

## Year 8: Term 5 Curriculum Plan

Subject	8th June	15 <sup>th</sup> June	22 <sup>nd</sup> June	29 <sup>th</sup> June	6th July	13 <sup>th</sup> July
<b>Maths</b>	<p>Mrs Wynn, Mr Jackson, Mrs Van der Lith &amp; Mrs Ferns</p> <p><b><u>Prime Factor Decomposition</u></b> In this learning loop, we will review expressing numbers as a product of prime factors. Prime factor decomposition builds upon work covered in year 7 relating to powers and indices.</p> <p><b><u>Highest Common Factor</u></b> In this learning loop, we will find the highest common factor using the method of prime factorisation, which was covered in the previous lesson.</p>	<p>Mrs Wynn, Mr Jackson, Mrs Van der Lith &amp; Mrs Ferns</p> <p><b><u>Lowest Common Multiple</u></b> In this learning loop, we will find the lowest common multiple using the method of prime factorisation we reviewed last week.</p> <p><b><u>Rounding to Decimal Places</u></b> In this learning loop, we will review rounding to a specific number of decimal places. Rounding is pivotal in many aspects of mathematics, in particular rounding answers to an appropriate degree of accuracy in shape questions.</p>	<p>Mrs Wynn, Mr Jackson, Mrs Van der Lith &amp; Mrs Ferns</p> <p><b><u>Rounding to Significant Figures</u></b> In this learning loop, we will review rounding to significant figures. This holds as much importance as rounding to decimal places and is seen in scientific calculations.</p> <p><b><u>Estimation</u></b> In this learning loop, we will estimate calculations. This requires confident use of rounding which we have covered in the past two lessons.</p>	<p>Mrs Wynn, Mr Jackson, Mrs Van der Lith &amp; Mrs Ferns</p> <p><b><u>Expanding Single Brackets</u></b> In this learning loop, we will review expanding single brackets. Being a key algebra skill, it also helps us to form expressions for area of shapes later on in our learning.</p> <p><b><u>Expanding Two Single Brackets</u></b> In this learning loop, we build upon the previous lesson on expanding brackets. It will also combine our year 7 work with negative numbers and collecting like terms.</p>	<p>Mrs Wynn, Mr Jackson, Mrs Van der Lith &amp; Mrs Ferns</p> <p><b><u>Expanding Double Brackets</u></b> This learning loop of expanding double brackets will extend your understanding of expanding brackets and you will see how it links to numerical multiplication.</p> <p><b><u>Factorising</u></b> In this learning loop, you will use your knowledge of highest common factor from earlier this term to factorise expressions into single brackets.</p>	<p>Mrs Wynn, Mr Jackson, Mrs Van der Lith &amp; Mrs Ferns</p> <p><b><u>Solving Equations</u></b> We will review solving equations as this a key algebra topic and will help us in later years to form and solve equations from worded problems.</p> <p><b><u>Solving Equations</u></b> In this learning loop, you will solve two step equations again but look at examples where the equation involves division instead of multiplication.</p>
