

## Year 8 Curriculum Summer Second Half Term

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## English

Years 7 and 8	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	Creative Writing		To be able to express my feelings in writing and generate ideas.	So that I can put my own ideas into writing in a structured way.	You will brainstorm and collect ideas about the experience of being in lockdown.	Guidance questions in your Summer 2 Remote Learning Booklet
w/b 8 <sup>th</sup> June	Creative Writing	Paragraphs Formal language	To be able to write in the form of a letter.	So that I can build a collection of knowledge about different forms of writing.	You will write a letter to your future self about your experiences in lockdown.	Writing frames and guidance in your Summer 2 Remote Learning Booklet.
w/b 15 <sup>th</sup> June	Reading: Short Stories	Skimming and scanning for information.	To be able to retrieve information	So that I can understand and find information in the different texts I read.	You will read the story " <i>Don't Ask Jack</i> " and answer a series of questions.	Story and questions are in your booklet.
w/b 22 <sup>nd</sup> June	Reading: Short Stories	Reading between lines and thinking about why a writer has chosen a particular word.	To be able to make inferences about a text.	So that I can write about <b>why</b> a writer wrote a text and put together a PEAR paragraph.	You will generate your own ideas about the story and write a PEAR paragraph	Writing frames and guidance in your Summer 2 Remote Learning Booklet

w/b 29 <sup>th</sup> June	Reading: Short Stories	Skimming and scanning for information.	To be able to retrieve information	So that I can understand and find information in the different texts I read.	You will read the story " <i>The Selfish Giant</i> " and answer a series of questions.	Story and questions are in your booklet.
w/b 6 <sup>th</sup> July	Reading: Short Stories	Reading between lines and thinking about why a writer has chosen a particular word.	To be able to make inferences about a text.	So that I can write about why a writer wrote a text and put together a PEAR paragraph.	You will generate your own ideas about the story and write a PEAR paragraph	Writing frames and guidance in your Summer 2 Remote Learning Booklet
w/b 13 <sup>th</sup> July	Reading: Short Stories	I have read and understand the two short stories: <i>Don't Ask Jack</i> and <i>The Selfish Giant</i> .	To be able to learn and remember information.	So that I can revise successfully for an assessment.	You will complete a Knowledge Assessment about the two stories you have worked on.	

**Maths**

Year 8	Topic	Prior knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	Pythagoras	I can work out areas of squares, I understand square numbers, I can square root a number	<p>I understand that two squares add up to the bigger square around a right angled triangle</p> <p>I can find the length of the hypotenuse of a right-angled triangle using Pythagoras.</p> <p>I can find the length of one of the shorter sides of a right-angled triangle using Pythagoras</p>	The ability to use formulae to solve mathematical problems.	<p>At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60%</p> <p>Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths.</p> <p>At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning</p>	<p><a href="#">Hegarty Maths</a></p> <p>498 499</p>
w/b 8 <sup>th</sup> June	Measures	I can understand decimals in metric units	<p>I can estimate lengths</p> <p>To be able to convert between metric units</p>	TBAT use measures in every day life scenarios.	<p>At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60%</p> <p>Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths.</p>	<p><a href="#">Hegarty Maths</a></p> <p>692 695 698</p>

					At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning	
w/b 15 <sup>th</sup> June	Proportion	I can solve problems involving direct proportion using the unitary method	I can exchange £ into another currency  I can exchange another currency back into £  I can use a conversion graph to exchange money	TBAT use proportional reasoning to solve problems.	At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60%  Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths.  At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning	<u>Hegarty Maths</u>  339 340 341
w/b 22 <sup>nd</sup> June	Rounding and Estimation	I can round to a given number of decimal places	I can round a number to one significant figure  I can multiply two decimals such as $2.4 \times 0.7$  I can estimate answers to calculations	TBAT gain an approximate idea if a value we have calculated is correct.	At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60%  Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths.  At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning	<u>Hegarty Maths</u>  48 130

w/b 29 <sup>th</sup> June	Hegarty Maths catch up	N/A	I have caught up on all outstanding Hegarty maths tasks  I have challenged myself to complete as many fix up 5 tasks as I can  All notes in my orange book have been completed.	To ensure that we have completed as much of the work that has been set over the year therefore preparing us for the following years learning.	At the minimum students will be expected to complete 2 pieces of outstanding work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60%	
w/b 6 <sup>th</sup> July	Project	I can use proportion, measures and estimation	TBAT use maths in a variety of different scenarios	TBAT use maths in a variety of different scenarios	Use your maths knowledge to be able to have a go and work through the projects set by your teacher.	
w/b 13 <sup>th</sup> July	Maths Competitions	Recall maths knowledge taught over the last year.	To complete the competitions set by your teacher with a chance to win prizes	To use maths to win prizes (given on our return)	Challenge yourself to be able to complete as much as possible. The more completed the better the chance of winning a prize.	

