

Half Termly Overview 08/01/2024 to 09/02/2024

Year 8 – Love poetry

<p>What should I already know?</p> <ul style="list-style-type: none">• The conventions of medieval poetry.• How characters/people can be presented through poetry.• Terminology and structures for medieval poetry such as stanza, ballads, epic narratives.• An understanding of how poetry can give readers an insight into history.• An understanding of how poetry can teach values.• How to explore similarities and differences between poems.	<p>Facts I will learn</p> <ul style="list-style-type: none">• I will learn the different forms of love poetry including sonnets, odes and villanelles• I will learn about why people write love poetry• I will learn about where love poetry originated from.• I will learn about how different eras present love in different ways.• I will learn how to explore relationships through the poetic form.• I will learn about the historical and social factors that influenced classical poets across the ages.	<p>Key Questions</p> <ul style="list-style-type: none">• What is love poetry?• Why do we write love poetry?• What different forms can love poetry take?• What different attitudes towards love can poems present?• How can a poet use language to present different ideas about love?• What different structures can a poet use in love poetry?• What influences a poet when writing love poetry?																													
<p>Key Skills</p> <ul style="list-style-type: none">• How to imitate poetic forms in your own writing.• Securing an understanding of a poem and extracting the main points.• Identifying and explaining the effects of form, language and structure used by poets to present attitudes towards love.	<p>Experiences that school will provide</p> <ul style="list-style-type: none">• Reading of a range of love poems from a range of eras including pre-1914 poetry.• To practise writing and applying their knowledge of the poetic form.• Structured discussions about relationships through writing.	<table><tr><th>Key Vocab</th><th>Definition</th></tr><tr><td>Quatrain</td><td>A 4-line stanza (section) of a poem or a full poem consisting of four lines.</td></tr><tr><td>Sonnet</td><td>A fourteen-line love poem.</td></tr><tr><td>Ode</td><td>A poem written in praise of a particular person, thing or event.</td></tr><tr><td>Villanelle</td><td>A short poem, fixed in form, of French origin, consisting of five 3-line stanzas and a final 4-line stanza. It includes only two rhymes throughout.</td></tr><tr><td>Enjambment</td><td>The running over of a sentence from line of poetry to the next.</td></tr><tr><td>Iambic Pentameter</td><td>A line of poetry consisting of 5 unstressed and stressed syllables.</td></tr><tr><td>Ambiguous</td><td>Unclear or confusing because it can be understood in more than one way.</td></tr><tr><td>Cliché</td><td>An idea or phrase that is used so much that it is no longer interesting or effective.</td></tr><tr><td>Dramatic Monologue</td><td>A poem in the form of a speech or narrative by an imagined person, in which the speaker inadvertently reveals aspects of their character while describing a particular situation or series of events.</td></tr><tr><td>Extended Metaphor</td><td>The use of a single metaphor at length in a poem or work of Literature.</td></tr><tr><td>Form</td><td>The physical structures of a poem, including length of lines, rhythms and patterns of rhyme</td></tr><tr><td>Refrain</td><td>A part of a poem which is repeated many times and at certain points.</td></tr><tr><td>Amorous</td><td>Displaying love or desire.</td></tr></table>	Key Vocab	Definition	Quatrain	A 4-line stanza (section) of a poem or a full poem consisting of four lines.	Sonnet	A fourteen-line love poem.	Ode	A poem written in praise of a particular person, thing or event.	Villanelle	A short poem, fixed in form, of French origin, consisting of five 3-line stanzas and a final 4-line stanza. It includes only two rhymes throughout.	Enjambment	The running over of a sentence from line of poetry to the next.	Iambic Pentameter	A line of poetry consisting of 5 unstressed and stressed syllables.	Ambiguous	Unclear or confusing because it can be understood in more than one way.	Cliché	An idea or phrase that is used so much that it is no longer interesting or effective.	Dramatic Monologue	A poem in the form of a speech or narrative by an imagined person, in which the speaker inadvertently reveals aspects of their character while describing a particular situation or series of events.	Extended Metaphor	The use of a single metaphor at length in a poem or work of Literature.	Form	The physical structures of a poem, including length of lines, rhythms and patterns of rhyme	Refrain	A part of a poem which is repeated many times and at certain points.	Amorous	Displaying love or desire.	
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<p>Web Links:</p> <p>Complete List of Positive Romantic Words to Inspire Creative Writing - Creative Romantic</p> <p>What is a sonnet? - BBC Bitesize</p> <p>How to understand open and closed form in poetry for KS3 English students - BBC Bitesize</p> <p>How to respond to poetry guide for KS3 English students - BBC Bitesize</p>	<p>Experiences that could be provided at home</p> <p>Read the top 10 love poems ever written together and discuss which are your favourites and why.</p> <p>10 Greatest Love Poems Ever Written Society of Classical Poets</p> <p>Explore romantic words and have a go at writing a love poem to share with each other.</p>																														