	<p>Mr Lee &amp; Mr Horne</p> <p><b><u>Upper and Lower Bounds</u></b> In this learning loop, we will review bounds. This topic builds upon the core rounding skills we have developed in year 7 and 8. It looks at rounded numbers and considers the upper and lower bound these numbers could have been before rounding.</p> <p><b><u>Upper and Lower Bounds</u></b> We will use what we reviewed in the previous learning loop and apply it to considering bounds in calculations</p>	<p>Mr Lee &amp; Mr Horne</p> <p><b><u>Error Intervals</u></b> In this learning loop, we will use upper and lower bounds to create error intervals for rounded numbers.</p> <p><b><u>Writing Numbers in Standard Form</u></b> In this learning loop, we will review writing numbers in standard form. Seen in both Mathematics and Science, standard form is a way of writing large numbers i.e. distance between planets and small numbers i.e. the mass on an electron.</p>	<p>Mr Lee &amp; Mr Horne</p> <p><b><u>Writing Numbers in Ordinary Form</u></b> Building on the previous learning loop, we will review how to convert a number in standard form back into an ordinary number.</p> <p><b><u>Adding and Subtracting Standard Form</u></b> Having previously reviewed how to write numbers in standard form into ordinary form, we will use this to add and subtract numbers in standard form.</p>	<p>Mr Lee &amp; Mr Horne</p> <p><b><u>Expanding Double Brackets</u></b> We are expanding double brackets in this learning loop. It is a key algebraic topic and is one that can be used to find expressions for the area of 2D shapes later on</p> <p><b><u>Expanding Triple Brackets</u></b> In this learning loop, we are building on expanding double brackets, reviewing how you expand with three brackets.</p>	<p>Mr Lee &amp; Mr Horne</p> <p><b><u>Factorising</u></b> In this learning loop, we are factorising quadratics. This will not only help us to review our understanding of factors, but it is essential preparation for solving quadratic</p> <p><b><u>Solving Equations</u></b> Having covered solving equations in depth in year 7, this learning loop will review equations where there is an x on both sides.</p>	<p>Mr Lee &amp; Mr Horne</p> <p><b><u>Linear Sequences</u></b> This learning loop reviews finding the nth term for a linear sequence. This combines nicely with solving equations, where you can determine whether a number is in a sequence.</p> <p><b><u>Quadratic Sequences</u></b> In the previous lesson, we looked at the difference between each term of a linear sequence. We will now review examples where the difference is not the same between each consecutive pair of terms.</p>
<b>English</b>	<p><b>Social change, focusing on Mary Barton by Elizabeth Gaskell:</b></p> <p>This lesson, we will be exploring Victorian literature through</p>	<p><b>Crime in Victorian Literature: Oliver Twist:</b></p> <p>This lesson, we will continue to develop our skills in</p>	<p><b>Grammar for writing – apostrophes:</b></p> <p>Today, we will be revising the apostrophe and making sure we</p>	<p><b>Using Imagery in Narrative Writing:</b></p> <p>This lesson, we will write the first draft of the narrative we planned</p>	<p><b>Editing and Redrafting Narrative Writing:</b></p> <p>This lesson, we will continue to develop our narrative writing</p>	<p><b>Victorian Poetry: Nature and the Pastoral:</b></p> <p>This lesson, we will look at a poem by Thomas Hardy called</p>