## Science

<b>Year 8</b>	<p>In year 8 students will be set a Study Project on one for the topics they would have been learning at school during this time. Each Study Project will last for 2 weeks and be expected to take 5 hours of work. At the end of the Study Project the students will be expected to submit one piece of work as evidence and to complete an online assessment quiz.</p> <p>The Study Projects may be set and monitored by teachers other than the student's usual teacher.</p> <p>Additionally, students should continue to use Tassomai to consolidate their learning. They should aim to meet their daily target 3 times each week.</p> <p>Optionally, students may wish to continue working through the BBC daily lessons on biology, chemistry, and physics.</p>					
	Study project	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
	<b>B: Ecosystems</b> Miss Cooper & Mr Wood	KS2- Simple food chains linked to basic habitats. Year 7- Food webs	Explore the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops	Link changes in ecosystems to reduction in biodiversity. Current global issues follow pathway to KS4	Four separate sections with tasks within each leading to a creative writing piece and quiz.	BBC Bitesize
	<b>C: Elements and compounds</b> Mr Wood & Mr Evans	KS2 – materials can be classified into different types. Different materials have different physical properties.	To discover that all substances are made from atoms which are small particles of elements and that these can be rearranged to make all the compounds	Since the bronze age, humans have been rearranging chemical particles to make new, more useful substances. New chemicals and chemical technologies advance the modern world.	The 4 tasks will include a research task, an investigation into substances around the home, and learning about the role of Periodic Table in helping to classify substances.	BBC Bitesize Royal Society of Chemistry  Links to other resources will be included in the booklet.
<b>P: Motion of Earth</b> Mr Haigh & Mr Evans	KS2 – The simple relationship between the Earth, moon and Sun	To explore the changing ideas about Earth's position in space and how its	This will lead onto the study of the 'Big Bang', and the role of gravity in the	Four separate sections with different tasks, including link to	BBC Bitesize and other links within study booklet	

		Year 7 – The planets in the Solar system	movement defines night, day, seasons and years	evolution of the Universe and in orbital mechanics at KS4	orbital simulation software, leading to a quiz	
Class	8ab1	8ab2	8ab3	8ab4	8ab5	8ab6
w/b 1 <sup>st</sup> June	B	B	C	C	P	P
w/b 8 <sup>th</sup> June	B	B	C	C	P	P
w/b 15 <sup>th</sup> June	C	C	P	P	B	B
w/b 22 <sup>nd</sup> June	C	C	P	P	B	B
w/b 29 <sup>th</sup> June	P	P	B	B	C	C
w/b 6 <sup>th</sup> July	P	P	B	B	C	C
w/b 13 <sup>th</sup> July	All groups will be set and complete an exercise reviewing their work					

## Artistic Graphics

Year 8	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	Abstract art	Year 7 Introduction through colour theory.	To introduce the concept of Abstract art.	An understanding of abstract art and how to verbalise and visualise the concept.	Analyse 4 abstract images.	Information uploaded to class charts.
w/b 8 <sup>th</sup> June	Abstract art	Previous intro to topic.	Kandinsky introduction through video and fact sheet.	Familiarise with an abstract style of work.	Read, select and present facts and relevant information referring to abstract art and the work of Kandinsky.	Information uploaded to class charts.
w/b 15 <sup>th</sup> June	Abstract art	Previous intro to topic.	Kandinsky introduction through video and fact sheet. Colour composition.	Familiarise with an abstract style of work.	Create a similar work using this style.	Information uploaded to class charts.
w/b 22 <sup>nd</sup> June	Abstract art	Introduction to abstract artists.	Mondrian introduction through video and fact sheet.	familiarise with a new abstract style of work.	Read, select and present facts and relevant information referring to abstract art and the work of Piet Mondrian.	Information uploaded to class charts.

w/b 29 <sup>th</sup> June	Abstract art	Initial research.	Colour composition	Understanding how to use colour, shape , line and composition.	Create a work in the style of Mondrian.	Information uploaded to class charts.
w/b 6 <sup>th</sup> July	Abstract art	Intro to an abstract artist.	To put into practice understanding of abstract	Students using imagination and creativity.	Create and abstract work in black, grey tones and white.	Information uploaded to class charts.
w/b 13 <sup>th</sup> July	Abstract art	Initial intro and research.	To put into practice understanding of abstract	Students using imagination and creativity.	Create an abstract work using colour theory and the colour wheel.	Information uploaded to class charts.

