

**Half Termly Overview 01/09/2021 to 22/10/2021**

**Year 8 English: Of Mice and Men**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| **Reading**   * Develop inference skills and recognise the difference between explicit and implicit ideas. * Analyse the writers’ word and method choices to identify their intentions. * Identify and choose most appropriate quotes to support opinion when reading a text. * Analyse the structure and methods used in a variety of effective speeches. * How to structure a reading response answer effectively, including quotes and analysis. * Summarise the main ideas in a text & identify point of view. * To develop contextual knowledge of literary texts.   **Writing**   * Extend your range of sentence structures. * How to make effective structural choices. * How to choose, develop & sequence ideas. * Explore appropriate tone and register. * Develop and experiment with a wider range of vocabulary. | Of Mice and Men Exploration: <https://app.senecalearning.com/classroom/course/092cd2fb-8e25-41c9-b577-877352b9d9a7/section/e59b7401-7004-42be-94cc-c962edafea47/session>  Audio Book: <https://www.youtube.com/watch?v=K6HHFYmWzCA&list=PLVin-e72zaDAFbqVlEgq9s5OvFoQoGoo1&safe=active>  Context - The Great Depression:<https://www.history.com/topics/great-depression>  Spark Notes:<https://www.sparknotes.com/lit/micemen/>  Inference: <https://www.bbc.co.uk/bitesize/guides/zcxqg82/revision/1>  <https://www.bbc.co.uk/bitesize/topics/z43g87h/articles/z6h6wnb>  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>  Writing to analyse: <https://www.bbc.co.uk/bitesize/guides/z9ktpv4/revision/1> | Collins KS3 English All-in-one Revision & Practice Book:  Reading P4-39; 148-158  Writing: P40-57; 62-63; 70-73; 160-166; 168; 171  Oxford AQA KS3 English Language Year 8 – Preparing for Paper 1 & 2 P1-19  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). | | |



**Half Termly Overview 01/09/2021 to 22/10/2021**

**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 01/09/2021 to 22/10/2021**

**Year 8 Science**

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| **You will learn to** | **Online Resources** | **Teaching Resources/Links** |
| **Biology**   * Describe the components of a healthy diet. * Describe how to test foods for starch, lipids, sugar, and protein. * Describe some health issues cause by an unhealthy diet. * Describe the structure and function of the main parts of the digestive system. * Describe the effects of drugs on health and behaviour. | Kerboodle Digital Book  Activate 2: P4-20  [Human digestive system - Digestive system - KS3 Biology Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z9pv34j/revision/1)  Seneca Learning: sections 1.4.1-1.4.5 | <https://www.youtube.com/watch?v=nVLNmfww5SQ>  CGP Key Stage 3 Science Complete Revision and Practice: P 8-13 |
| **Chemistry**   * Describe particle arrangements in mixtures. * Use the particle model to explain dissolving. * Explain how filtration works. * Explain how to use evaporation to separate mixtures. | Kerboodle Digital Book  Activate 2: P72-84  Seneca Learning sections 2.3.1-2.3.5  <https://www.bbc.co.uk/bitesize/guides/zb2f3k7/revision/2>  [Mixtures - Pure and impure chemical substances - KS3 Chemistry Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zypv34j/revision/2) | <https://www.youtube.com/watch?v=fPnwBITSmgU>  <https://www.youtube.com/watch?v=iT6XH9LaJXU>  CGP Key Stage 3 Science Complete Revision and Practice: P 57-62 |
| **Physics**   * Compare the energy values of food and fuels. * Describe energy before and after a change. * State the difference between energy and temperature. * Describe how energy is transferred by particles in conduction and convection. * Describe some sources of infrared radiation. * Explain the difference between energy and power. | Kerboodle Digital Book  Activate 2: P72-84  Seneca Learning: sections 3.1.1-3.1.6  [Heating and temperature - Energy stores and transfers - KS3 Physics Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z99jq6f/revision/5) | <https://www.youtube.com/watch?v=UCFgM1GkTyM&t=2s>  <https://www.youtube.com/watch?v=z_-BPpmFet8>  CGP Key Stage 3 Science Complete Revision and Practice:  P102-109 |
| **Additional Resources** |  |  |
| <https://www.thenational.academy/>  <https://www.bbc.co.uk/bitesize/> | | |



