



### Core

#### English

##### Contemporary Fiction: Boy, Everywhere

##### Knowledge Concepts

- **Texts are constructs:** Understand and explore (what and how) the genre of contemporary realistic fiction and the characterisation of a Syrian refugee who suffers displacement.
- **Texts make use of patterns, all of which conveyed through language and structure:** Explain and explore how the following devices imply meaning: epizeuxis/tone/epistrophe/antithesis/semantic field/euphony/oxymoron. Embed short quotations while analysing the characters, setting and themes within BE.
- **Texts are informed through contexts in which they are written:** Explore how the writer blends the context of the Syrian Civil war, refugee crisis and the impact on families to warn of the consequences of war.
- **Every text is an argument- texts can influence us,**  
Sentence 1: Construct personal viewpoints in the form of thesis statements.  
Sentence 2: Focus on the effects of the whole text and controlling ideas.  
Sentence 3: Use the thesis statement to create topic sentences.  
Sentence 4: Select and embed relevant textual detail.
- **Reader's construct meaning as they read (Reciprocal Reading)** Explore and question how Boy, everywhere covers resilience and survival, identity and belonging, empathy and compassion and injustice/prejudice.

#### Mathematics

##### Calculating with Fractions

- Identify fractions as more than  $\frac{1}{2}$  or less than  $\frac{1}{2}$
- Order fractions
- Add and subtract fractions with any size denominator
- Multiply integers and fractions by a fraction
- Use appropriate methods for multiplying fractions
- Find the reciprocal of a number
- Divide integers and fractions by a fraction
- Use strategies for dividing fractions
- Write a mixed number as an improper fraction
- Use the four operations with mixed numbers

##### Straight Line Graphs

- Recognise when values are in direct proportion with or without a graph
- Plot graphs and read values to solve problems
- Plot a straight-line graph and work out its gradient
- Plot the graphs of linear equations
- Write the equations of straight-line graphs in the form  $y = mx + c$

#### Science Biology Chemistry Physics

##### 8G Metals and their uses. (REA)

- Recall some common properties of metals and non-metals.
- Describe the reactions of metals with oxygen, water and acids.
- Describe ways to preventing rusting.

**Skill -Use observations** to place metals into their order of reactivity.

**Tier 3 vocabulary** Chemical reaction, physical reaction, reactants, products, bond, oxidation, reduction

##### 8D Biodiversity (ECO)

- Classify microorganisms using characteristics
- Describe reproduction in microorganisms
- Describe how bacteria reproduce
- Describe energy flow in terms of food chains
- Describe the role of decomposers in the carbon cycle

**Skill -Use** a quadrat to sample a plant population.

**Tier 3 vocabulary** Unicellular, Multicellular, Prokaryote, Eukaryote, Mitochondria, Chloroplasts  
Diffusion, Fermentation, Ecosystem.

**8B Plants and their reproduction (INH)**

- Describe the process of sexual and asexual reproduction in plants.
- Describe flower structure, pollination and fertilisation.

**Skill- Match** pollen structure to pollination type.

**Tier 3 vocabulary** Species, hybrid, pollination, dispersal, germination, photosynthesis

**History****What were the effects of slavery and the British Empire on identities and migration into the United Kingdom?**

British identity.

- Identify the transatlantic slavery triangle
- Describe slave auctions, daily life on a plantation
- Slave rebellions- define passive and active resistance
- Abolition of slavery- Identify the work of abolitionists including Wilberforce
- Life after slavery- legacy of slavery in Britain

The following key events will be discussed during this topic:

The Transatlantic Slave Trade Life in plantations Abolitionists Slave rebellions The American Civil War	Life after emancipation and the KKK The impact of Rosa Parks Malcolm X Martin Luther King	British immigration after WW2 the Windrush Generation Black and Asian British History Black and Asian
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**Geography****Why is the Middle East an important region?**

- Know where the Middle East region is located.
- Know what countries make up the region.
- Describe the physical landscape of the Middle East.
- Give and explain examples of conflict and controversy in the Middle East.
- Assess how important the region is to the world?

Students will know:

- The place and location of the Middle East.
- The political connections in the Middle East and other countries.
- How conflict has been managed in the Middle East
- The importance of oil in the development of the Middle East

**French****8.9 Fashion and Shopping**

- Retrieval of the present tense conjugation of '*porter*'
- Dual verb opinion phrases to discuss what we like to wear.
- Use of negative structures to discuss what we do not wear
- Retrieval of the usage of adjectives in French.

**8.10 Television and Film**

- Discussions on the types of TV shows we watch and don't watch.
- Present tense conjugation of '*regarder*'.
- Use of the past tense to describe what they have watched and discuss a previous trip to the cinema.
- Discussions of French actors and entertainment role models.

