using side and angle properties of special quadrilaterals
2. Identify alternate and corresponding angles on a diagram
3. Solve problems using properties of angles in parallel and intersecting lines
4. Work out the sizes of interior and exterior angles of a polygon
5. Solve problems involving angles by setting up equations
 | Hegarty Maths Clips:712874206, 207894, 89556464851332331330824 – 826481490563, 564N | KS3 CGP Book 2 pages:Unit 12.4 page 163Unit 12.4 page 164Unit 12.3 page 158Unit 12.1 page 151-157Unit 2.2 page 30-31Unit 1.1 page 3-5NUnit 1.4 page 22-25Unit 6.1 page 87Unit 6.2 page 91-94Unit 6.2 page 95Unit 13.1 page 166Unit 13.1 page 169 Unit 13.2 page 180Unit 13.3 page 181N | KS3 Pearson Progress in Mathematics book 2:Unit 5.1 page 120-121Unit 5.2 page 122-124Unit 5.3 page 125-126Unit 5.4 page 127-132Unit 6.1 page 148-150Unit 6.2 page 151Unit 6.3 page 153-157Unit 6.4 page 158-159Unit 6.4 page 160Unit 6.4 page 161Unit 7.1 page 173-175Unit 7.2 page 176Unit 7.3 page 179-180Unit 7.4 page 182-184Unit 7.5 page 185-187 |
| **Additional Resources:**CGP – Mathematics for Key Stage Three Book Two (Product code: M2NN31)KS3 Revision - <https://www.bbc.co.uk/bitesize/subjects/zqhs34j><https://mathsmadeeasy.co.uk/ks3-revision/ks3-maths/> |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**Science**

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| **You will learn**  | **Online Resources** | **Teaching Resources/Links** |
| Breathing* To explain how parts of the gas exchange system are adapted to their function.
* To describe the processes of inhaling and exhaling.
* To explain how exercise, smoking and asthma affect the gas exchange system.
* To state the difference between medicinal and recreational drugs.
* To describe the effects of drugs and alcohol on health and behaviour.

Digestion* To describe the components of a healthy diet and their functions in the body.
* To describe how to test foods for starch, lipids, sugar, and protein.
* To state what happens during digestion.
* To describe the structure of the main parts of the digestive system.
* To describe all the events that take place in turning a meal into simple food molecules.
* Magnetism
* To describe how magnets interact.
* To describe how magnetic field diagrams tell you about the direction and strength of a magnetic field.
* Electromagnets
* To describe how to make an electromagnet.
* To use a diagram to explain how to make an electromagnet and how to change its strength.
* To describe how the strength of an electromagnet changes with distance.
* To explain why you choose an electromagnet rather than a permanent magnet for a purpose.
* To describe how electric bells, circuit breakers, and loudspeakers work.
 | *Kerboodle online textbook Activate 2 pages 122-131*breathing<https://www.youtube.com/watch?v=fQsgZloXNPY&safe=active><https://www.youtube.com/watch?v=UTR1IsX55dc&safe=active>digestion<https://www.youtube.com/watch?v=Og5xAdC8EUI&safe=active>https://www.youtube.com/watch?v=kFx9a3TSvXg&safe=activeOak National Academy – forces (year 7 + 8) <https://classroom.thenational.academy/lessons/the-effects-of-drugs><https://classroom.thenational.academy/lessons/the-respiratory-system-and-the-effect-of-smoking><https://classroom.thenational.academy/lessons/respiration><https://classroom.thenational.academy/lessons/diet-and-food-groups>https://classroom.thenational.academy/lessons/health-and-diet*Kerboodle online textbook Activate 2 pages 132-142**Kerboodle online textbook Activate 2 pages 36-41*<https://www.youtube.com/watch?v=rz_yH-QLRsw&safe=active><https://www.youtube.com/watch?v=hcORdjvxvDg&safe=active><https://www.youtube.com/watch?v=oEEYMhPY5tY&safe=active>Oak National Academy – forces (year 7)<https://classroom.thenational.academy/lessons/non-contact-forces> | *Kerboodle textbook Activate 2 pages 122-131**CGP Key Stage 3 Science book (green)**Pages 18-20**Kerboodle textbook Activate 2 pages 132-142**CGP Key Stage 3 Science book (green)**Pages 8-11* |
| **Additional Resources:**[www.senecalearning.com](http://www.senecalearning.com) ks3 science sections 1.1.5 Nutrition,1.1.6 Digestion,1.1.7 Gas Exchange 3.4.5 Magnets, 3.4.6 Electromagnets<https://www.bbc.co.uk/bitesize> |