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Year 8 Maths

You will learn	Teaching Resources/Links	
<p>Calculating with Fractions</p> <ol style="list-style-type: none"> 1. Identify fractions as more than a half or less than a half. 2. Order fractions. 3. Add and subtract fractions with any size denominator. 4. Multiply integers and fractions by a fraction. 5. Use appropriate methods for multiplying fractions. 6. Find the reciprocal of a number. 7. Divide integers and fractions by a fraction. 8. Use strategies for dividing fractions. 9. Write a mixed number as an improper fraction. 10. Use the four operations with mixed numbers. <p>Lines and Angles</p> <ol style="list-style-type: none"> 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. 	<p>KS3 CGP Textbook 2 Pages:</p> <p>Section 5 Page 57 – 68</p> <p>Section 5 Page 57 – 68</p> <p>Section 5 Page 57 – 68</p> <p>Section 5 Page 57 – 68</p> <p>Section 5 Page 57 – 68</p> <p>Section 5 Page 57 – 68</p> <p>Section 5 Page 57 – 68</p> <p>Section 5 Page 57 – 68</p> <p>Section 5 Page 57 – 68</p> <p>Section 5 Page 57 – 68</p> <p>Section 5 Page 57 – 68</p> <p>Section 5 Page 57 – 68</p> <p>Unit 13.1 page 166</p> <p>Unit 13.1 page 169</p> <p>Unit 13.2 page 180</p> <p>Unit 13.3 page 181</p> <p>N</p>	<p>KS3 Pearson Core 2 Progress in Maths book</p> <p>Unit 8.1 Page 198</p> <p>Unit 8.1 Page 199</p> <p>Unit 8.2 Page 200</p> <p>Unit 8.3 Page 203</p> <p>Unit 8.3 Page 204</p> <p>Unit 8.4 Page 206</p> <p>Unit 8.4 Page 206</p> <p>Unit 8.4 Page 207</p> <p>Unit 8.5 Page 209</p> <p>Unit 8.5 Page 210</p> <p>Unit 7.1 page 173-175</p> <p>Unit 7.2 page 176</p> <p>Unit 7.3 page 179-180</p> <p>Unit 7.4 page 182-184</p> <p>Unit 7.5 page 185-187</p>
Additional Resources		
<p>CGP – Mathematics for Key Stage Three Book Two (Product code: M2NN31)</p> <p>KS3 Revision - https://www.bbc.co.uk/bitesize/subjects/zqhs34j</p> <p>https://mathsmadeeasy.co.uk/ks3-revision/ks3-maths/</p>		