**Half Termly Overview 01/09/2021 to 22/10/2021**

**Year 8 Subject Geography: Global Crisis Sweating Earth**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To understand how our climate changes over time​. 2. ​To explain ice extent on multiple scales​. 3. To understand and explain how volcanoes affect our climate. 4. ​To understand our connection to climate change​. 5. ​To know the key differences between natural and enhanced greenhouse effect​ and describe them. 6. To explain how humans contribute to climate change. 7. To understand the effects and consequences of climate change. ​ 8. ​To describe and explain key climate change factors. ​ 9. To understand how climate change can be slowed. ​​ 10. To describe fossil fuel reduction. ​ 11. To explain how individuals can reduce their climate change impact. ​ 12. To understand how palm oil products lead to climate change. ​ 13. To explain how forests can slow down or contribute to climate change​. 14. To understand what a microclimate is. ​ 15. ​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>   1. <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>   1. <https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/>   <https://www.bbc.co.uk/bitesize/guides/zcn6k7h/revision/5>   1. <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.   1. <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>   1. <https://www.bbc.co.uk/bitesize/guides/z9xx4qt/revision/4> | See master pack  1.CGP KS3 Geography Revision Guide: P38.  Geog.t Textbook: P90-91  3.Geog.2 Textbook: P92-93  4. Geog.2 Textbook: P94-95  5. Geog.2 Textbook P100-101  7.CGP KS3 Geography Revision Guide: P41. |



**Half Termly Overview 01/09/2021 to 22/10/2021**

**Year 8 History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Living Conditions in the 1800s**   1. Explain why the population in cities increased. 2. Explain why living conditions were bad in the cities in the 1800s? 3. To understand people were dying in the 1800s. 4. To decide how much the government helped improve living conditions in the 1800s. | **(1-6) Seneca – Urbanisation**  <https://app.senecalearning.com/classroom/course/f3012969-6fda-4cb0-8de5-8ff738472ea1/section/c0511a24-f4d6-4512-95e0-e00378cb032b/session>  (2-4) A BBC clip on the problems in housing / slums  <https://www.bbc.com/bitesize/clips/zr4pb9q>  (2-4) A BBC clip on poor housing and how people tried to change things <https://www.bbc.com/bitesize/clips/zj7gd2p>  (2-4) An interesting short video that explains the conditions in a Victorian workhouse  <https://www.youtube.com/watch?v=blyYxpNbgeU>  (2-4) 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>  (2-4) A clip from Andrew Marr on social reformers  <https://www.youtube.com/watch?v=-rN3WG1SMss&safe=active>  (2-4) A BBC clip on Dr Barnardo set up his charity  <http://www.bbc.co.uk/education/clips/z43msbk> | “Master Pack” of tasks available from the Humanities office on request.  **“KS3 History All-in-One Complete Revision and Practice”** Textbook/Revision Book Published by Collins: P56-59 |



