



Platanos College

Year 8

Spring Term

Essential Curriculum Checklist

What I need to ensure that I know...

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How to use this guide

Children's education nationally has been negatively impacted by the coronavirus pandemic. Although we successfully delivered online live lessons, we have also recognised that pupils would like further guidance and web links to the essential topics across the curriculum.

What is the Essential Curriculum guide?

We have decided to compile a list of key learning topics for the Spring Term (January to April) for each subject.

This is intended to:

- Assist pupils who have missed lessons so that they can 'catch-up'
- Allow pupils to revise topics at home, using interactive learning resources (please paste the links into new web page to access the resource).

How many topics should I study and when?

This guide will help parents/ carers to support their children's learning at home. This can be done by:

- Agreeing two topics for one subject that pupils can study at home (approximately 1 hour)
- Agreeing two topics for one subject each weekend day
- Agreeing three topics for one subject per weekday in the holiday time

Please note that these times are suggestions only and are a way of helping parents/ carers support their child.

How can pupils organise themselves?

Some pupils may find it useful to create a timetable to assist with their planning for studying these topics. A blank timetable is available at the end of this guide.

Will my child be examined on these topics?

Parents/ carers will be informed about year 8 End of Year Formal Examinations in the Summer Term. Parents/ carers and pupils will receive Revision Guidance that will highlight topics that will be examined. It is likely that some of the topics in this Essential Curriculum guide will be examined.

English

Topic: Shakespeare – Romeo and Juliet

Aims:

- To know and understand the plot and context of the play Romeo and Juliet
- To be able to identify a range of language and structural features used in the play and to practise analysing these in detail

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
To know and understand the context of the play	<ul style="list-style-type: none"> • Shakespeare's life and works • Gender roles in Elizabethan society • Religious beliefs • Arranged marriages • Family roles, honour and reputation • The Court • Beliefs in fate and predestination 	https://www.sparknotes.com/shakespeare/romeojuliet/context/ https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/Edexcel/Romeo-and-Juliet/Context%20-%20Romeo%20and%20Juliet%20-%20Edexcel%20English%20Literature%20GCSE.pdf	
To understand the plot of the play and the key themes	<ul style="list-style-type: none"> • Shakespeare's life and works • Gender roles in Elizabethan society • Religious beliefs • Arranged marriages • Family roles, honour and reputation • The Court • Beliefs in fate and predestination 	https://www.bbc.co.uk/bitesize/guides/zfpcwmn/revision/1 https://www.bbc.co.uk/bitesize/guides/zvfk7ty/revision/1 Themes in Depth Love: https://classroom.thenational.academy/lessons/love-part-1-cmvp6e https://classroom.thenational.academy/lessons/love-part-2-6rukjr Conflict https://classroom.thenational.academy/lessons/conflict-part-1-6wup8c https://classroom.thenational.academy/lessons/conflict-part-2-6ct32d Fate: https://classroom.thenational.academy/lessons/fate-part-1-65jk8e https://classroom.thenational.academy/lessons/fate-part-2-75jkcr	

<p>To know who the main characters are and to understand how they are presented in the play.</p>	<ul style="list-style-type: none"> • Romeo • Juliet • Friar Lawrence • The Nurse • Other key characters include: • Tybalt - Juliet's cousin • Mercutio - Romeo's close friend • Benvolio - Romeo's cousin • Capulet - Juliet's father 	<p>https://www.bbc.co.uk/bitesize/guides/zyn4jxs/revision/1</p> <p>Characters in Depth Romeo https://classroom.thenational.academy/lessons/romeo-part-1-6mt6ce https://classroom.thenational.academy/lessons/romeo-part-2-ccvp4d</p> <p>Juliet https://classroom.thenational.academy/lessons/juliet-part-1-6rw3ed https://classroom.thenational.academy/lessons/juliet-part-2-6ctkj</p> <p>Benvolio and Tybalt https://classroom.thenational.academy/lessons/benvolio-and-tybalt-part-1-cgwp4d https://classroom.thenational.academy/lessons/benvolio-and-tybalt-part-2-c4r32r</p>	
<p>To understand the form of the play and its key structural features</p>	<ul style="list-style-type: none"> • Shakespeare's life and works • Gender roles in Elizabethan society • Religious beliefs • Arranged marriages • Family roles, honour and reputation • The Court • Beliefs in fate and predestination 	<p>https://www.bbc.co.uk/bitesize/guides/z3y82hv/revision/1</p>	
<p>To understand and be able to identify a range of language features used by Shakespeare</p>	<ul style="list-style-type: none"> • Shakespeare's life and works • Gender roles in Elizabethan society • Religious beliefs • Arranged marriages • Family roles, honour and reputation • The Court • Beliefs in fate and predestination 	<p>https://www.bbc.co.uk/bitesize/guides/z3y82hv/revision/1</p>	
<p>To understand and be able to analyse key scenes in the play and the features used to</p>	<ul style="list-style-type: none"> • The Prologue and foreshadowing of Romeo and Juliet's death • Act 1 Scene 1 – fight between 	<p>The Prologue -https://teachers.thenational.academy/lessons/shakespeares-romeo-and-juliet-the-prologue-70r30t</p> <p>Act 1 Scene 1 (feuding families) –</p>	