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Year 8 Science

You will learn	Online Resources	Teaching Resources/Links
Biology – ecosystem processes <ul style="list-style-type: none"> Photosynthesis: Students should understand the process of photosynthesis, including the reactants (carbon dioxide and water) and products (glucose and oxygen), and be able to describe the role of chloroplasts and chlorophyll in photosynthesis. Respiration: Students should understand the process of respiration, including the reactants (glucose and oxygen) and products (carbon dioxide and water), and be able to describe the role of mitochondria in respiration. Fermentation and anaerobic respiration: Energy transfer: Students should understand the concept of energy transfer, and be able to explain how energy flows through food chains and food webs. Trophic levels: Students should understand the concept of trophic levels and be able to describe the different levels in a food chain or food web, including producers, primary consumers, secondary consumers, and decomposers. Ecosystems: Students should understand the interrelationships between organisms in an ecosystem and be able to describe how changes in one part of an ecosystem can affect the entire system. 	Kerboodle Digital Book Activate 2: P22-41 Seneca learning KS3: Science Sections 1.5 and 1.3.1 – 1.3.2. What is Photosynthesis - BBC Bitesize How to measure photosynthesis - BBC Bitesize Photosynthesis - BBC Bitesize	Science in action - Photosynthesis - YouTube Science in action – Food webs and chains - YouTube CGP Key Stage 3 Science Complete Revision and Practice: P30-40.
Chemistry – metals and acids <ul style="list-style-type: none"> Metals: Students should know that metals are elements that have certain properties such as shiny, ductile and conductors. Reactivity series: Students should understand the concept of the reactivity series and be able to arrange some common metals in order of their reactivity. Reaction with oxygen: Students should know that most metals react with oxygen to form metal oxides, and that some metals react more vigorously than others. Reaction with water: Students should know that some metals react with water to form metal hydroxides and hydrogen gas, and that the reactivity of metals with water depends on their position in the reactivity series. Reaction with acids: Students should understand that some metals react with acids to form metal salts and hydrogen gas, and that the reactivity of metals with acids also depends on their position in the reactivity series. Ceramics: Students should know the properties of ceramics such as clay – hard, brittle, strong. Polymers and composites: Polymers are long chains of monomers joined together. Composites are composed of a matrix and reinforcing material. 	Kerboodle Digital Book Activate 2: P86-103 Seneca learning KS3: Science Sections 2.6 Reactions of metals with acids - BBC Bitesize https://classroom.thenational.academy/lessons/chemical-formulae-65k36r https://classroom.thenational.academy/lessons/symbol-equations-6xh64e https://classroom.thenational.academy/lessons/acids-and-metals-6rv68d	Chemical Reactions - Youtube CGP Key stage 3 Science Complete Revision And Practice: P75-90.
Additional Resources https://www.bbc.co.uk/bitesize/		

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Year 8 Geography Weather and We're an Island

You will learn	Online Resources	Teaching Resources/Links
<ol style="list-style-type: none"> To know and understand the effects of cold snaps. To understand how the UK responds to extreme weather. To understand the cause of flooding in Bangladesh. To understand the effects of flooding in Bangladesh. To have an awareness of the range of coastal landscapes in the UK. To understand what happened to Old Harry and his wife. To understand the range of conflicts that can exist in a coastal resort. To understand why the coastline at Happisburgh is eroding so quickly. To understand how the coastline at Happisburgh can be protected. 	<p>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 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 What causes a flood? - BBC Bitesize Use the causes, effects and responses information about the 2003 European heatwave to create a newspaper article. Explain how physical features and climate lead to flooding. Bangladesh flooding (coolgeography.co.uk) LEDC case study: coping with flooding in Bangladesh - River flooding and management issues - GCSE Geography Revision - BBC Bitesize All about coasts (3dgeography.co.uk) be creative and make a photo collage of the coastal landscapes from the UK. Old Harry Rocks, Dorset - KS3 Geography - BBC Bitesize watch the video and make a poster showing how Old Harry rocks was formed. Britain's collapsing coastline Behind The Story - YouTube watch the video and make notes on why Happisburgh is eroding so quickly. Should we protect properties affected by coastal erosion? BBC Teach - YouTube watch the video and explain how places like Happisburgh can be protected from coastal erosion.</p>	<p>Kerboodle: Nelson Key Geography Foundations. 5th edition. What causes a river to flood? P36-37.</p> <p>Kerboodle: Nelson Key Geography Foundations. 5th edition. How does the UK cope with flooding? P40-41.</p> <p>Work pack of resources are available upon request from Humanities Office.</p>

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Year 8 History: Causes of World War One