**Half Termly Overview. 01/09/2021 to 22/10/2021**

**Year 8 French**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. **The body, illness and solutions**   To understand vocabulary for different parts of the body in French; to recognise a range of illnesses and injuries; to use the imperative to give advice on how to feel better.   1. **Healthy Living**   To discuss healthy and unhealthy lifestyle habits.   1. **Hobbies and free time**   To express opinions about free time activities.   1. **Present tense**   To describe what you do in your free time.  Linguascope log in details -  Username: unity Password: time4langs | [www.wordreference.com](http://www.wordreference.com) (to help with vocabulary)    **The body, illness and solutions**  <https://quizlet.com/38791/french-vocabulary-for-the-body-parts-flash-cards/>  <https://www.youtube.com/watch?v=UNCEy-g8qEM>  <https://quizlet.com/10963070/french-illness-vocabulary-flash-cards/>  **Healthy Living**  <https://quizlet.com/gb/404635193/healthy-living-french-flash-cards/>  **Hobbies and free time**  <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>  **Present tense**  <https://www.languagesonline.org.uk/French/Grammar/Present_Tense/index.htm> | Work pack available upon request from the MFL Office.  KS3 Workbook and Revision Guide can be purchased from the MFL office. |
| **Additional Resources** | | |
| Power points on the Body, Illness and Solutions, Healthy Living, Hobbies and Free Time and the Present Tense available upon request from the MFL Office. | | |



**Half Termly Overview 01/09/2021 to 22/10/2021**

**Year 8 Spanish**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. **The Body, Illness and Solutions**   To understand vocabulary for different parts of the body in Spanish; to recognise a range of illnesses and injuries; to use the imperative to give advice on how to feel better.   1. **Healthy Living**   To discuss healthy and unhealthy lifestyle habits.   1. **Hobbies and Free time**   To express opinions about free time activities.   1. **Present Tense**   To describe what you do in your free time.  Linguascope log in details:  Username: unity Password: time4langs | **The Body, Illness and Solutions**  <https://quizlet.com/107189/body-parts-spanish-flash-cards/>  <https://www.youtube.com/watch?v=q0c7xNootMI>  <https://quizlet.com/540091379/spanish-body-and-illnesses-flash-cards/>  **Healthy Living**  https://quizlet.com/gb/465955536/spanish-healthy-living-flash-cards/  **Hobbies and free time**  <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>  **Present tense**  <https://quizlet.com/gb/497973473/present-tense-spanish-hobbies-flash-cards/>  <https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z63n7nb> | Work pack available from the MFL office upon request.  KS3 Workbook and Revision Guide can be purchased from the MFL office. |
| **Additional Resources** | | |
| Power points on the Body, Illness and Solutions, Healthy Living, Hobbies and the Present Tense available upon request from the MFL Office. | | |



**Half Termly Overview 01/09/2021 to 22/10/2021**

**Year 8 German**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. **The body, illness and solutions**   To understand vocabulary for different parts of the body in German; to recognise a range of illnesses and injuries; to use the imperative to give advice on how to feel better.   1. **Healthy Living**   To discuss healthy and unhealthy lifestyle habits.   1. **Hobbies and free time**   To express opinions about free time activities.   1. **Present tense**   To describe what you do in your free time.  Linguascope log in details -  username: unity  password: time4langs | 1. <https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=body>   <https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=face>  <https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=aches>  <https://quizlet.com/122245298/german-body-parts-and-illnesses-flash-cards/>   1. <https://quizlet.com/135680042/german-ii-unit-3-healthy-living-flash-cards/> 2. <https://quizlet.com/226757541/german-hobbies-flash-cards/>   <https://www.linguascope.com/secure/students/beginner/topic.php?language=german&topic=hobbies>   1. <https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/zbbn7nb>   <https://www.youtube.com/watch?v=jXq6PUV53K8&t=108s> | Work pack available upon request from the MFL Office.  KS3 Workbook and Revision Guide can be purchased from the MFL office. |
| **Additional Resources:** | | |
| Power points on the Body, Illness and Solutions, Healthy Living, Hobbies and Free Time and the Present Tense available on request. | | |



**Half Termly Overview 01/09/2021 to 22/10/2021**

**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. | 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:  P64 – 76 |