## Year 8: Term 5 Curriculum Plan

	<p>another writer, Elizabeth Gaskell. We will explore her portrayal of class conflict in her novel Mary Barton: a Tale of Manchester Life.</p> <p><b>19th Century non-fiction writing:</b></p> <p>This lesson, we will focus on some non-fiction writing from the Victorian period. Our focus will be on slavery (which had recently been abolished in the British Empire but still existed in America). We will analyse two non-fiction texts written by former slaves: Mary Prince and Frederick Douglass.</p>	<p>comprehension, language analysis and reading for meaning. We will return to the world of Oliver Twist as he leaves the workhouse and begins a life on the streets, where he is recruited to the criminal gang of Fagin and the Artful Dodger.</p> <p><b>Writing to Show Viewpoint:</b></p> <p>This lesson, we will imagine that we are Victorian social critics. You've learnt a lot about crime and punishment in Victorian Britain. We are going to use this knowledge to practise our own viewpoint writing skills using a letter by Oscar Wilde as our inspiration.</p>	<p>understand how to use it accurately.</p> <p><b>Mystery/Short Stories:</b></p> <p>This lesson, we will introduce the conventions of the short story, detective fiction and mystery writing as we prepare to read the classic Sherlock Holmes story, The Adventure of the Speckled Band by Arthur Conan Doyle. You will need a pen and paper.</p>	<p>last lesson. We will focus on using imagery in our writing to craft detailed and effective pieces of writing. We will think about how to develop each idea within the structure we have planned. You will need your planning and notes from last lesson.</p>	<p>skills and practise editing and redrafting our work, with a particular focus on developing narrative voice, creating cohesion and crafting our ideas and vocabulary for maximum impact.</p> <p><b>Grammar for Writing – Homophones</b></p> <p>This lesson, we will build our confidence with commonly confused words and homophones that often cause misconceptions.</p>	<p>The Darkling Thrush. This poem was written to mark the end of the nineteenth century and was published in 1900. We will continue to develop our understanding of the craft of poetry, particularly focusing on how Thomas Hardy depicts nature and pastoral life.</p>
<b>Science</b>	<p><b><u>Biology Lesson: Food chains</u></b></p> <p>In this lesson we are going to be looking at food chains and what they represent. We will include new key words such as predator and prey and annotate food chains ensure they contain all information required.</p> <p><b><u>Chemistry Lesson: Chemical Changes</u></b></p> <p>In this lesson we are going to understand how to recognise a chemical reaction is taking place. We will recap the observations needed to identify a chemical reaction and write word equations to represent these reactions.</p> <p><b><u>Physics Lesson: Particle Theory</u></b></p>	<p><b><u>Biology Lesson: adaptations</u></b></p> <p>In this lesson we will look at the amazing adaptations that organisms have. These are features of their physical bodies or the way that they behave which allow them to succeed.</p> <p><b><u>Chemistry Lesson: Physical &amp; Chemical Changes</u></b></p> <p>In this lesson we will look at the differences between a physical and chemical change and how we can tell what is taking place. We will look at specific things to look for to identify a chemical reaction vs a physical change.</p> <p><b><u>Physics Lesson: State Changes</u></b></p>	<p><b><u>Biology Lesson: Interdependence</u></b></p> <p>In this lesson you will learn about how food chains come together to make food webs and how all organisms are dependent on each other. Scientists call this interdependence.</p> <p><b><u>Chemistry Lesson: Properties of Substances</u></b></p> <p>In this lesson we will look at how to define different properties and to be able to describe a substances using the properties.</p> <p><b><u>Physics Lesson: Density</u></b></p> <p>In this lesson we will learn how to calculate density.</p>	<p><b><u>Biology Lesson: Ecology</u></b></p> <p>In this lesson we will put everything we have learned so far together to look at how food webs interact with changes in the physical habitat and environment which they are in.</p> <p><b><u>Chemistry Lesson: Structure of the Earth</u></b></p> <p>In this lesson will look at the structure of the Earth beneath our feet. We will look at how we know what the different layers are made out of and why we get volcano's. Get ready to imagine you're journeying to the centre of the Earth</p> <p><b><u>Physics Lesson: Diffusion</u></b></p>	<p><b><u>Biology Lesson: Variation</u></b></p> <p>In this lesson you will learn about why two organisms from the same species can look so different to each other.</p> <p><b><u>Chemistry Lesson: Sedimentary Rock</u></b></p> <p>In this lesson we will look at how sedimentary rocks are formed, the differences between these and igneous rocks, how they get worn away and what information they can tell us.</p> <p><b><u>Working scientifically – Continuous and Categorical Data</u></b></p> <p>In this lesson we will look at examples of continuous and categorical data.</p>	<p><b><u>Biology Lesson: Natural selection</u></b></p> <p>In this lesson we will look at how random mutations lead to a process of natural selection. Over a long period of time this natural selection (and other things) results in large variation between organisms - we call this evolution.</p> <p><b><u>Chemistry Lesson: Climate Change</u></b></p> <p>In this lesson will look at what is causing climate change. We will look at what greenhouses gas are, how they are produced and what humans need to do to help reduce climate change.</p> <p><b><u>Physics Lesson: Working Scientifically – Variables</u></b></p>