You will learn	Online Resources	Teaching Resources/Links
Causes of World War One <ul style="list-style-type: none"> • Explain how the alliance systems worked. • Explain the MAIN causes of World War One. • To understand the reasons why countries built up their militaries. • To understand how Franz Ferdinand was assassinated. • To explain how the assassination of Franz Ferdinand caused World War One. • To explain what the Schlieffen plan was and how it caused World War One. • Explain why Britain joined World War One. • Explain who was to blame for the war. 	<p>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 smjbafozps this will then set you a series of assignments. www.senacalearning.com</p> <p>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/topics/z4crd2p</p> <p>Consider everything you have studied and answer this question. You can then email the answer to your teacher, using your school email. g.hargraves@unity.lancs.sch.uk l.wroe@unity.lancs.sch.uk t.shawn@unity.lancs.sch.uk a.rasul@unity.lancs.sch.uk</p> <p>Which was the most important cause of WW1? -The Alliance System -The assassination of Franz Ferdinand?</p> <p>Paragraph 1 – Say what the alliance system was and explain how it caused World War One. Paragraph 2 – Describe the assassination of Franz Ferdinand and explain how it caused World War One. Conclusion – Pick which you think was the most important reason and explain why you think this.</p>	<p>KS3 History All-in-One Complete Revision and Practice Textbook/Revision Book published by Collins: P74-77</p> <p>Work pack of resources are available upon request from the Humanities Office.</p>

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Year 8 French

You will learn	Online Resources	Teaching Resources/Links
<p>Distinguishing between you (singular) and you (plural).</p> <p>Saying how many there are.</p> <p>Describing people.</p> <p>Saying what people have.</p> <p>Saying what people do (2).</p> <p>Talking about belongings.</p> <p>Asking and answering questions.</p>	<p>https://quizlet.com/gb/442264762/year-7-french-term-12-week-5-flash-cards/</p> <p>https://quizlet.com/gb/442268471/year-7-french-term-12-week-6-flash-cards/</p> <p>https://quizlet.com/gb/442271879/year-7-french-term-12-week-7-flash-cards/</p> <p>https://quizlet.com/gb/460253468/year-7-french-term-21-week-1-flash-cards/</p> <p>https://quizlet.com/gb/460263119/year-7-french-term-21-week-2-flash-cards/</p> <p>https://quizlet.com/gb/460272585/year-7-french-term-21-week-3-flash-cards/</p> <p>https://quizlet.com/gb/460279184/year-7-french-term-21-week-4-flash-cards/</p>	<p>Hubs – NCELP</p>
Additional Resources		
Languagenut Digital Language Resources for Schools		

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Year 8 German

You will learn	Online Resources	Teaching Resources/Links
<p>Say what you like.</p> <p>Say how you find things.</p> <p>Ask how someone finds things.</p> <p>Talk about yourself and someone else.</p> <p>To provide opinions about it and them.</p> <p>To talk about yourself and someone else.</p>	<p>https://quizlet.com/gb/440075150/year-7-german-term-12-week-7-flash-cards/</p> <p>https://quizlet.com/gb/459457610/year-7-german-term-21-week-1-flash-cards/?x=1jqt</p> <p>https://quizlet.com/gb/460047519/year-7-german-term-21-week-2-flash-cards/?x=1qqt</p> <p>https://quizlet.com/gb/460048692/year-7-german-term-21-week-3-flash-cards/?x=1qqt</p> <p>https://quizlet.com/gb/486550087/year-7-german-term-22-week-4-flash-cards/</p> <p>https://quizlet.com/gb/497341822/year-7-german-term-22-week-5-flash-cards/</p>	<p>Hubs – NCELP</p>
Additional Resources Languagenut Digital Language Resources for Schools		



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Year 8 Spanish

You will learn	Online Resources	Teaching Resources/Links
Saying what someone is like (in general). Saying what people do. Work on a challenging text. Talking about family. Describing what exists and what places have. Asking and answering questions. Saying what you're like at the moment and in general.	https://quizlet.com/gb/429098269/year-7-spanish-term-11-week-5-flash-cards/ https://quizlet.com/gb/429101846/year-7-spanish-term-11-week-6-flash-cards/ https://quizlet.com/gb/437727004/year-7-spanish-term-11-week-7-flash-cards/ https://quizlet.com/gb/459417312/year-7-spanish-term-21-week-2-flash-cards/ https://quizlet.com/gb/459417711/year-7-spanish-term-21-week-3-flash-cards/ https://quizlet.com/gb/459420421/y7-spanish-term-21-week-4-flash-cards/	Hubs – NCELP
Additional Resources		
Languagenut Digital Language Resources for Schools		