**Half Termly Overview 01/09/2021 to 22/10/2021**

**Year 8 Art**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| In this unit you will explore a range of art-based techniques inspired by your own identity   * To develop subject specific vocabulary in relation to describing and creating artwork based on your identity. * To identify artwork that has been produced to represent an artist’s identity. * To develop an appreciation of a range of artists and be able to articulate likes and dislikes in relation to them. * To develop basic drawing skills when focusing on sections of recorded observations. * To use materials effectively to create artwork. * Understand how photography can be used to create mixed media art works. | [Shadowscapes - The Art of Stephanie Law](https://shadowscapes.com/)  [Microsculpture - The Insect Portraits of Levon Biss](http://microsculpture.net/levon_biss.html)  <https://youtube.com/watch?v=BsxQDYknAXswww>.  https://www.youtube.com/watch?v=m1pH\_BR4zJk | Work pack 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) | | |



**Half Termly Overview 01/09/2021 to 22/10/2021**

**Year 8 Music**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Samba Music**  This unit of work will introduce you the world of samba music. You will explore the polyrhythmic style of Latin-American samba and revise and revisit many key concepts concerning rhythm, beat and pulse, including poly rhythms, syncopation, ostinato and call and response.  You will go on to experience performing together as a larger ensemble and perform an arrangement of Samba de Janiero. You will look at the way a piece of music is put together using different sections: Intro, groove, breaks and codas.  During this unit, you will learn about the timbres and sonorities of instruments within a samba band, how samba has influenced popular music and through music theory and dictation, explore the effect syncopation has on music. | BBC Bitesize – Samba Music  <https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/5>  World of Music  <https://www.guidetotheworldofmusic.com/peopleandplaces/the-music-of-brazil-samba-and-cultural-expression/>  YouTube - Samba Documentary  [BRASIL BRASIL - Episode 1 (Pt 1 of 4) Samba to Bossa - YouTube](https://www.youtube.com/watch?v=qaFakolFvNo) | A series of independent learning activities are available from the Arts Office or reprographics. |



**Half Termly Overview 01/09/2021 to 22/10/2021**

**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](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 P4 onwards    P44 - 48  Use of worksheets from booklet |
| **Additional Resources** | | |
| Booklet with content in  Use of Satchel.com for quizzes and homework  ARO videos to aid practical work at home as well as pictorial recipe sheets | | |



**Half Termly Overview 01/09/2021 to 22/10/2021**

**Year 8 Design &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> | A resource pack for the Pewter gift and the sketching challenges from the Design and Technology Office on 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. | | |



**Half Termly Overview 01/09/2021 to 22/10/2021**

**Year 8 RE: Islam**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| * To list the prophets. To describe who Muhammad (PBUH) is. ​ * To explain the role of Muhammad (PBUH). ​ * Judge the importance of Muhammad (PBUH). * To describe what the Qur’an is. ​ * To explain the importance of the Qur’an. * To list the pillars of Islam. ​ * To identify the features of the pillars of Islam. ​ * To judge the importance of the pillars of Islam. * To give example of what Ramadan involves. ​ * To discover the benefits of Ramadan. ​ * To evaluate the challenges of Ramadan. * To identify what Muslims do at Eid. ​ * To explain why Eid is important. ​ * To categorise events related to Eid. * To recognise rites of passage in Islam. ​ * To describe features of Islamic rites of passage. ​ * To evaluate the importance of Islamic rites of passage. * Begin to make connections. ​​ * Make and explain connections. ​​ * To evaluate ideas. * To recognise different types of Islamic art.​ * Understand what Islamic art is. ​ * Explain why calligraphy and 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> | Work pack available upon request from the Humanities Office. |



**Half Termly Overview 01/09/2021 to 22/10/2021**

**Year 8 iD**

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| **You will learn** | **Online Resources** |
| * You will develop your understanding of the physical changes and emotional changes during puberty. * You will learn about the sexual development and how it links to relationship. * You will discuss that relationship and sexuality can be different for different people.  |  | | --- | | * E Safety: You will compare and contrast online friends and real life, face-to-face friends and learn how to respond if an online friend asks them personal questions. Students are made aware that people aren’t always who they say they are on line, and informed of the dangers on 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/> | |



**Half Termly Overview 01/09/2021 to 22/10/2021**

**KS3** **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 too 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> |