## Year 8: Term 5 Curriculum Plan

	In this lesson we will look at how particles in solids, liquids and gases are arranged.	In this lesson we will look at how solids, liquids and gases change state.		In this lesson we will look at how particles move through the process of diffusion.		In this lesson we will look at independent, dependent and control variable and how to identify them.
<b>Spanish</b>	<u><b>In a café</b></u>  This week we will revise food and drink vocabulary and pronunciation rules in order to understand and participate in a dialogue in a café in Spain.	<u><b>In a restaurant</b></u>  This week we will learn how to book a table and how to order from the menu of the day in a restaurant.	<u><b>In a restaurant</b></u>  This week we will revise how to book a table and how to order from the menu of the day in a restaurant. We will also learn how to ask for cutlery, salt etc. and how to ask for the bill.	<u><b>Accommodation</b></u>  This week, we will learn how to understand a conversation between a hotel receptionist and a hotel guest. We will also learn how to ask the receptionist for something (is there a swimming pool? Is there Wifi?).	<u><b>Accommodation</b></u>  This week, we will return to the conversation between a hotel receptionist and a hotel guest. We will also recap how to ask the receptionist for something (is there a swimming pool? Is there Wifi?). We will then write our own dialogue.	<u><b>Public transport</b></u>  This week, we will learn how to understand a conversation in a train station. We will learn how to book a single and return ticket and go to different destinations in Spain. We will also learn how to understand train departure times.
<b>Geography</b>	<u><b>The structure of the earth:</b></u> In this lesson, you will learn about the structure of the Earth. You will learn about the different layers that make up the Earth's structure, and the differences between the two types of Earth's crust.	<u><b>The theory of continental drift:</b></u> In this lesson, you will be learning about the theory of continental drift. This will build on our learning from lesson 1, where we learnt about the structure of the earth. In this lesson, you will learn about what continental drift is, and the evidence there is to support the theory.	<u><b>Plate boundaries:</b></u> In this lesson you will learn what a plate boundary is and the different types of plate boundaries that exist, and what happens at each of them.	<u><b>The world's major tectonic plates:</b></u> In today's lesson you will learn about the world's major and minor tectonic plates and what causes these plates to move.	<u><b>What are earthquakes and why do they occur?:</b></u> In today's lesson we will be looking at what earthquakes are and what causes them to happen. We will then go on to study the different parts of an earthquake.	<u><b>How can we measure earthquakes?:</b></u> In today's lesson we will study the different ways in which scientists measure earthquakes. We will compare the benefits and drawbacks of different scales and look at how much damage is likely to occur after earthquakes of different sizes.
<b>History</b>	<u><b>British Political Reform</b></u>  <u><b>Reactions to the French Revolution</b></u>  In this lesson you will look at the background to British political reform. You will annotate the slave plantations picture, answer the true/false statements. You will look at Slave rebellions and link to the French Revolution and British support for the slave owners. Look at the consequences of the slave uprisings for the British and	<u><b>British Political Reform</b></u>  <u><b>Waterloo and the Napoleonic Wars</b></u>  In this lesson you will look at how people reacted to the French revolution. Consider the picture what does this tell us about British reactions. Consider the key terms.  Who was Napoleon Bonaparte and how did he come to power, why did this worry the British government. Key events check, what was the British reaction to Napoleon trying to take over	<u><b>British Political Reform</b></u>  <u><b>The Peterloo Massacre</b></u>  In this lesson you will learn why the Army and the British government reacted so harshly to this meeting. Link to the French revolution what were the British government scared off. What did the people at Peterloo want to achieve?	<u><b>British Political Reform</b></u>  <u><b>The Great Reform Act</b></u>  In this lesson you will consider who was able to vote pre 1832 and what changed with the reform act of 1832. Link this back to thinking about Democracy in The French Revolution. Did the Act satisfy the needs of people wanting reform?	<u><b>British Political Reform</b></u>  <u><b>The 1867 Reform act</b></u>  In this lesson you will consider who was able to vote pre 1867 and what changed with the reform act of 1867. How revolutionary was it? Why did the government feel another Reform act was needed? Did the Act satisfy the needs of people wanting reform?	<u><b>British Political Reform</b></u>  <u><b>The 1867 Reform act</b></u>  In this lesson you will consider who was able to vote pre 1867 and what changed with the reform act of 1867. How revolutionary was it? Why did the government feel another Reform act was needed? Did the Act satisfy the needs of people wanting reform?