You will learn	Online Resources	Teaching Resources/Links
<p><u>Indigenous Native American totem pole relief sculpture</u></p> <p>Native American Culture & totem pole purpose</p> <p>Symbolism and pattern</p> <p>Making designs for 3d card relief, using symbolism and pattern</p>	<p>https://youtu.be/yb9Cmi5sCq8?si=oAx4DreC2pyRM8YV</p> <p>https://youtu.be/0eEMOKAGmbc?si=w4van63hSUJkabYX</p> <p>https://youtu.be/LScbQN_qZXI?si=BGtdWnKi7ICcANcf</p>	<p>Indigenous Native American knowledge organiser</p>
<p>Additional Resources</p> <p>www.tate.org.uk</p> <p>www.craftscouncil.org.uk</p> <p>www.textileartist.org</p> <p>www.vam.ac.uk</p> <p>www.theartstory.org</p> <p>www.thestudentartguide.co.uk</p> <p>www.bbc.co.uk/bitesize</p>		

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Year 8 Computer Science

You will learn	Online Resources	Teaching Resources/Links
<p>Python</p> <p>Lesson 1 – What is Python? Investigate the use of Python and how to set up a new program.</p> <p>Lesson 2 – Outputting data: Use the print statement to create simple programs.</p> <p>Lesson 3 – Using calculations: Use basic operational operators to produce calculations using print.</p> <p>Lesson 4 – Storing data in variables: Understand and use variables to store data in a program.</p> <p>Lesson 5/6 – Using selection statements: Use basic statements to assess True and False values to support understanding of building more complex programs.</p>	<p>Office 365 https://www.office.com/?auth=2 Year 8 > Content Library > Algorithms Download and save the workbook in the 'Lesson Tasks' section to view and complete the activities.</p> <p>Make use of the 'Lesson Notes' section to help support your learning.</p>	<p>KS3 Computer Science CGP: P117 – 123.</p> <p>Work pack of resources are available upon request from Computer Science Office.</p>

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Year 8 Design and Technology

You will learn	Online Resources	Teaching Resources/Links
<p>Metals - Pewter Gift You will learn:</p> <ul style="list-style-type: none"> 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 a practical. How to develop and model your ideas. <p>Challenges & Sketching Skills You will learn:</p> <ul style="list-style-type: none"> One-point perspective. Two-point perspective. Obliques drawing. Sketching skills. About different designers. What is Biomimicry. 	<p>Metal source and origin: https://www.youtube.com/watch?v=9I7JqonyoKA&safe=active</p> <p>Pewter casting process: https://www.youtube.com/watch?v=2SEnEY3Ef7w&safe=active</p> <p>Safety in the workshop: https://www.youtube.com/watch?v=RRLpzQBqjPs&safe=active</p> <p>Card modelling ideas: https://www.youtube.com/watch?v=jZYrwlp8SI&safe=active</p> <p>One point, two point and isometric drawing: https://www.youtube.com/watch?v=fU8so10cXUo&safe=active</p> <p>Sketching using construction lines: https://www.youtube.com/watch?v=uzSMAI5AuE&safe=active</p> <p>Who is Harry Beck? https://www.youtube.com/watch?v=iB8p8qvWZg&safe=active</p> <p>Who is Philippe Starke? https://www.youtube.com/watch?v=MSpglmZrgel&safe=active</p>	<p>Work pack of resources are available upon request for Pewter Gift and Sketching Challenges, from the Technology Office.</p>
Additional Resources		
Watch the link videos in the middle column above and extend your work by describing each process using words or pictures.		

