

**Half Termly Overview 22/2/2021 to 26/03/2021**

**Year 8 English: Creative Writing**

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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. Analyse the writers’ word and method choices to identify their intentions.
3. Identify and choose most appropriate quotes to support opinion when reading a text.
4. Analyse the structure and methods used in a variety of effective speeches.
5. How to structure a reading response answer effectively, including quotes and analysis.
6. Summarise the main ideas in a text & identify point of view.
7. To develop contextual knowledge of literary texts.

Writing:1. Extend your range of sentence structures.
2. Focus on writing descriptively using MASSIVE techniques.
3. Develop writing in an engaging style.
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.
 | **Kerboodle Ignite Book 2 Unit 1: It’s a Mystery** [Ignite English Kerboodle Book 2](https://www.kerboodle.com/api/courses/48522/interactives/34519.html)**Kerboodle Catapult Book 2: People and Voices** [Catapult Kerboodle Book 2](https://www.kerboodle.com/api/courses/68631/interactives/258258.html)**Writing to Describe:** [Writing to describe - Writing to describe - KS3 English Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zpp4kqt/revision/1)**Creative writing:** [Original ideas - Creative and narrative writing - KS3 English Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1)**Description and Setting**: [Guidance for Video/Audio in PowerPoints (becton.sheffield.sch.uk)](https://www.becton.sheffield.sch.uk/attachments/download.asp?file=950&type=pdf)**What makes a good description:** [What makes a Great Description - Descriptive Writing (weebly.com)](https://mrvogeldescriptivewriting.weebly.com/what-makes-a-great-description.html)**Grammar:** [Grammar - KS3 English - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z4hrt39)**Varied sentence openings:**<https://www.bbc.co.uk/bitesize/guides/zybhcwx/revision/3>**Range of sentences:** <https://www.englishclub.com/writing/sentence-variety.htm>**Ambitious vocabulary:** <https://www.bbc.co.uk/bitesize/guides/zc4sk7h/revision/1> | 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; 171Oxford AQA KS3 English Language Year 8 – Preparing for Paper 1 & 2 pages 1-19CGP Key Stage Three Spelling, Punctuation & Grammar Guide – The Work BookCGP 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)Pearson Purposeful Practice 1: Chapter 7 Pages 79 - 87Pearson Purposeful Practice 1: Chapter 9 Pages 103 - 113 |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 8 Maths**

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| **You Will Learn** | **Online Resources** | **Teaching Resources/Links** |
| **Fractions Decimals and Percentages**1. Change time to decimal hours.
2. Recall equivalent fractions and decimals.
3. Recognize recurring and terminating decimals.
4. Order fractions by converting them to decimals or equivalent fractions.
5. Recall equivalent fractions, decimals and percentages.
6. Use different methods to find equivalent fractions, decimals and percentages.
7. Use the equivalence of fractions, decimals and percentages to compare two proportions.
8. Express one number as a percentage of another when the units are different.
9. Work out an amount increased or decreased by a percentage.
10. Use mental strategies to solve percentage problems.
11. Use a multiplier to calculate amounts increased or decreased by a percentage.
12. Use the unitary method to solve percentage problems.