**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**French**

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| **You will learn** | **Online Resources** | **Physical Resources/Links** |
| 1. **Holidays (transport)** – to discuss what transport you normally use when travelling on holiday; to use a range of transportation in the past tense.
2. **Holidays (accommodation)** – to recognise a range of accommodation types; to use adjectives to describe what the accommodation is like.
3. **Holidays (facilities)** – to say what facilities a certain type of accommodation has and does not have.
4. **Holidays (activities)** – to describe what you normally do on holiday; to give opinions on these activities; to justify your opinions on holiday activities with a range of adjectives.
 | 1. <https://quizlet.com/139601584/les-transports-types-of-transport-french-flash-cards/>

<https://www.bbc.co.uk/bitesize/guides/zdy9hbk/revision/1>1. <https://quizlet.com/133381274/french-accommodation-flash-cards/>

<https://www.bbc.co.uk/bitesize/guides/zd6y8xs/revision/1>1. <https://quizlet.com/113913071/french-hotel-facilities-flash-cards/>
2. <https://www.french-games.net/frenchvocabulary?topic=Holiday%20activities&level=secondary>

<https://www.youtube.com/watch?v=KYAUIEa6LwI><https://quizlet.com/gb/468821769/frenchholiday-activities-flash-cards/>  | Work pack available upon request from the MFL Office. |
| **Additional Resources:*** CGP KS3 French Study Guide and CGP KS3 Workbook with answers.
* Power Points for all subtopics for Holidays are available upon request from the MFL Office.
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**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**German**

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| **You will learn** | **Online Resources** | **Physical Resources/Links** |
| 1. **Holidays (transport)** – to discuss what transport you normally use when travelling on holiday; to use a range of transportation in the past tense.
2. **Holidays (accommodation)** – to recognise a range of accommodation types; to use adjectives to describe what the accommodation is like.
3. **Holidays (facilities)** – to say what facilities a certain type of accommodation has and does not have.
4. **Holidays (activities)** – to describe what you normally do on holiday; to give opinions on these activities; to justify your opinions on holiday activities with a range of adjectives.
 | 1. <https://quizlet.com/140310327/german-transport-flash-cards/>

<https://www.bbc.co.uk/bitesize/guides/z3jfbk7/revision/3>1. <https://quizlet.com/23631321/german-gcse-vocab-holiday-accommodation-transport-flash-cards/>

<https://www.german-games.net/germanvocabulary?topic=Accommodation&level=secondary>1. <https://quizlet.com/180907837/gcse-german-holidays-facilities-flash-cards/>
2. <https://quizlet.com/395804745/holiday-activities-german-flash-cards/>

<https://www.german-games.net/germanvocabulary?topic=Holiday%20activities&level=secondary><https://www.youtube.com/watch?v=QY67YkEF_HE> | Work pack available upon request from the MFL Office. |
| **Additional Resources:*** CGP German KS3 Study Guide and CGP German Workbook with answers.
* Power Points on the above subtopics for holidays are available upon request from the MFL Office.
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**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**Spanish**