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Year 8 Drama

You will learn	Online Resources	Teaching Resources/Links
<ul style="list-style-type: none"> Developing leadership, teamwork and cooperation skills. Developing Audience awareness. How to use mime to communicate meaning. How to use physicality to communicate meaning through Physical Theatre and mime. Developing oracy and communication skills. Planning and time management skills. Learning how to be an effective audience member offering, constructive and evaluative feedback. Build performances from a stimulus. Explore character motivation. 	<p>https://classroom.thenational.academy/lessons/preparing-a-role-for-performance-69k64t</p> <p>https://classroom.thenational.academy/lessons/physical-skills-part-1-crw36d</p> <p>https://classroom.thenational.academy/lessons/physical-skills-part-2-chj3et</p> <p>https://classroom.thenational.academy/lessons/using-mime-in-commedia-61gp8e</p>	<p>PowerPoint.</p>

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Year 8 Food Technology

You will learn:	Online Teaching Resources:	Teaching Resource Links
<p>The main aim of the unit is to develop the key practical skills in preparation for GCSE as well as gaining essential life skills. This is by using 'Foods Around the World' as a theme for the whole of year 8 projects.</p> <p>You will:</p> <ul style="list-style-type: none"> • Redevelop existing food products • Extend their knowledge about hygiene, health and safety within the environment • Work more independently during practical work by using individual recipe cards • Gain an understanding about different French, British, Australasian cultures and their cuisines • Understand lifestyles/ special diets • Develop their practical skills further <p>There will also be opportunities for you to:</p> <ul style="list-style-type: none"> • Understand industrial practice in the given areas • Develop presentation and research skills <p>Practical Work (optional)</p> <p>Encouragement of carrying out practical work at home linking to the practical activities:</p> <p>Recipes made are: Quiche, Anzac Biscuits, Curry, Cheesecake, Chilli Cobbler, Black Forest Gateau, Lasagne and Fruit Pie. There is a link on the school website for these under the Curriculum.</p>	<p>Use the links below to access the different learning experiences for the module of Food Technology:-</p> <p>Week One</p> <p>Using the link below, read the fact file and complete the worksheet on Food Origins. Food Origins</p> <p>Week Two</p> <p>Using the link below, read the presentation on Food Processing methods and complete the worksheet. Food processing</p> <p>Week Three</p> <p>Using the link below, read the presentation on How Food is Sold and complete the worksheet. How food is sold</p> <p>Week Four</p> <p>Using the link below, read the presentation on the Eat Well Guide and complete the worksheet. Eat Well Guide</p> <p>Week Five</p> <p>Using the link below, read the presentation on Energy Requirements and complete the worksheet. Energy requirements</p> <p>Week Six</p> <p>Using the link below, read the presentation on Diet and Health and complete the worksheet. Diet and Health</p>	<p>Secondary Teaching Resources - BBC Teach</p> <p>Design and Technology – Food Preparation and Nutrition section – class clips www.foodafactoflife.org.uk 11-14 yrs section Interactive resources Interactive resources</p> <p>www.bbcfood.co.uk To use the website to access recipes to practise dishes</p>
Additional Resources		
<p>On Satchel One</p> <p>Week by week recipes for the products to be made</p> <p>Quizzes to reinforce learning</p>		

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Year 8 iD

You will learn	Online Resources
<ul style="list-style-type: none"> • About why money management is important. • Why is a Budget important? • Helping you make the right decisions for your future. • Look at what jobs would suit your desired lifestyle. • Understanding what an income is. 	<p>Money and budget https://www.youtube.com/watch?v=x6ZFndKG0gg</p> <p>Democracy http://www.bbc.co.uk/newsround/30880972 https://www.youtube.com/watch?v=GbLTwQwXqWc</p> <p>Careers Careers - BBC Bitesize</p> <p>Credit or debit? https://www.youtube.com/watch?v=XbtSftL6dbY</p> <p>National insurance and Tax https://www.youtube.com/watch?v=zHNosFrBHel https://www.youtube.com/watch?v=s4Sn5alj4Bw https://www.youtube.com/watch?v=N06LA-FzJes</p> <p>Entrepreneur https://www.youtube.com/watch?v=s6cPmBSL-OQ</p>