**Number**1. Use written methods to add and subtract more than two numbers.
2. Estimate answers to calculations Know and use divisibility rules.
3. Use a written method to divide decimal numbers by integers.
4. Add, subtract, multiply and divide positive and negative numbers, including larger numbers and decimals.
5. Calculate using squares, square roots, cubes and cube roots.
6. Say which integers a square root lies between.
7. Calculate combinations of squares, square roots, cubes, cube roots and brackets.
8. Use index form.
9. Write a number as the product of prime factors.
10. Use prime factor decomposition.
 | Hegarty Maths Clips:n/a735360149149149n/a629098899847265048.- 4999, 10110110110229 – 3029 - 30 | KS3 CGP Textbook 2 Pages:Section 5 Page 52 – 86Section 5 Page 52 – 86Section 5 Page 52 – 86Section 5 Page 52 – 86Section 5 Page 52 – 86Section 5 Page 52 – 86Section 5 Page 52 – 86Section 5 Page 52 – 86Section 5 Page 52 – 86Section 5 Page 52 – 86Section 5 Page 52 – 86Section 5 Page 52 – 86Section 1 Page 1 - 31Section 1 Page 1 - 31Section 1 Page 1 – 31Section 1 Page 1 – 31Section 1 Page 1 – 31Section 1 Page 1 – 31Section 1 Page 1 – 31Section 1 Page 1 – 31Section 1 Page 1 – 31Section 1 Page 1 – 31Section 1 Page 1 - 31 | KS3 Pearson Core Progress in Mathematics book:Unit 10 Page 246 - 249Unit 10 Page 250 - 253Unit 10 Page 250 - 253Unit 10 Page 250 - 253Unit 10 Page 254 - 256Unit 10 Page 254 - 256Unit 10 Page 254 - 256Unit 10 Page 254 - 256Unit 10 Page 257 - 259Unit 10 Page 257 - 259Unit 10 Page 257 - 259Unit 10 Page 257 - 259Unit 1 Page 1 - 4Unit 1 Page 4– 6Unit 1 Page 4 – 6Unit 1 Page 7 – 9Unit 1 Page 7 – 9Unit 1 Page 10 – 12Unit 1 Page 13 – 15Unit 1 Page 13 – 15Unit 1 Page 16 – 21Unit 1 Page 16 – 21Unit 1 Page 16 - 21 |
| **Additional Resources:**Pearson Purposeful Practice 1: Chapter 1 Page 1 - 11Pearson Purposeful Practice 2: Chapter 10 Page 99 - 105 |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 8 Science**

**Science**

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| **You Will Learn** | **Online Resources** | **Teaching Resources/Links** |
| **Biology – Ecosystems, Respiration:**1. State the word equation for aerobic respiration.
2. Describe the process of respiration.
3. Plan an investigation to measure the effect of exercise on breathing rates.
4. State the word equation for anaerobic respiration.
5. Describe the differences between aerobic and anaerobic respiration.
6. Write the word equation for fermentation.
7. Describe how bread, beer, and wine are made.
 | Kerboodle Digital bookYear 8 Pg 146 to pg 151 Units 9.3.1, 9.3.3 & 9.3.3SENECA learning online 1.1.7 gas exchange 1.2.1 respiration[www.bbc.co.uk/bitesize/guides/zq349j6/revision/1](http://www.bbc.co.uk/bitesize/guides/zq349j6/revision/1) <https://www.youtube.com/watch?v=CjLzQNtKnN8&t=3s><https://classroom.thenational.academy/lessons/aerobic-respiration-crt64e><https://classroom.thenational.academy/lessons/the-effects-of-exercise-on-respiration-cgrk6t><https://classroom.thenational.academy/lessons/anaerobic-respiration-6cu3cc> | CGP – Key stage Science study & practice – Higher pg4, pg 18 to pg 20 plus pg 21 questions |
| **Biology – Ecosystems, Photosynthesis:**1. Describe the process of photosynthesis.
2. State the word equation for photosynthesis.
3. Describe the structure and function of the main components of a leaf.
4. Explain the distribution of the chloroplasts in a leaf.
5. Describe how a plant uses minerals for healthy growth.
6. Explain the role of nitrates in plant growth.
 | Kerboodle Digital bookYear 8 Pg 152 to pg 159. Units 9.4.1, 9.4.2, 9.4.3 & 9.4.4SENECA learning online 1.2.1 photosynthesis (and respiration)[www.bbc.co.uk/bitesize/guides/zpwmxnb/revision/1](http://www.bbc.co.uk/bitesize/guides/zpwmxnb/revision/1) <https://www.youtube.com/watch?v=BymcnzTj0Gg&t=4s> <https://classroom.thenational.academy/lessons/photosynthesis-64t3cc><https://classroom.thenational.academy/lessons/the-leaf-6dh36d> | CGP – Key stage Science study & practice – Higher pg 30 to pg31 plus 34 questions |
| **Additional Resources:**<https://www.bbc.co.uk/bitesize/><https://www.thenational.academy/>[Seneca - Learn 2x Faster (senecalearning.com)](https://app.senecalearning.com/)  |