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| **You will learn** | **Online Resources** | **Physical Resources/Links** |
| 1. **Holidays (transport)** – to discuss what transport you normally use when travelling on holiday; to use a range of transportation in the past tense.
2. **Holidays (accommodation)** – to recognise a range of accommodation types; to use adjectives to describe what the accommodation is like.
3. **Holidays (facilities)** – to say what facilities a certain type of accommodation has and does not have.
4. **Holidays (activities)** – to describe what you normally do on holiday; to give opinions on these activities; to justify your opinions on holiday activities with a range of adjectives.
 | 1. <https://quizlet.com/gb/394093288/spanish-transport-and-transport-adjectives-flash-cards/>

<https://www.bbc.co.uk/bitesize/guides/z64mbdm/revision/1>1. <https://quizlet.com/gb/520474753/holiday-accommodation-flash-cards/>

<https://www.rocketlanguages.com/spanish/lessons/accommodation-in-spanish/>1. <https://quizlet.com/gb/490867252/holiday-facilities-flash-cards/>
2. <https://quizlet.com/215543866/holiday-activities-spanish-flash-cards/>

 <https://www.youtube.com/watch?v=WSC7uzjFQfA> <https://www.spanish-games.net/spanishlessons?topic=Holiday%20activities&level=secondary> | Work pack available upon request from the MFL Office. |
| **Additional Resources:*** CGP KS3 Spanish Study Guide and CGP KS3 Spanish workbook with answers.
* Power Points on the above subtopics for holidays are available upon request from the MFL Office.
* Resources which can be purchased from the MFL department: CGP KS3 Spanish Study Guide £2.60; CGP KS3 Spanish workbook with answers £2.60

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**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Algorithms**Lesson 1 – Introduction to algorithms: define algorithms and know the difference between flowcharts and pseudocode.Lesson 2 – Flowcharts: read and follow flowcharts to develop algorithms.Lesson 3 – Flowcharts: create flowcharts for a variety of programming scenarios.Lesson 4 – Pseudocode: read and use pseudocode to trace an algorithm, become familiar with pseudocode keywords.Lesson 5 – Pseudocode: write algorithms using pseudocode to create solutions for a variety of scenarios. Lesson 6 – Boolean: using Boolean to search for data and becoming familiar with the Boolean operators.Lesson 7 – End of unit test: complete paper test and multiple-choice test. | Office 365<https://www.office.com/?auth=2>Year 8 > Content Library > AlgorithmsDownload 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/z3bq7ty/revision/1><https://www.bbc.co.uk/bitesize/guides/zgr2mp3/revision/1><https://www.bbc.co.uk/bitesize/guides/z2m3b9q/revision/1> | KS3 Computer Science CGPP. 77 – P.89 |
| **Additional Resources:*** N/A
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**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**Geography: Single Use Plastic**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1.To understand what plastic is and why we use it​​To describe the uses of plastic​.To explain the importance of plastic​.2.To understand why plastic has become an issue​​To discuss what happens to our plastic, even recycled plastic​.To describe how plastic enters the environment​.To explain where our plastic is exported to.3.To understand the reasons why some plastics should be banned.To discuss the reasons to ban single use plastics. ​To explain the opinions of two groups opposed to single use plastic​.4.To understand the reasons why some plastics shouldn’t be banned​.​To discuss the reasons to not ban single use plastics​.To explain the opinions of two groups who are for the use of single use plastic​.To write up my response to the big question​. To present my big question work with pride.  | 1.<https://www.natgeokids.com/uk/discover/science/general-science/all-about-plastic/><https://www.natgeokids.com/uk/discover/science/general-science/all-about-plastic/> <https://www.youtube.com/watch?v=qeICIIIAxB4&safe=active> 2.<https://kids.nationalgeographic.com/explore/nature/kids-vs-plastic/pollution/><https://www.wwf.org.uk/updates/how-does-plastic-end-ocean><https://www.youtube.com/watch?v=GkV76AqUor4&safe=active><https://www.bbc.co.uk/news/science-environment-49827945>3.<https://greentumble.com/10-reasons-why-plastic-bags-should-be-banned/>4.<https://cei.org/blog/five-reasons-banning-plastics-may-harm-environment-and-consumers> | Work pack available from the Humanities Office upon request.Two Geography in the News articles to read through and complete the questions. |
| **Additional Resources:*** N/A
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**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**History: Living Conditions**