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Year 8 Music

You will learn	Online Resources	Teaching Resources/Links
<p>Unit of Work: Ukulele Skills</p> <p>In this unit of work, you will lay the foundations for ukulele skills.</p> <p>You will learn a series of chords and strumming patterns that will allow you to begin to perform as part of a band. You will then have the opportunity to explore how chord diagrams can be used to create a piece of music.</p> <p>This unit will prepare you for performing chords on the ukulele in future units of work, including Blues and Improvisation and Popular Music in Year 8 before you use your knowledge and skills used in Year 9.</p>	<p>UC Music Department YouTube Channel – our YouTube channel with lots of revision and example videos.</p> <p>Sheet Music Direct Website Email: music@unity.lancs.sch.uk Password: Music123</p>	<p>Work pack of resources are available upon request from the Art Office.</p>

Half Termly Overview 08/01/2024 to 09/02/2024

Year 8 Core PE

You will learn	Online Resources	Teaching Resources/Links
<ul style="list-style-type: none"> 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. 	<p>https://www.youtube.com/user/thebodycoach1 Joe Wicks 30-minute PE lesson for everyone to have a go at – Fitness and fun.</p> <p>https://www.youtube.com/channel/UCu-rJFVlr7ZAZ0en3RRALPw Max Whitlock gymnastics sessions at home. Every Tuesday & Friday at 3:30pm.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>https://burnleyleisure.co.uk/category/news/home-workouts/</p>	<p>Unity College PE- Home activities (padlet.com)</p> <p>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.</p> <p>https://padlet.com/mwilliams393/j08dqdva3kmozht</p> <p>Work pack of resources are available upon request from PE Office.</p>

Half Termly Overview 08/01/2024 to 09/02/2024

Year 8 RE: Who are the prophets?

You will learn	Online Resources
<ul style="list-style-type: none"> Who are the prophets? Prophets are people who have direct contact with God and make covenants (agreements) with God. The following of the different prophets has led to different religions. Judaism, Christianity and Islam have a shared history, they have different beliefs about the prophets but also have shared prophets, for example Abraham. What did the first man do? Adam is often thought to be the 1st prophet as he was chosen by God to be the 1st man. His story is in the Torah, Bible and Qur'an. God gave Adam a perfect world and he agreed not to eat fruit from the tree of knowledge. When Adam ate the fruit, it created original sin and the world was changed forever. Adam and Eve were punished but God forgave them. Who built the ark? In Christianity and Islam, distressed by humanity's wickedness, God decides to flood the Earth, sparing only Noah and his family. God instructs Noah to build an ark to preserve 2 of each living creature. The flood lasts for 40 days and nights and the rainbow shows God will never flood the earth again. The story is similar in Islam, however there are also some big differences. How did Judaism begin? Abraham was chosen by God to lead a nation and to tell people there was only 1 God. God promised to make Abraham and his descendants into a great nation and give them the promised land. God tested his faith and on the 10th test asked him to sacrifice his son Isaac. Abraham passed the test and founded the Jewish religion. Isaac continued in Abrahams footsteps. What did people learn from Moses? Moses was an Israelite, saved from death, and brought up by the Pharaoh's daughter. He spoke out against the Egyptians and left. God spoke to him through a burning bush and asked him to lead the Israelites out of slavery. God sent 10 plagues before Moses parted the red sea to lead them to freedom. God then gave him the 10 commandments, on Mount Sinai. How important are the prophets? For the Abrahamic religions the prophets are very important, though they vary in importance depending upon the religion. Each prophet has an influence on the followers of the religion. This results in religious people believing something, thinking something or doing something as a result of their beliefs. 	<p>https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-p-is-for-prophets/zbtmrd#</p> <p>https://www.bbc.co.uk/bitesize/guides/z78g4qt/revision/4</p> <p>https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/6</p> <p>https://www.bbc.co.uk/religion/religions/christianity/history/jesus_1.shtml</p> <p>https://www.bbc.co.uk/religion/religions/judaism/history/abraham_1.shtml</p> <p>https://www.bbc.co.uk/bitesize/guides/zfwr97h/revision/2</p>