**Half Termly Overview 22/2/21 to 26/3/21**

**Year 8 Geography: We Think Our Weather is Bad…**



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| **You Will Learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To know what extreme weather is and where it happens.
2. To understand the causes of flooding.
3. To know and understand the effects of heatwaves.
4. To know and understand the effects of cold snaps.
5. To understand how the UK responds to extreme weather.
6. To understand the cause of flooding in Bangladesh​.
7. To understand the effects of flooding in Bangladesh.
8. To understand the positives and negatives of flooding in Bangladesh​.
9. To understand how climate change can cause extreme weather​.
 | 1. Use the map to answer the questions about tropical storms and where they take place. Can you match the extreme weather descriptions to the correct picture.
2. Use the diagram and annotations to explain the main causes of flooding. Categorise the impacts of Storm Dennis and use the info to answer the questions. [Flooding - Rivers and flooding - KS3 Geography Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zgycwmn/revision/1)

[What causes a flood? - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/zjcg6v4)1. Use the causes, effects and responses information about the 2003 European heatwave to create a newspaper article. [Hottest July day ever recorded in UK - BBC News](https://www.bbc.co.uk/news/uk-england-33324881)
2. Categorise the causes, effects and responses of the Beast from the East and use the information to answer the questions.

<https://www.youtube.com/watch?v=_f5WiB524Sw>1. Read the information on Responses to Extreme Weather in the UK and answer the questions. [Extreme UK weather - Is weather in the UK becoming more extreme? - AQA - GCSE Geography Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zgvjxsg/revision/3)
2. Explain how physical features and climate lead to flooding. [Bangladesh flooding (coolgeography.co.uk)](https://coolgeography.co.uk/A-level/AQA/Year%2012/Rivers_Floods/Flooding/Bangladesh/Bangladesh.htm)

[LEDC case study: coping with flooding in Bangladesh - River flooding and management issues - GCSE Geography Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zppdg82/revision/6)1. Watch the video and explain the effects of flooding in Bangladesh.

[Bangladesh flooding (coolgeography.co.uk)](https://coolgeography.co.uk/A-level/AQA/Year%2012/Rivers_Floods/Flooding/Bangladesh/Bangladesh.htm)[LEDC case study: coping with flooding in Bangladesh - River flooding and management issues - GCSE Geography Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zppdg82/revision/6)1. Categorise short and long term responses to flooding. Answer questions on flood defences.
2. [Case study: Bangladesh - Rivers and flooding - KS3 Geography Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zgycwmn/revision/4)
3. Explain how Lake Chad has been effected by climate change.
 | 2. Kerboodle: Nelson Key Geography Foundations. 5th edition. What causes a river to flood? Pages 36-37.5. Kerboodle: Nelson Key Geography Foundations. 5th edition. How does the UK cope with flooding? Pages 40-41.  |



**Half Termly Overview 22/2/21 to 26/3/21**

**Year 8 History: The Trenches**

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| **You will learn**  | **Online Resources** | **Teaching Resources/Links** |
| **Causes of World War One**1. Recognise key features of trenches.
2. Explain the difficulties of attacking trenches.
3. Make a judgement on the most effective weapons.
4. Make a judgement on Sir Douglas Haig.
5. Evaluate the accuracy of sources.
6. Explain why armies shot their own men.
 | (1-6) Seneca Learning – This is a free interactive online learning site. You simply create an account and then click onto “Classes and Assignments” then “Join Class”. You then enter this class code 9lv7fpt0c0 this will then set you a series of assignments.<https://app.senecalearning.com/dashboard/courses/add?Price=Free>(1-6) BBC Bitesize - read through the information in the revise section and then watch the video. There is then a test section with questions.<https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/1> Consider everything you have studied and answer this question. You can then email the answer to you teacher, using your school email.g.hargraves@unity.lancs.sch.uk l.wroe@unity.lancs.sch.uk t.shaun@unity.lancs.sch.uk a.rasul@unity.lancs.sch.uk **Which was the most effective weapon?-Cavalry-The Tank**Paragraph 1 – Say what the cavalry was and explain how it was/was not effective.Paragraph 2 – Describe what the tank was and how it was/was not effective.Conclusion - Pick which you think was the most important weapon and explain why you think this.  | KS3 History All-in-One Complete Revision and Practice Textbook/revision book published by Collins Page 75-76 |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 8 French**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. **Holidays (facilities)** – to say what facilities a certain type of accommodation has and does not have.
2. **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.
3. **Booking question words** – to recognise how to ask and respond to questions.
4. **Problems with accommodation** -to recognise problems you may face when booking to stay somewhere on holiday.