## Year 8: Term 5 Curriculum Plan

	answer the comprehension questions	Europe. Complete the comprehension questions				
<b>Art</b>	<b>War &amp; Conflict - Mind map of themes</b>  This is the first lesson to begin our project on 'War and Conflict'. We will be researching ideas and looking at examples of conflict. We will consider how they have been described and what images are associated. We will plan and create a detailed mind-map.	<b>Creating a response</b>  We are going to create an art work using pencil, coffee and household objects, which links to our theme of war and conflict.	<b>Pen Study</b>  In today's lesson we are going to create a pen study that links to our theme of 'War and Conflict'.	<b>Collage</b>  In today's lesson we are creating a collage which links to our theme of 'War and Conflict'.	<b>Zentangle Work</b>  In today's lesson we are going to create a Zentangle inspired artwork which links to our theme of war and conflict.	<b>Text as art</b>  In today's lesson we are creating a Text artwork which links to our theme of 'War and Conflict'.
<b>Computer Science</b>	<b>Computational Thinking</b> Problem solving using decomposition techniques	<b>Computational Thinking</b> Identifying patterns in problems	<b>Computational Thinking</b> Solving problems through abstraction to simplify	<b>Computational Thinking</b> Creating flowcharts to solve problems	<b>Computational Thinking</b> Creating pseudocode to solve problems	<b>Computational Thinking</b> Performing linear and binary searches
<b>Design Technology</b>	<b>Creating a healthy plate of food</b>  In this session we will learn about staying healthy through understanding different food groups and discuss how to create a 'balanced' meal.	<b>Can we re-use food?</b>  In this session we will explore different uses for left-over food in the home.	<b>Reduce, reuse and Recycle</b>  In this lesson we learn how to reduce, reuse and recycle.	<b>Design Technology - Anthropometrics and ergonomics</b>  In this lesson we will understand how anthropometrics and ergonomics helps with designing a product.	<b>Design Skills</b>  In this lesson you will learn the basics of design skills through CAD, freehand sketching and annotations.	<b>Mechanical Systems</b>  In this lesson you will learn the basics of mechanical systems such as types of motions and cam mechanisms.
<b>RSCS</b>	<b>What rights are we entitled to?</b>  LO-How has Covid 19 affected our rights?  In this lesson you will consider what rights means and the development of rights over time. You will annotate the needs of a baby, describing why they have these needs. You will discuss the UN and certain campaigns which led to the development of rights and consider while looking at a picture which rights are being denied and enjoyed.	<b>Difference is normal Disability awareness</b>  In this lesson you will define what is meant by disability and match key terms You will consider how disabilities are caused and sort causes into correct headings. Finally you will create a fact file about one disability	<b>Difference is normal Living with a disability</b> LO- To learn about disabled role models and the challenges they face In this lesson you will consider who your role models are and discuss some that have a disability. You will look at real life scenarios and consider what you would do before looking at the definitions of prejudice and discrimination, finally completing a Do's and don'ts list.	<b>Managing money and budgeting</b> L)-To learn how people manage their money through budgeting In this lesson you will write down definitions to do with money and match up the key terms. You will create a sentence showing what is meant by savings and ways to save, what expenditure and taxes are and how you would budget with £100	<b>Financial impact of the coronavirus</b> LO- What is the financial impact of the Covid 19 In this lesson you will match definitions with key terms and sort fact and fiction statements. Mind map possible impacts on the economy research and write a news report on the impact.	<b>Stress and wellbeing</b> LO- Learn how to recognise stress and maintain wellbeing In this lesson you will write your own definition and try to identify what makes you stressed. You will need to answer the questions about well-being and complete the sentence starters.

## Year 8: Term 5 Curriculum Plan

<b>PE</b>	<p><b>Circuit Training</b></p> <p>To be able to describe circuit training and complete a circuit of their own</p> <p>Students will have a content recap of circuit training, followed by an active task and then a self-marking quiz</p>	<p><b>Heart Rate</b></p> <p>To understand the impact exercise has on a student's heart rate.</p> <p>Students will watch the PowerPoint, complete the activity and the assignment on teams.</p>	<p><b>Fartlek</b></p> <p>To be able to describe how to carry out a fartlek training session.</p> <p>Students watch to descriptive videos, complete workout and complete self-marking quiz.</p>	<p><b>HIIT</b></p> <p>To be able to describe what HIIT Training is and carry out a work out</p> <p>Students will have a content recap of HIIT training, followed by an active task and then a self-marking quiz</p>	<p><b>Warm up and Cool down + Assignment</b></p> <p>To be able to identify the importance of preparing for exercise.</p> <p>Students watch to descriptive videos, complete work out and complete self-marking quiz. Additional assignment worksheet.</p>	<p><b>Pyramid Training</b></p> <p>To be able to describe pyramid training and how it is used. Students will watch the PowerPoint, complete the activity and the self-marking quiz.</p>
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