<p>develop plot and character</p>	<p>Montague and Capulet servants and Prince's speech, threatening death for anyone caught fighting in public.</p> <ul style="list-style-type: none"> • Act 1 Scene 1 – Introduction of Romeo as a character and his unrequited love. • Act 1 Scene 2 – Introduction to Lord Capulet as patriarch, arranging marriage between Juliet and Paris. • Act 1 Scene 3 – Introduction to Juliet, Lady Capulet and The Nurse. Analysis of the women in the play and their roles. • Act 1 Scene 4 – Mercutio's speech and use of humour in the play. • Act 1 Scene 5 – Romeo and Juliet's first meeting and the use of metaphors/imagery • Act 2 Scene 1 – The Balcony Scene. Romeo and Juliet's use of language and imagery to describe their love. • Act 2 Scene 2 – Introduction to Friar Lawrence as a role model to Romeo. • Act 2 Scene 3 – Mercutio and The Nurse, Shakespeare's use of humour. • Act 3 Scene 1 – Fight scene. Mercutio's death, Tybalt's death, Romeo's banishment. • Act 3 Scene 2 – Juliet and the Nurse, Juliet's reaction to Tybalt's death and Romeo's banishment. 	<p>https://teachers.thenational.academy/lessons/feuding-families-crt38t</p> <p>Act 1 Scene 1 (introducing Romeo) - https://teachers.thenational.academy/lessons/introducing-romeo-6tgk8d</p> <p>Act 1 Scene 3 – https://teachers.thenational.academy/lessons/introducing-juliet-ctjk0r</p> <p>Act 1 Scene 5 – https://teachers.thenational.academy/lessons/the-lovers-meet-6nk34e</p> <p>Act 2 Scene 1 – https://teachers.thenational.academy/lessons/the-balcony-scene-part-1-61hpad</p> <p>Act 2 Scene 1 (Part 2) – https://teachers.thenational.academy/lessons/the-balcony-scene-part-2-6mv66r</p> <p>Act 2 Scene 2 – https://teachers.thenational.academy/lessons/the-wedding-scene-cmt34d</p> <p>Act 3 Scene 1 – https://teachers.thenational.academy/lessons/a-plague-o-both-your-houses-70rp4r</p> <p>Act 3 Scene 2 – https://teachers.thenational.academy/lessons/juliets-soliloquy-6muk0r</p> <p>Act 3 Scene 5 – https://teachers.thenational.academy/lessons/lord-capulet-and-the-patriarchy-6th3jd</p> <p>Act 4 Scene 1 – https://teachers.thenational.academy/lessons/the-friars-plan-6mvkct</p> <p>Act 4 Scene 3 – https://teachers.thenational.academy/lessons/juliets-death-c8w3qd</p> <p>Act 5 Scene 3 – https://teachers.thenational.academy/lessons/the-lovers-tragic-end-6djp4d</p>	
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	<ul style="list-style-type: none"> • Act 3 Scene 5 – Lord Capulet’s rage. • Act 4 Scene 1 – Friar Lawrence’s plan. • Act 4 Scene 3 – Juliet drinking the potion and her soliloquy beforehand. • Act 5 Scene 3 – The Death Scene and the aftermath. 		
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Topic: Blood Brothers

Aims:

- To recount the plot and context of Blood Brothers (contemporary drama)
- To identify and analyse a range of language and structural features used in the play (explaining why these have been used and what their effects are).
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
<p>To know and understand the context of the play</p> <p>To be able to link analysis of the play to the context in which it was both written and set.</p>	<ul style="list-style-type: none"> • Margaret Thatcher and Conservative policies in the late 70s/early 80s • Liverpool <ul style="list-style-type: none"> ○ Industrial ○ Docks ○ Unemployment ○ Substance abuse • Education <ul style="list-style-type: none"> ○ Grammar school system ○ State school system • Dialects and accents 	<p>Context Grid https://getrevising.co.uk/grids/blood-brothers-context</p> <p>Britain in the 1980s https://classroom.thenational.academy/lessons/britain-in-the-1980s-60t30t</p> <p>Russell’s Background https://classroom.thenational.academy/lessons/russells-background-c5jk6r</p> <p>Russell’s Intentions https://classroom.thenational.academy/lessons/russells-intentions-cru64t</p> <p>Flashcards</p>	