Linguascope: Log in detailsUsername: unityPassword: time4langs | 1. <https://quizlet.com/113913071/french-hotel-facilities-flash-cards/>

[French Vocabulary: Hotel and Resort Facilities : The LEAF Project (leaflanguages.org)](http://www.leaflanguages.org/french-vocabulary-hotel-resort-facilities/)[French Hotel Expressions/vocabulary/facilities Flashcards | Quizlet](https://quizlet.com/au/245559513/french-hotel-expressionsvocabularyfacilities-flash-cards/) –<https://quizlet.com/au/2455595313/French-hotel-expressionsvocabularyfacilities-flash-cards>1. <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/>1. <http://www.bbc.co.uk/languages/french/experience/hotel/>

[Booking a hotel in French Flashcards | Quizlet](https://quizlet.com/gb/370977659/booking-a-hotel-in-french-flash-cards/)[GCSEPod 3.0 Dashboard](https://members.gcsepod.com/shared/podcasts/title/13587/81493) (Travel and tourism)<https://members.gcsepod.com/shared/podcasts/title/13587/81493>1. [Les Problèmes Dans L'hôtel Flashcards | Quizlet](https://quizlet.com/181219168/les-problemes-dans-lhotel-flash-cards/)

<https://wordwall.net/resource/650649/french/hotel-complaints2><https://wordwall.net/resource/650627/french/hotel-complaints>  | Master pack available upon request from the MFL Office. |
| **Additional Resources:**Power Points on the above subtopics for Holidays are available upon request from the MFL Office.KS3 French workbooks available to purchase from the MFL office.  |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 8 German**

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| **You Will Learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. **Booking question words** – to recognise how to ask and respond to questions.
2. **Buying foreign currency –** to understand how to change money into a foreign currency.
3. **Problems with accommodation** - to recognise problems you may face when booking to stay somewhere on holiday.
 | 1. <https://quizlet.com/198807/german-question-words-flash-cards/>

<https://www.youtube.com/watch?time_continue=59&v=d-NUjwpcm0A&feature=emb_title>1. <https://www.languagehelpers.com/words/german/money.html>

<https://study.com/academy/lesson/german-money-bank-words.html>1. <https://www.youtube.com/watch?v=kn8DDPQzd5U>

<https://quizlet.com/77173293/gcse-german-problems-in-the-hotel-flash-cards/> | Master pack available upon request from the MFL Office.  |
| **Additional Resources:**PowerPoints on Booking question words, Buying foreign currency and Problems are available upon request from the MFL Office.KS3 German workbooks available to purchase from the MFL office. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 8 Spanish**

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| **You Will Learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. **Holidays (facilities)** – to say what facilities a certain type of accommodation has and does not have.
2. **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.
3. **Booking question words** – to recognise how to ask and respond to questions.
4. **Problems with accommodation** - to recognise problems you may face when booking to stay somewhere on holiday.
 | 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/>

[Test (hotel) - Gameshow quiz (wordwall.net)](https://wordwall.net/resource/1545523/spanish/test-hotel)1. <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>[Linguascope | Beginners | Spanish | Hobbies](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=hobbies)1. [Accommodation and Problems Flashcards | Quizlet](https://quizlet.com/414238243/accommodation-and-problems-flash-cards/)

[Problemas en el hotel - Match up (wordwall.net)](https://wordwall.net/resource/2782222/spanish/problemas-en-el-hotel)[Year 9 - Unit 8 - hotel (Problems) - Match up (wordwall.net)](https://wordwall.net/resource/561564/spanish/year-9-unit-8-hotel-problems) | Master pack available upon request from the MFL Office. |
| **Additional Resources:**KS3 Spanish workbooks available to purchase from the MFL office.  |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 8 Computer Science**

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| **You Will Learn** | **Online Resources** | **Teaching Resources Links** |
| **Python** **Lesson 1** – What is Python? Investigate the use of Python and how to set up a new program.**Lesson 2** – Outputting data: Use the print statement to create simple programs.**Lesson 3** – Using calculations: Use basic operational operators to produce calculations using print.**Lesson 4** – Storing data in variables: Understand and use variables to store data in a program.**Lesson 5** – Using selection statements: Use basic statements to assess True and False values to support understanding of building more complex programs. | <https://www.office.com/?auth=2>Year 8 > Content Library > PythonDownload 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. | KS3 Computer Science CGP |
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**Half Termly Overview 22/2/21 to 26/3/21**