**Design Technology**

<b>Year 8</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
w/b 1 <sup>st</sup> June	Paper and board	Graphics and art knowledge of using a range of materials.	I will know which type of paper or board is used for certain jobs or products	I will be able to select and use the correct material in my lessons.	To complete a fact sheet about papers and boards. To answer some questions about the topic and to design a new product using their fact sheet information to help and guide them.	Information sheets uploaded to class charts including useful web links for advice and differentiation.
w/b 8 <sup>th</sup> June	Natural and manufactured Timbers – Hard woods	I know some knowledge of woods from my DT lessons and home learning.	I will be able to explain and describe what Hardwoods are and how they are different to softwoods.	To be able to select the correct materials when working in the Dt workshop.	To complete a fact sheet and to answer some questions about the topic. Extension task of designing a new product using their fact sheet information to help and guide them.	Information sheets uploaded to class charts including useful web links for advice and differentiation.
w/b 15 <sup>th</sup> June	Natural and manufactured Timbers – Soft woods	I have been using Pine in the workshop to make my DT product.	I will be able to explain the properties of Softwoods and the possible finishes that can be applied to them to protect them.	To be able to select the correct wood for a project by considering the materials properties.	To complete a fact sheet and to answer some questions about the topic. Extension task of designing a new product using their fact sheet information to help and guide them.	Information sheets uploaded to class charts including useful web links for advice and differentiation.

w/b 22 <sup>nd</sup> June	Natural and manufactured Timbers – manufactured board	I have used some Manufactured boards in the workshop while making my DT product.	I will understand and be able to explain how manufactured boards are made and their unique properties.	To be able to select the correct wood for a project by considering the materials properties.	To complete a fact sheet and to answer some questions about the topic. Extension task of designing a new product using their fact sheet information to help and guide them.	Information sheets uploaded to class charts including useful web links for advice and differentiation.
w/b 29 <sup>th</sup> June	Ferrous metals	Some students will be aware of the metals that are used in the products around them – science also cover this topic.	I will be able to explain the difference between ferrous metals and Non- ferrous metals.	I will be able to understand which metals are used in which product and why those metals have been used.	To complete a fact sheet and to answer some questions about the topic. Extension task of designing a new product using their fact sheet information to help and guide them.	Information sheets uploaded to class charts including useful web links for advice and differentiation.
w/b 6 <sup>th</sup> July	Non – ferrous metals	Some students will be aware of the metals that are used in the products around them – science also cover this topic.	I will understand how some metals have unique properties that make them suitable for different jobs.	To understand how metals are different and how they can be used to their full advantage. To understand how metals can be worked with in DT.	To complete a fact sheet and to answer some questions about the topic. Extension task of designing a new product using their fact sheet information to help and guide them.	Information sheets uploaded to class charts including useful web links for advice and differentiation.
w/b 13 <sup>th</sup> July	Polymers – Thermoforming	I will already be able to tell what products are made from plastic.	I will gain knowledge about the 2 different categories of plastic.	I will be able to identify different polymers and the different heat treatments that we can use in DT.	To complete a fact sheet and to answer some questions about the topic. Extension task of designing a new product using	Information sheets uploaded to class charts including useful web links for

					their fact sheet information to help and guide them.	advice and differentiation.
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## Drama and Dance

Year 8	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	Drama	Know different parts of a theatre	To learn the five main stage types	You need to select appropriate stage layouts for drama you make	Research the main stage types, draw them and watch how one is used in performance	Bitesize
w/b 8 <sup>th</sup> June	Drama	Know different parts of a theatre and stage types	To learn the design/layout of notable theatres	You need to be able make reference to important theatres in the UK and abroad	Research two contrasting theatres, create a collage of images watch how one is used in performance	YouTube
w/b 15 <sup>th</sup> June	Dance	Dance in Film	To learn to evaluate the use of dance in a range of films	You need to be able to identify dance styles and evaluate their effectiveness when used in film	Watch the series of film clips provided and do tasks and a written evaluation	YouTube
w/b 22 <sup>nd</sup> June	Drama	Masked drama	To know about different types of masks used in drama	Knowing the history of mask use in theatre will help you prepare to use masks effectively in your own drama	Work through the tasks on the History of Mask Theatre	

w/b 29 <sup>th</sup> June	Drama	Masked drama	To design and create a mask for use in a performance	You will need to be able to create a mask from given specifications	Design or mask a mask for use in a play	
w/b 6 <sup>th</sup> July	Dance	Dance styles	To identify a range of dance styles	You need to be able to identify Dance styles and express creative preferences	Work through the tasks on Dance Styles	
w/b 13 <sup>th</sup> July	Drama	Open Air Theatre	To know about the summer outdoor theatre tradition	Open Air theatre is a counterpoint to the better known pantomime season in the winter	Work through the tasks on Open Air Theatre and watch the example	YouTube