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| **You will learn**  | **Online Resources** | **Teaching Resources/Links** |
| **Living Conditions in the 1800s*** Explain why the population in cities increased.
* Explain why living conditions were bad in the cities in the 1800s?
* To understand people were dying in the 1800s.
* To decide how much the government helped improve living conditions in the 1800s.
* To explain how conditions allowed Jack the Ripper to commit his crimes.
* To explain why Jack the Ripper was able to get away with his crimes.
 | **Seneca – Urbanisation** <https://app.senecalearning.com/classroom/course/f3012969-6fda-4cb0-8de5-8ff738472ea1/section/c0511a24-f4d6-4512-95e0-e00378cb032b/session> A BBC clip on the problems in housing / slums<https://www.bbc.com/bitesize/clips/zr4pb9q>A BBC clip on poor housing and how people tried to change things<https://www.bbc.com/bitesize/clips/zj7gd2p>An interesting short video that explains the conditions in a Victorian workhouse<https://www.youtube.com/watch?v=blyYxpNbgeU> A super video explaining the problems of Cholera and how John Snow had the answer (but nobody believed him!)<https://www.youtube.com/watch?v=Pq32LB8j2K8&safe=active>A clip from Andrew Marr on social reformers<https://www.youtube.com/watch?v=-rN3WG1SMss&safe=active>A BBC clip on Dr Barnardo set up his charity<http://www.bbc.co.uk/education/clips/z43msbk>  | Work pack of tasks available from the Humanities Office upon request.**“KS3 History All-in-One Complete Revision and Practice”** textbook / revision book published by Collins Page 56-59 |
| **Additional Resources:*** N/A
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**Term 1 Overview 2/11/20 – 18/12/20**

**Year 8**

**RE: Islam**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| * What does the Quran teach Muslims?
* How do Muslims see God?
* Where do Muslims get their guidance from?
* To describe what fasting is / involves.
* To explain the significance of fasting.
* To consider why fasting is not the same for all Muslims.
* Understand what geometric designs are and why they are used.
* Be able to distinguish between geometric designs and other designs with reasons for their use.
* Explain why geometric designs are used in Islam
 | https://[www.youtube.com/watch?v=JE4MT-4wwU4](http://www.youtube.com/watch?v=JE4MT-4wwU4)<https://www.bing.com/videos/search?q=adhan+in+a+child%27s+ear&ru=%2fvideos%2fsearch%3fq%3dadhan%2bin%2ba%2bchild%2527s%2bear%26FORM%3dHDRSC3%26adlt%3dstrict&adlt=strict&view=detail&mid=3E038B0D89F216DE9AA73E038B0D89F216DE9AA7&&FORM=VDRVRV><https://www.bbc.co.uk/bitesize/topics/zfwhfg8/articles/znhjcqt><https://www.bbc.co.uk/religion/religions/islam/texts/quran_1.shtml><https://www.truetube.co.uk/film/great-british-ramadan>* <https://www.youtube.com/watch?v=AkhstBO43u8>
* <https://www.youtube.com/watch?v=1eLsz3-gZ9w&safe=active>
* <https://www.youtube.com/watch?v=-SvOW9RZNa8>
* <https://www.youtube.com/watch?v=uszqzulHbuw>
* <https://www.youtube.com/watch?v=Z5P1N0-B4gU>
* <https://www.youtube.com/watch?v=MwzQkBKjNhQ>
* <https://www.youtube.com/watch?v=ud6PBptUGaY>
* <https://www.youtube.com/watch?v=lvRDMZT-GyQ>

<https://www.bbc.com/bitesize/clips/zw37tfr> <https://www.youtube.com/watch?time_continue=283&v=pg1NpMmPv48&feature=emb_logo> | Master packs available upon request from the Humanities Office. |
| **Additional Resources:** * N/A
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**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**iD**