**Year 8 Art and Design:** Portraits

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| **You Will Learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. You will be introduced to the grid system. (All students to draw a family member, someone famous or selfie.)
2. You will be asked to take photographs of family members, friends etc.
3. Digital development – use the editing software on your phone to change the colour, contrast and saturation.
4. Research portrait artists and present key features with images of their work.
 | <https://www.thedrawingsource.com/proportions-of-the-face.html><https://www.youtube.com/watch?v=Z4lsy2SOm_A><https://www.youtube.com/watch?v=HghRXE8cbmE><https://www.youtube.com/watch?v=OezMavBqWXc> | Master pack available on request from Art Office.  |
| **Additional Resources:**[*www.tate.org.uk*](https://www.tate.org.uk/kids/explore)[*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) |

**Half Termly Overview 22/2/21 to 26/3/21**

**Year 8 Music**

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| **You will learn:** | **Online Resources** | **Teaching Resources/Links** |
| **Unit of Work: Melody and Chords**In this unit of work, you will learn how to read treble clef notation. You will also explore what makes a good melody before analysing and composing their own melody. You will also expand on this and begin to explore chords and how chords and melodies interact with one another. **Learning Objectives:**1. To understand treble clef notation.
2. To recognise note of the treble clef.
3. To recognise the features of a good melody.
4. To compose an effective melody.
5. To understand how to construct a chord.
6. To notate ideas accurately.
 | **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)**Musical Online Escape Room**https://forms.gle/7N8bye2UfKWF7GBc9 | Master pack available on request from the Art Office. |
| **Additional Resources:**www.bbc.co.uk/bitesize |



**Half Termly Overview 22/02/2021 to 26/03/2021**

**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 Food.Digital Textbook [*www.illuminate.digital/eduqasfood*](http://www.illuminate.digital/eduqasfood)Use pg 4 onwardsPg 44 - 48 |
| **Additional Resources:**Resources on Satchel One.ARO videos to aid practical work at home as well as pictorial recipe sheets. |



**Half Termly Overview 22/2/21 to 26/3/21**

**Year 8 Design and Technology**

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| **You Will Learn:**  | **Online Resources** | **Teaching Resources/Links** |
| **How to Design a Munch Box:****Week 1**: Lesson 1 and 2, Analysis of existing products. Investigating and writing a design specification. How lunch boxes are products, case study.**Week 2**: Lesson 3 and 4, Identify a target market and draw initial design ideas for your ‘munch box’.**Week 3**: Lesson 5 and 6, Brand psychology**:** Learn how colour theory and typography can be used to create an identity for your product. Design a logo for your ‘munch box’. **Week 4**: Lesson 7 and 8, Producing your final designs and learning how to draw developments/nets. Drawing in 2 and 3 dimensions, adding logos and researching packaging legislation.**Week 5**: Lesson 9 and 10, Developing and modelling your final design.**Week 6**: Lesson 11 and 12, Presenting your final design.recording and uploading your work.  | ***Modelling and prototyping as part of the design process:*** [***https://www.bbc.co.uk/bitesize/guides/zvkck2p/revision/3***](https://www.bbc.co.uk/bitesize/guides/zvkck2p/revision/3)***Injection Moulding process:*** [*https://www.youtube.com/watch?v=dBiDUzzo5Fs&feature=youtu.be*](https://www.youtube.com/watch?v=dBiDUzzo5Fs&feature=youtu.be)***Vacuum forming process:***[*https://www.youtube.com/watch?v=YJ2khPSVYoo&feature=youtu.be*](https://www.youtube.com/watch?v=YJ2khPSVYoo&feature=youtu.be)***Logo creator:***[*https://www.designevo.com/*](https://www.designevo.com/)***Card modelling:***[*https://www.youtube.com/watch?v=k\_9Q-KDSb9o*](https://www.youtube.com/watch?v=k_9Q-KDSb9o) | Please complete each lesson video link along with the power point which is available in Teams and on Satchel One.Most lessons are paper based but in week 5 and 6 you will need:* Cardboard an old cereal package will do
* sticky tape (preferably masking tape)
* scissors
* glue (glue stick ideally)