## Food

Year 7 &8	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June Due 12 <sup>th</sup> June	Food provenance & low-medium skill practical task	Aware of food choices when doing family food shop. Some previous cooking in school or at home.	I will know where potatoes originate from, different types and recipes that they suit, possibly practice a recipe involving potatoes eg: Potato Salad, Potato Gratin or Potato Dauphinois.	I will understand more about where ingredients come from, be able to select and use the best type of potato for a recipe and be able to practice making a recipe involving potatoes.	Watch a video or read a presentation. Do some independent research about potatoes. Answer questions about potatoes. OPTIONAL: Cook one of the suggested recipes (or one of their own choice) which uses potatoes as a main ingredient	Video link and/or presentation uploaded to class charts, question sheet, useful web links for recipes.

w/b 15 <sup>th</sup> June Due 26 <sup>th</sup> June	Food provenance & low-medium skill practical task	Aware of food choices when doing family food shop. Some previous cooking in school or at home.	I will know where eggs come from, different types of birds that provide us with eggs, organic / free range options, the Information printed on eggs, possibly practice a recipe involving eggs eg: Quiche, Potato Scotch Egg or Soft Boiled Egg with Soldiers.	I will understand more about where ingredients come from, be able to understand the different types of eggs and information on the packaging and be able to practice making a recipe involving eggs.	Watch a video or read a presentation. Do some independent research about eggs. Answer questions about eggs. OPTIONAL: Cook one of the suggested recipes (or one of their own choice) which uses eggs as a main ingredient	Video link and/or presentation uploaded to class charts, question sheet, useful web links for recipes.
w/b 29 <sup>th</sup> June Due 10 <sup>th</sup> July	Take-Away Recipe Research	Main meals eaten at home (home-made and take-away), previous cooking (either at home or in school), recipes written out (online, recipe books, school workbook).	See that cooking at home can be cheaper and healthier than buying at take- away or ready meal. Inform teacher of recipes that could be taught as part of Food & Nutrition in future.	I will find and possibly practice a recipe for a main meal I enjoy as a take-away normally.	Do your own research to find a recipe for a main meal that you would normally buy as a take-away dish. Write out the recipe in a format given OPTIONAL: Cook the recipe you choose and send photos to teacher.	Useful web links for recipes. Worksheet to put recipe details on.

## French

Year 8	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	<b>Point de départ</b> Holidays	Regular & irregular verbs Simple holiday vocabulary	To talk about school holidays using the present tense (using <i>avoir</i> & <i>être</i> )	Knowledge of these key irregular verbs will be the foundation of the perfect tense. Cultural capital, relating to others.	<u>Students will:</u> - be able to understand other people's school holiday plans - be confident with using <i>avoir</i> & <i>être</i>	- Dynamo 2 Rouge (textbook/online resources) - Dynamo 2 (listening files)
w/b 8 <sup>th</sup> June	<b>Tu as passé de bonnes vacances?</b> Intro to the perfect tense	Irregular verb: <i>Avoir</i> (present tense) ER verbs	To use the perfect tense to describe what people did during the holidays	Building target language fluency, use of different time frames (essential for GCSE)	<u>Students will:</u> - Be able to describe what people did during the holidays using the 3 parts of the perfect tense.	- Dynamo 2 Rouge (textbook/online resources) - Dynamo 2 (listening files)
w/b 15 <sup>th</sup> June	<b>Qu'est-ce que tu as fait?</b> Perfect tense with regular and irregular verbs	- Rules for using the perfect tense (regular) - Irregular verbs	To learn more about the perfect tense and use both regular and irregular verbs in the past.	Relating to others, building cultural awareness, developing thinking skills and problem solving skills.	<u>Students will:</u> Use the perfect tense to describe a visit to a theme park.	Dynamo 2 Rouge (textbook/online resources)  Dynamo 2 (listening files)
w/b 22 <sup>nd</sup> June	<b>Tu es allé où?</b> Using the perfect tense with <i>être</i>	The verb <i>être</i> 3 parts of the perfect tense Masculine, feminine & plural 'agreement'	To understand and use the perfect tense with <i>être</i>	Increase confidence with speaking and understanding written texts. Build resilience to cope with unknown language.	<u>Students will:</u> Use the perfect tense to describe where they went and how they got there. Read longer texts	Dynamo 2 Rouge (textbook/online resources)  Dynamo 2 (listening files)
w/b 29 <sup>th</sup> June	<b>Quel désastre!</b>	The perfect tense with <i>avoir</i> and <i>être</i>	To use negatives in the perfect tense	Using language, symbols and texts together, problem	<u>Students will:</u> Be able to read and understand a range of	Dynamo 2 Rouge (textbook/online resources)