**Philosophy and Ethics****Why Do We Suffer?**

- Muslims and suffering – why do Muslims believe we suffer?
- Buddhists and suffering – why do Buddhists believe we suffer?
- If suffering is some kind of test for the afterlife, what do different religions believe about the afterlife? We consider this from the viewpoints of Christians, Muslims, Buddhists, and non-religious people.

**What Is Truth?**

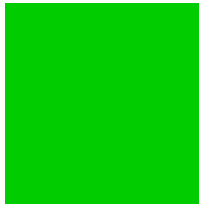
	<ul style="list-style-type: none"> <li>• Origins of the Universe – Big Bang &amp; Creationism</li> <li>• Origins of Human Life – Evolution &amp; the Creation Story</li> <li>• Design Argument – Has the Universe been designed?</li> <li>• Evil &amp; Suffering – How do E&amp;S disprove God's existence? Are there other explanations?</li> <li>• Prayer – Why do religious people pray? What happens if their prayers are unanswered?</li> <li>• Religious Experiences – Do these prove God? Alternative explanations? Focus on Nicky Cruz.</li> </ul>
<b>ARRK Lessons</b>  <b>Core Values:</b> Aspirational Resilient Respectful Kind	<b>Rights and British Values - -Law, Crime and Society</b> <ul style="list-style-type: none"> <li>• To understand that rights come with responsibilities</li> <li>• To understand the concept of community cohesion</li> <li>• Understanding how to make informed decisions</li> <li>• To understand how the criminal justice system operates</li> <li>• To understand why laws are needed in society</li> <li>• To understand how laws are made</li> <li>• To understand the different theories behind punishing offenders</li> </ul>

## Technical

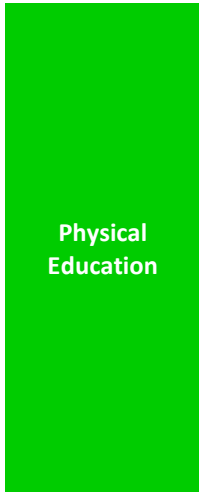
<b>Design Technology</b> Food Textiles Resistant Materials	During this period Year 8 learners will cover a wide range of topics in Design technology, including: <ul style="list-style-type: none"> <li>• Analysis of a design brief using ACCESS FM headings</li> <li>• Evaluation of design ideas using a design specification</li> <li>• Safe use of basic tools and equipment within the workshop, including tenon saw, bench hook, pillar drill, abrasive paper and try square.</li> <li>• Wood joining techniques, focussing on dowel joints.</li> <li>• Food nutrition – macro and micronutrients</li> <li>• Healthy eating – Eatwell guide</li> <li>• Mood boards, storyboards, and comparative product research</li> <li>• Working properties of woven, knitted, and bonded materials</li> <li>• Pattern cutting</li> <li>• Correct stitching of a button</li> </ul>
<b>Computer Science</b>	<b>8.4 Web development</b> <ul style="list-style-type: none"> <li>• What is the WWW?</li> <li>• How are websites created?</li> <li>• Students will learn what the WWW is and how to create a working and useable website that can be accessed through the internet.</li> </ul>

## Performance

<b>Art</b>	<b>Visual Elements of Art: Pattern/Texture</b> Exploring how patterns can be used to enhance the impact and meaning of an artwork.  Tasks include; <ul style="list-style-type: none"> <li>• Chance spontaneity (drawing)</li> <li>• Repeat pattern (print)</li> <li>• Sequences (drawing)</li> <li>• Organic (drawing)</li> <li>• Tessellation (drawing)</li> </ul> Students will explore a minimum of two tasks from the above list.
<b>Music</b>	<b>Blues music and its influences</b> Learners will understand the origins of Blues, the key features of Blues music and the influence of Blues music on other styles. Learners will then compose in a Blues style using the skills and knowledge gained. <ul style="list-style-type: none"> <li>• Topics/Skills covered in Blues music and its influences include:</li> <li>• Understanding the history and origins behind Blues Music and how it links in with the slave trade.</li> </ul>



- Understanding the key features of Blues music and how it influenced a range of different musical genres.
- Identify the 12 bar blues chord progression.
- Use the blues scale to compose melodies and riffs.
- To compose a piece of Blues music and notate it using Sibelius software.



**Physical  
Education**

**Label Emotions**

Students will develop their ability to label particular emotions that they have felt at particular times in their lives.

**Regulate Emotions**

Students will develop their understanding of how to appropriately regulate how they are feeling.

**Behaviour**

Students will begin to reflect and analyse their own behaviour and behaviour trends in and out of their PE Lessons.

**Patience**

Students will understand what is meant by and how to demonstrate patience. Students will also have an opportunity to reflect on the importance of demonstrating importance, in different settings.



**Explorer**  
Aspirational



**Scholar**  
Resilient



**Leader**  
Respectful



**Collaborator**  
Kind