At the end of each lesson take a photograph of the work you have completed and send it in to your teacher. |
| **Additional Resources:**You can watch the link videos in the middle column above to follow each lesson in detail. Follow the power point ‘Munch Time’ on Teams and Satchel One. If you cannot access the power point on teams, e-mail your teacher and they will send you a copy.**s.brown@unity.lancs.sch.uk****c.jones@unity.lancs.sch.uk** |



**Half Termly Overview 22/2/21 to 26/3/21**

**Year 8 RE: Big Questions**

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| **You Will Learn** | **Online Resources** | **Teaching Resources/ Links** |
| 1. To compare views about when life begins.
2. Make links between types of punishments and aims of punishments.
3. Explain different view on capital punishment.
4. To evaluate if marriage is important.
5. To explain different views on wealth.
6. Compare different views on animal experimentation.
 | [Death Penalty Debate - TrueTube](https://www.truetube.co.uk/film/death-penalty-debate)[Death Row: The Victim's Wife - TrueTube](https://www.truetube.co.uk/film/death-row-victims-wife)[BBC Two - A Question of Faith, The concept of marriage in different faiths](https://www.bbc.co.uk/programmes/p01w6t2y)<https://www.youtube.com/watch?v=MQyl2ObYKaM>​​<https://www.truetube.co.uk/film/so-you-think-youre-poor> | Master pack available up request from the Humanities Office. |
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**Half Termly Overview 22/02/21 to 26/03/21**

**Year 8 iD**

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| **You Will Learn**  | **Online Resources** | **Teaching Resources/Links** |
| 1. The different forms of peer pressure.
2. How can a young person stand up to peer pressure.
3. What effects smoking has on health.
4. How teenagers can be influenced to participate in drugs, dangerous behaviour – ‘dares’, alcohol.
 | [*https://www.youtube.com/watch?v=4ovR3FF\_6us*](https://www.youtube.com/watch?v=4ovR3FF_6us)[*https://www.youtube.com/watch?v=lKDkDjQHPuA*](https://www.youtube.com/watch?v=lKDkDjQHPuA)[*https://www.youtube.com/watch?v=EQdyBpMvdJM&t=27s*](https://www.youtube.com/watch?v=EQdyBpMvdJM&t=27s)[*https://www.youtube.com/watch?v=gwygNZjcGSU*](https://www.youtube.com/watch?v=gwygNZjcGSU)[*https://www.youtube.com/watch?v=cnybVySt4As*](https://www.youtube.com/watch?v=cnybVySt4As)[Drinkaware for education - Drinkaware Store](https://resources.drinkaware.co.uk/collections/drinkaware-for-education)[*https://www.bbc.co.uk/news/uk-england-48208208?intlink\_from\_url=https://www.bbc.co.uk/news/topics/c12kgl2e4g6t/knife-crime&link\_location=live-reporting-story*](https://www.bbc.co.uk/news/uk-england-48208208?intlink_from_url=https://www.bbc.co.uk/news/topics/c12kgl2e4g6t/knife-crime&link_location=live-reporting-story)[*https://www.youtube.com/watch?v=cgvC6hiAGXA*](https://www.youtube.com/watch?v=cgvC6hiAGXA)[*https://www.youtube.com/watch?v=MUwvTRo8\_5c*](https://www.youtube.com/watch?v=MUwvTRo8_5c)[*https://www.youtube.com/watch?v=OfYZhWAwGgc*](https://www.youtube.com/watch?v=OfYZhWAwGgc) |  |
| **Additional Resources:**[What are the health risks of smoking? - NHS (www.nhs.uk)](https://www.nhs.uk/common-health-questions/lifestyle/what-are-the-health-risks-of-smoking/)[Alcohol misuse - NHS (www.nhs.uk)](https://www.nhs.uk/conditions/alcohol-misuse/)https://www.ceop.police.uk/safety-centre/ |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 8 Core PE**

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| **You Will Learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To know how to factor in exercise at home.
2. To know how to plan and carry out your own exercise session at home using minimal equipment.
 | <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 PE- Home activities (padlet.com)](https://padlet.com/mwilliams393/j08dqdvaa3kmozht)Use this link to our PE Padlet with lots of activities that you can complete at home.There are lots of tasks and videos for you to watch and have a go at.<https://padlet.com/mwilliams393/j08dqdvaa3kmozht> |
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