	Using negatives in the perfect tense	Linking words Opinions		solving, building competence and confidence with the perfect tense	texts using all types of the perfect tense. They will recognise positive and negative forms of the verb.	Dynamo 2 (listening files)
w/b 6 <sup>th</sup> July	<b>Mon voyage extraordinaire</b> Asking and answering questions using two tenses	Present tense verbs Perfect tense (avoir and être)	To be able to use the present and perfect tense together to combine questions about now and then	Build cultural capital, identity. Relating to others. Being able to combine tenses accurately across is a key element of GCSE French	<u>Students will:</u> Be able to talk about what they normally do compared with what they did last year, using tenses and time phrases.	Dynamo 2 Rouge (textbook/online resources)  Dynamo 2 (listening files)
w/b 13 <sup>th</sup> July	<b>Révision</b> En focus En plus	Present tense verbs Perfect tense Negatives	To consolidate knowledge of the perfect tense in all of its forms.	Confidence with tenses will build student confidence and prepare them for the demands of Y9 French.	<u>Students will:</u> Revise key elements of the perfect tense through a range of different tasks.	Dynamo 2 Rouge (textbook/online resources)  Dynamo 2 (listening files)

**Geography**

Year 8	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	COASTS Waves	Coasts not studied in KS3 before this point – should understand the water cycle – may have some knowledge having been to beaches in their life.	Understand there are two types of waves and how they affect the coastline.  Answer key question: are the British Isles shrinking?	The UK has the 12th longest coastline in the world and therefore studying this topic is of great importance to the people who live here.  Coasts are dynamic constantly changing environments which have huge significance to the success of the UK. They bring several significant opportunities and challenges to local people.	Complete diagrams of constructive/destructive waves.  Write up a comparison of the two types.  Complete a quiz.	Information on class charts. Links to BBC Bitesize. Explainer clips. Scanned textbook resource.
w/b 8 <sup>th</sup> June	COASTS Marine processes	I know wave processes and how they affect the coastline.	I will know how erosional and depositional processes affect the coastline.	I will be able to identify the different coastal processes and begin to be able to apply this to how landforms are created.	Quiz to check understanding. Construct processes with diagrams and definitions.	Information on class charts. Links to BBC Bitesize. Explainer clips. Scanned textbook resource.

w/b 15 <sup>th</sup> June	COASTS - Erosional landforms	Waves and Erosional processes.	Understand how erosional landforms at the coast occur.	I will be able to explain the formation of at least one erosional landform which will help me to distinguish between erosional and depositional landforms.	Sketch and fully annotate, including key processes, the formation of 1. Headlands & Bays, 2. Caves, Arches, Stacks and Stumps.	Information on class charts. Links to BBC Bitesize. Explainer clips. Scanned textbook resource.
w/b 22 <sup>nd</sup> June	COASTS Depositional landforms	Erosional landforms and depositional processes.	Understand how depositional landforms at the coast occur.	I will be able to explain the formation of at least one depositional landform which will help me to distinguish between erosional and depositional landforms. Helps pupils to understand the world around them. Brings Geography at the coast to life (short of a fieldtrip)	Sketch and fully annotate, including key processes, the formation of Spits, Bars and Tombolo's.  Compare two different beach types.	Information on classcharts. Links to BBC Bitesize. Explainer clips. Scanned textbook resource.
w/b 29 <sup>th</sup> June	COASTS Examples	Key coastal landforms and processes.	Apply knowledge of coastal landforms to real life examples and	Deepen understanding of coastal landforms and processes. Enhance mapping skills – particularly for coastal regions.	Label a map of the Dorset Coastline using key geographical skills and applying knowledge of previous landforms learnt.	Information on class charts. Links to BBC Bitesize. Explainer clips.

			practice map skills.			Scanned textbook resource.
w/b 6 <sup>th</sup> July	COASTS Engineering at the coast	Coastal landforms and processes.	Learn the options for defending the coast.	Build into next lesson for whether it is worth defending an area of coastline in the UK.	Compare the different types of engineering at the coast and weigh up the positives and negatives of implementing these.	Information on class charts. Links to BBC Bitesize. Explainer clips. Scanned textbook resource.
w/b 13 <sup>th</sup> July	COASTS Is it worth the cost?	Coastal landforms and processes. Engineering at the coast.	Decide whether a specific UK coastline is worth protecting.	Higher order analysis/evaluation skills using prior knowledge and new knowledge of an example to come to a reasoned decision.	Weigh up whether it is worth completing hard engineering/soft engineering/do nothing approach at a named area of coastline and reach a justified conclusion.	Information on class charts. Links to BBC Bitesize. Explainer clips. Scanned textbook resource.