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| **You will learn**  | **Online Resources** | **Teaching Resources/Links** |
| How does the law affect young people?What is antisocial behaviour? Why is this associated with young people?Why do some young people break the law? What could be the factors that contribute to this?Explore the Youth Justice System.Begin to understand the difference between criminal and civil justice. | Laws<http://www.bbc.co.uk/learningzone/clips/the-ten-commandments/309.html><https://www.youtube.com/watch?v=mIexzRVirT0><http://www.bbc.co.uk/learningzone/clips/the-law-and-young-people/4835.html><http://www.bbc.co.uk/learningzone/clips/who-makes-our-laws/3927.html><http://www.bbc.co.uk/learningzone/clips/how-a-law-is-made-in-the-uk/10095.html>You be the Judge!<http://ybtj.justice.gov.uk/> |  |
| **Additional Resources:*** [**https://courttribunalfinder.service.gov.uk/courts/burnley-magistrates-court**](https://courttribunalfinder.service.gov.uk/courts/burnley-magistrates-court)
* [**https://www.thelawpages.com/magistrates-county-crown-court/Burnley-Crown-Court-9.html**](https://www.thelawpages.com/magistrates-county-crown-court/Burnley-Crown-Court-9.html)
* **https://www.gov.uk/browse/justice/young-people**
* <https://yjlc.uk/for-young-people/>
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**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**Art and Design: Identity**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To develop subject specific vocabulary in relation to describing and creating artwork based on your identity.
* To develop an appreciation of a range of artists and be able to articulate likes and dislikes in relation to them.
* To research and present the work of one artist, including annotation, images, and an artist copy.
* To continue to develop your observational drawing skills taking inspiration from chosen artists.
 | <https://www.youtube.com/watch?v=Z4lsy2SOm_A><https://www.youtube.com/watch?v=HghRXE8cbmE><https://www.youtube.com/watch?v=OezMavBqWXc> | Master packs available on request from Art Office.  |
| **Additional Resources:*** [www.tate.org.uk](http://www.tate.org.uk)
* [www.craftscouncil.org.uk](https://www.craftscouncil.org.uk/)
* [www.textileartist.org](https://www.textileartist.org/)
* [www.vam.ac.uk](https://www.vam.ac.uk/collections)
* [www.theartstory.org](https://www.theartstory.org/artists/)
* [www.thestudentartguide.co.uk](http://www.thestudentartguide.co.uk)
* [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
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**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**Music**

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| **You will learn:** | **Online Resources** | **Teaching Resources/Links** |
| **Unit of Work: Rhythm**In this unit of work, you will learn all about rhythm in music. You will begin by exploring beat vs rhythm before moving on to look at how rhythms are notated. You will then go on to apply this knowledge when performing and composing rhythms.**Learning Objectives:** * To distinguish between beat and rhythm.
* To recognise note values and their associated rests.
* To apply knowledge of rhythmic notation to composition.
* To perform music accurately using rhythmic notation.
 | **UC Music Department YouTube Channel**https://bit.ly/2FEtouh**Focus on Sound**unity-college.musicfirst.co.ukSchool ID: unity-college (app only)Username: Same as your college computer log in, e.g. JSmith20Password: Unity123 (capital U) | Work pack available from the Arts Office upon request.  |
| **Additional Resources:*** www.bbc.co.uk/bitesize
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**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**Design and Technology**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Metals: Pewter gift:**About metals, their properties, applications, uses and stock forms.How to work with pewter and the pewter casting process.How to design and communicate your ideas using a variety of different methods. How to work safely when completing practical.How to develop and model your ideas. **Challenges & Sketching Skills:**You will learn:* One-point perspective.
* Two-point perspective
* Obliques drawing
* Sketching skills
* About different designers
* What is Biomimicry.
 | **Metal source and origin:**<https://www.youtube.com/watch?v=9l7JqonyoKA&safe=active>**Pewter casting process:**<https://www.youtube.com/watch?v=2SEnEY3Ef7w&safe=active>**Safety in the workshop:**<https://www.youtube.com/watch?v=RRLpzQBqjPs&safe=active>**Card modelling ideas:**<https://www.youtube.com/watch?v=jZYrwIpm8SI&safe=active>**One point, two point and isometric drawing:**<https://www.youtube.com/watch?v=fU8so10cXUo&safe=active>**Sketching using construction lines:**<https://www.youtube.com/watch?v=_uzSMAI5AuE&safe=active>**Who is Harry Beck?**<https://www.youtube.com/watch?v=iBErp8qvWZg&safe=active>**Who is Philippe Starke?** <https://www.youtube.com/watch?v=MSpgImZrgeI&safe=active> | Work packs available from Reprographics upon request. |
| **Additional Resources:*** You can watch the link videos in the middle column above and extend your work by describing each process using words and pictures**.**
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**Half Termly Overview 2/11/20 – 18/12/20**