## History

Year 8	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 <sup>st</sup> June	Dirt and Disease  Cholera	Living conditions of the poor families.	I will be able to explain how poor living conditions led to disease.  I will be able to explain the work of John Snow in discovering how cholera spread.	I will then be able to explain what medical care was available for poor people.  I will then have a better understanding of how doctors treated patients.	Answer questions using a variety of Sources.  Design a poster warning people of the dangers of Cholera.	Information sheets are uploaded on to Google classroom.
w/b 8 <sup>th</sup> June	Why was there so much crime in the cities?	The effects of the industrial revolution on poor working families.  Living conditions of the working class families.	I will understand why the growth of cities led to an increase in crime.	I will then be able to explain how growth of towns led to an increase in crime and development of policing.  I will also then be able to explain how forensic science was made interesting and popular by novels.	Answer questions using a variety of Sources.  Using the information given, create a Victorian detective story.	Information sheets are uploaded on to Google classroom.
w/b 15 <sup>th</sup> June	What have you learnt so	The ways in which developments in	I will understand how to gain	I will be able to answer a Source	Using the new understanding of NOP,	Information sheets are

	<p>far, topic summary. (NOP)</p>	<p>agriculture and transport led to industrial development and the growth of towns.</p> <p>The working lives of poor families in industrial Britain.</p> <p>How growth of towns led to an increase in crime and development of policing.</p>	<p>greater detail from Sources.</p>	<p>question in greater detail using Nature, Origin and Purpose (NOP).</p>	<p>answer questions about the Sources provided.</p>	<p>uploaded on to Google classroom.</p>
	<p>Production and Prosperity.</p>	<p>The ways in which developments in agriculture and transport led to industrial development and the growth of towns.</p> <p>The effects of the industrial revolution on poor working families.</p> <p>Living conditions of the poor working families.</p>	<p>I will understand how the Industrial Revolution led to prosperity for some people.</p>	<p>I will then be able to explain the benefits of the Great Exhibition 1851.</p>	<p>Design a poster to encourage all types of people to 'The Great Exhibition'.</p> <p>Answer questions using a variety of Sources.</p>	<p>Information sheets are uploaded on to Google classroom.</p>

w/b 22 <sup>nd</sup> June	An Educated workforce and having Fun.  Two families: change and continuity.	The effects of the industrial revolution on poor working families.  Living conditions of the poor working families.  Living conditions of the rich and the poor.  The effects of the industrial revolution on poor working families and the rich factory owners.	I will understand how the Industrial Revolution led to prosperity for some people.  I will be able to explain the ways in which the Industrial revolution brought change to two families, in different ways and at a different rate.	I will then be able to explain why the government wanted to introduce an educated workforce.  I will then be able to compare and contrast the differences between the outcomes of the rich and the poor, during the Industrial Revolution.	Answer questions using a variety of Sources.  Create a table to compare the difference between the families.  Answer questions using a variety of Sources.	Information sheets are uploaded on to Google classroom.
w/b 29 <sup>th</sup> June	The speed of change.	Living conditions of the rich and the poor.  The effects of the industrial revolution on poor working families and the rich factory owners.	I will be able to explain why there was contemporary criticism of change.	I will then be able to explain the rapidness of change during the Industrial Revolution; I will also then be able to elaborate why some people got left behind during this time.	Answer questions using a variety of Sources.	Information sheets are uploaded on to Google classroom.

	<p>What have you learnt so far, topic summary.</p>	<p>The ways in which developments in agriculture and transport led to industrial development and the growth of towns.</p> <p>The working lives of poor families in industrial Britain.</p> <p>How growth of towns led to an increase in crime and development of policing.</p> <p>Living conditions of the rich and the poor.</p> <p>The effects of the industrial revolution on poor working families and the rich factory owners.</p>	<p>I will be able to explain and expand on why different kinds of events worked together to bring about big developments.</p>	<p>I will then be able to link smaller events to show the creation of a much larger event, through this I will be able to expand further on Source related questions.</p>	<p>Complete a link diagram of the key events that made up the Industrial revolution.</p> <p>Answer questions using a variety of Sources.</p>	
<p>w/b 6<sup>th</sup> July</p>	<p><b><i>New Topic- Murder Mystery: Why</i></b></p>					

	<p><i>was Jack the Ripper never caught?</i></p> <p>A serial Killer in Whitechapel!</p> <p>The police investigation.</p>	<p>How growth of towns led to an increase in crime and development of policing.</p> <p>Living conditions of the rich and the poor.</p> <p>How growth of towns led to an increase in crime and development of policing.</p> <p>Background information on the Jack the Ripper case.</p>	<p>I will be able to understand the evidence provided by the sources concerning Jack the ripper.</p> <p>I will be able to understand and evaluate the evidence provided by the Sources about the police investigation.</p>	<p>I will then be able to evaluate and use historic Sources to answer questions about a historic event.</p> <p>I will also then have background information on the Jack the Ripper case.</p> <p>I will then be able to evaluate and use historic Sources to answer questions about a historic event.</p> <p>I will also then be able to use the information gathered to start reaching a conclusion of why Jack the Ripper was never caught.</p>	<p>Use Sources to answer questions on; whether any one saw Jack the Ripper, what problems might the police come across and how police might handle it differently today.</p> <p>Use Sources to answer questions on; how you would conduct a police inquiry and how far do you agree that Charles Warren did the right thing.</p>	<p>Information sheets are uploaded on to Google classroom.</p> <p>Information sheets are uploaded on to Google classroom.</p>
w/b 13 <sup>th</sup> July	What slowed down the police investigation?	How growth of towns led to an increase in crime and	I will be able to use the contents and the evidence	I will then be able to evaluate and use historic Sources to come to the	Answer questions using a variety of Sources.	Information sheets are uploaded on

	Your conclusion.	development of policing.  Background information on the Jack the Ripper case.	to reach a conclusion	conclusion of why Jack the Ripper was never caught.	Write a detailed answer; answering the question- why do you think Jack the Ripper was never caught? Using the sources and evidence provided.	to Google classroom.
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## Music

<b>Year 8</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
w/b 1 <sup>st</sup> June	Music	Introduction to aural appreciation	Understanding different genres of music	Learners can improve research and be able to appreciate the impact of music in history and cultural impact	Create a research pack that identifies music from around the world and its stylistic influences	Youtube and Postal Delivery/ ClassCharts online pack
w/b 8 <sup>th</sup> June	Music	Introduction to aural appreciation	Understanding different genres of music	Learners can improve research and be able to appreciate the impact of music in history and cultural impact	Create a research pack that identifies music from around the world and its stylistic influences	Youtube/ Postal Delivery/ ClassCharts online pack
w/b 15 <sup>th</sup> June	Music	Introduction to aural appreciation Understanding different genres	Be able to select artists for a festival	Learners to make an informed decision to select music artists that are prominent and connected to genres historically created	Create a festival lineup, justifying why they chose artists and their cultural influence.	Google, YouTube/ Postal Delivery/ ClassCharts online pack
w/b 22 <sup>nd</sup> June	Music	Aural appreciation of instruments  Understanding different genres	Be able to compose by replicating a selected genre	Learners to re-create melody in the style of a genre	Create a song in the style of an artist using Soundtrap	Soundtrap, YouTube
w/b 29 <sup>th</sup> June	Music	Aural appreciation of instruments  Understanding different genres	Be able to compose by replicating a selected genre	Learners to re-create melody in the style of a genre	Create a song in the style of an artist using Soundtrap or an instrument at home-recorded on a device and sent to Mr Karchud	Soundtrap, Instruments at home/ YouTube

w/b 6 <sup>th</sup> July	Music	Aural appreciation of instruments  Understanding different genres	Refine compositional skills	Learners to be able to adapt and edit compositions	Sharpen up measurements, beats and note length, refine instrument playing skills	Soundtrap, instruments at home/ home sounds
w/b 13 <sup>th</sup> July	Music	Aural appreciation of instruments	Refine compositional skills and submit	Learners to be able to adapt and edit compositions	Make creative decisions and prepare to submit work	Soundtrap

**PE**

<b>Year 8</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>	<b>Relevant/ Helpful resources</b>
w/b 1 <sup>st</sup> June	Introduction to their sports project with title page and key interests / outline.	Interest of a sport/ activity.	Identify your sport of choice, decide what and how you'd like to improve your key skills.	Greater knowledge and depth of understanding practically and theoretically of your sport .	Design a title page. Set out their own personal learning objectives to complete. Establish targets to achieve.	Template and booklet provided and youtube links given.
w/b 8 <sup>th</sup> June	Plan a fitness project to improve their ability to play the sport of choice.	What are the components of fitness/ how do they apply to my sport/ How do they help me be more successful.	Complete week 1 of fitness plan and apply principles of training.	Greater personal fitness to complete the sport to a higher level. Also physical and mental benefits of becoming fitter.	Design their fitness project and complete for 15 minutes each day Monday – Friday. At the end of the week complete a reflective log commenting on how it felt , what are the challenges, and how to overcome them.	Fitness log template provided. Youtube clips giving examples of relevant fitness programmes they could use/ follow.
w/b 15 <sup>th</sup> June	Complete Week 2 of their fitness programme.	What are the components of fitness/ how do they apply to my sport/ How do they help me be more successful.	Complete week 2 of fitness plan and apply principles of training particularly the concept of progression to	Greater personal fitness to complete the sport to a higher level. Also physical and mental benefits of becoming fitter.	Compete and record their fitness programme week 2. Complete log discussing challenges/ improvements in the areas they are working on.	Fitness log template provided. Youtube clips giving examples of relevant fitness programmes