**Year 8**

**Food Technology**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Food Safety & Food Hygiene*** To recap on the principles of hygiene and safety.

**Healthy Eating*** To understand the 8 healthy guidelines (BEEDKEED).
* To recognise how ‘snack foods’ are made and their content.
* To investigate how calories, work along with balancing energy consumption.

**Nutrition*** To understand what nutrition is.
* To recognise the two main areas; Macro and Micro Nutrients.
* To understand the function and sources of the nutrients.

**Practical Work (optional)**Encouragement of carrying out practical work at home linking homework to the practical activities – Pineapple Upside Cake/ Quiche/ Pasties/ Bread. | [www.foodafactoflife.co.uk](http://www.foodafactoflife.co.uk)Section on 11-14yrs – use drop menu for healthy eating and nutrition[www.bbcteach.co.uk](http://www.bbcteach.co.uk)Design & Technology – Food Technology – Food Preparation & Nutrition – class clips on energy balance, nutrition and healthy eating<https://royalrussell.planetestream.com>(use of many videos on making of food – crisps, sweets, chocolate, pizza – Gregg Wallace BBC) | KS3 textbook on Explore FoodDigital Textbook [*www.illuminate.digital/eduqasfood*](http://www.illuminate.digital/eduqasfood)*Use pg 4 onwards*Pg 44 - 48Work pack available upon request from the Tech Office.  |
| **Additional Resources:*** Booklet with content in
* Use of SMHWK for quizzes for homework
* ARO videos to aid practical work at home as well as pictorial recipe sheets
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**Half Termly Overview 2/11/20 to 18/12/20**

**Year 8**

**Core PE**



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| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To know how to factor in exercise at home.
* To know how to carry out your own exercise session at home using minimal equipment.
* Plan and carry out your own exercise sessions at home.
 | <https://www.youtube.com/user/thebodycoach1>Joe Wicks 30 minute PE lesson for everyone to have a go at – Fitness and fun<https://www.youtube.com/channel/UCu-rJFVlr7ZAZ0en3RRALPw> Max Whitlock gymnastics sessions at home. Every Tuesday & Friday at 3:30pm <https://www.youthsporttrust.org/pe-home-learning>PE activities that can be done individually or in pairs/small groups with a focus on the development of physical competence and actively learning the importance of personal skills to support social, emotional and mental wellbeing.<https://www.youthsporttrust.org/60-second-physical-activity-challenges>A fun ‘compete against yourself’ approach to physical activity with a focus on resilience and perseverance and the aim to achieve bronze, silver or gold medal aims. We have a range of activity cards and videos. <https://www.youthsporttrust.org/active-learning>Teaching wider school subjects such as English and Maths in a physical way so as to reduce children sitting for to long and making the learning fun e.g. timetable squats. <https://burnleyleisure.co.uk/category/news/home-workouts/> | Unity College 5-day Fitness Challenge available upon request from the PE Office |
| **Additional Resources:*** N/A
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