			ensure fitness levels rise.			they could use/ follow.
w/b 22 <sup>nd</sup> June	Complete Week 3 of their fitness programme.	What are the components of fitness/ how do they apply to my sport/ How do they help me be more successful.	Complete week 3 of fitness plan and apply principles of training particularly the concept of progression to ensure fitness levels rise.	Greater personal fitness to complete the sport to a higher level. Also physical and mental benefits of becoming fitter.	Compete and record their fitness programme week 2. Complete log discussing challenges/ improvements in the areas they are working on. Reflect overall on how their personal fitness levels have improved over the three week period.	Fitness log template provided. Youtube clips giving examples of relevant fitness programmes they could use/ follow.
w/b 29 <sup>th</sup> June	What skills are required to be successful in the sport of your choice. Eg. Lay up in basketball ( Identify 5)	Knowledge of the different skills needed for success in their sport of choice.	I know what essential skills are needed to be successful in my sport.	A greater understanding of how to combine set skills together to achieve success in my sport.	Identify 5 skills essential to your sport. Talk about what they are and how they contribute to success in your sport. Attach Youtube clips or pictures showing these skills in action.	Youtube clips/ internet clips/ pictures illustrating the skills in action.
w/b 6 <sup>th</sup> July	What are the rules of my sport and what equipment is essential to play.	Knowledge of the rules, regulations and equipment needed to play my sport.	To have a thorough understanding of the rules, regulations and equipment	Thorough knowledge and understanding of how to participate, set up and officiate my sport of choice.	Identify the key rules, discover the playing parameters and talk about the equipment essential to play my sport.	Internet resources and information books .

			essential to play my sport.			
w/b 13 <sup>th</sup> July	What is the History of my Sport and who are the champions of it.	Where did my sport originate, who are the legends of the game.	To have a thorough understanding of the origins, development and future of your sport and who excelled in that game.	Learn the History of the game and be aware of those who have excelled in it.	Historical timeline of origin and development and identification of the champions of the game.	Internet resources/ historical journals, Youtube archive.

**RE**

<b>Year 8</b>	<b>Topic</b>	<b>Prior Knowledge</b>	<b>Aim</b>	<b>What will this lead to? Why am I learning this?</b>	<b>Student expectation (What will they do?)</b>
w/b 1 <sup>st</sup> June	Introduction to Islam	Judaism and Christianity	Understand why it is important to learn about Islam Explain basic beliefs of Islam	Many political issues in the world today concern Islam – it is vital that young people understand its history and practice today.	Work through the course booklet, completing all tasks and submitting work in a timely manner.
w/b 8 <sup>th</sup> June	Sunni and Shi'a Islam	That people in particular religions might have different beliefs	Understand that there are differences between denominations in Islam Understand why there are differences.	GCSE practices and beliefs – foundation knowledge and skills.	Work through the course booklet, completing all tasks and submitting work in a timely manner.
w/b 15 <sup>th</sup> June	Angels	Ideas about Angels from contemporary thought.	Explore the concept of Angels in Islam Understand why angels are important.	Angels are a key belief within Islam – its difficult to understand the faith without this foundation.	Work through the course booklet, completing all tasks and submitting work in a timely manner.
w/b 22 <sup>nd</sup> June	Prophet Muhammad	Prophets in Judaism and Christianity. Understand the role of a prophet.	Understand who Muhammad (PBUH) was and explain the importance of some of the events that took place in the prophets life. Think about good leadership	The Prophet Muhammad is often misunderstood – he is an important character in history.	Work through the course booklet, completing all tasks and submitting work in a timely manner.

w/b 29 <sup>th</sup> June	The Qur'an	Understanding of the importance of Holy Books	Understand how the Qu'ran was revealed and how it has authority in Islam.	Muslims relationship with the Qu'ran is fundamental to their practice.	Work through the course booklet, completing all tasks and submitting work in a timely manner.
w/b 6 <sup>th</sup> July	The Mosque	Understanding of Special buildings	Understand why a mosque is an important place for Muslims.	Understanding of community and community spaces	Work through the course booklet, completing all tasks and submitting work in a timely manner.
w/b 13 <sup>th</sup> July	The 5 Pillars	Foundations of Islamic Studies	Understand what the 5 pillars are and how important they are in a Muslims life.	Foundation of GCSE beliefs and Practices	Work through the course booklet, completing all tasks and submitting work in a timely manner.