		https://www.yorknotes.com/gcse/english-literature/blood-brothers-2017/revision-cards/03_context	
To understand the key themes of the play	<p>Key themes</p> <ul style="list-style-type: none"> • Class and privilege • Family • Friendship • Gender • Violence • Fate 	<p>Themes Overview https://www.bbc.co.uk/bitesize/guides/z89twxs/revision/1</p> <p>Social Class and Inequality https://www.bbc.co.uk/bitesize/guides/z89twxs/revision/2</p> <p>Superstition and fate https://www.bbc.co.uk/bitesize/guides/z89twxs/revision/3</p> <p>Violence https://www.bbc.co.uk/bitesize/guides/z89twxs/revision/4</p> <p>Flashcards https://www.yorknotes.com/gcse/english-literature/blood-brothers-2017/revision-cards/01_themes</p>	
To understand the form of the play and its key structural features	<ul style="list-style-type: none"> • Musical (songs) • Cyclical structure • Prologue • Foreshadowing • Narrator • Alternative endings • Stage directions 	<p>Use of form https://www.bbc.co.uk/bitesize/guides/zys839q/revision/1</p> <p>Use of structure https://www.bbc.co.uk/bitesize/guides/zys839q/revision/2</p> <p>Use of narrator https://www.bbc.co.uk/bitesize/guides/zx23tyc/revision/7</p> <p>Flashcards https://www.yorknotes.com/gcse/english-literature/blood-brothers-2017/revision-cards/02_language-form-and-structure</p>	
To understand and be able to identify a range of language features used by Russell	<ul style="list-style-type: none"> • Rhetorical questions • Rhymes • Hyperbole • Colloquial language • Emotive language 	<p>Use of language https://www.bbc.co.uk/bitesize/guides/zys839q/revision/3</p> <p>https://www.bbc.co.uk/bitesize/guides/zys839q/revision/4</p>	

<p>To understand and be able to analyse key scenes in the play and the features used to develop plot and character</p>	<p>Act 1</p> <ul style="list-style-type: none"> • Prologue – Mickey and Eddie die • Introduction to Mrs Johnstone and Mrs Lyons • Mrs Johnstone giving up her baby • Mrs Johnstone is sacked by Mrs Lyons • Mickey and Eddie meet, making a pact for 'Blood Brothers' • Mrs Johnstone meets Eddie and gives him a locket so he'll remember her • Mrs Johnstone is rehoused so her family can lead a better life • Mrs Lyons moves away to escape the Johnstone family <p>Act 2</p> <ul style="list-style-type: none"> • The boys meet again • Mrs Lyons is worried when she sees Mrs Johnstone again and tries to kill her • Mickey is kicked out of school and starts a series of low-paid jobs • Eddie has gone to university • Mickey and Linda begin a relationship • Linda is pregnant and marries Mickey (who is then fired from his job) • Mickey commits robbery with his brother Sammy and they both go to jail, leaving Linda behind • When Mickey leaves his prison, he thinks Eddie and Linda have had an affair, so he shoots and 	<p>Plot Summary</p> <p>https://www.bbc.co.uk/bitesize/guides/zx7v6fr/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zx7v6fr/revision/2</p> <p>Act One</p> <p>https://www.bbc.co.uk/bitesize/guides/zx7v6fr/revision/3</p> <p>https://www.bbc.co.uk/bitesize/guides/zx7v6fr/revision/4</p> <p>Act Two</p> <p>https://www.bbc.co.uk/bitesize/guides/zx7v6fr/revision/5</p> <p>Characters overview</p> <p>https://www.bbc.co.uk/bitesize/guides/zx23tyc/revision/1</p> <p>Mickey Johnstone</p> <p>https://www.bbc.co.uk/bitesize/guides/zx23tyc/revision/2</p> <p>Eddie Lyons</p> <p>https://www.bbc.co.uk/bitesize/guides/zx23tyc/revision/3</p> <p>Mrs Johnstone</p> <p>https://www.bbc.co.uk/bitesize/guides/zx23tyc/revision/4</p> <p>Mrs Lyons</p> <p>https://www.bbc.co.uk/bitesize/guides/zx23tyc/revision/5</p> <p>Linda</p> <p>https://www.bbc.co.uk/bitesize/guides/zx23tyc/revision/6</p> <p>Flashcards – characters</p> <p>https://www.yorknotes.com/qcse/english-literature/blood-brothers-2017/revision-cards/00_characters</p>	
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	kills Eddie <ul style="list-style-type: none"> • Mickey is shot dead by police 		
To be able to identify and explain the effects of different styles of lighting, staging, sets and props by directing and acting	Lighting <ul style="list-style-type: none"> • Spotlight • Fresnel • Gels • Gobo Staging <ul style="list-style-type: none"> • Proscenium • Thrust • In-the-round • Traverse 	Dramatisation - characters https://www.bbc.co.uk/bitesize/guides/z8khj6f/revision/2	
		Staging https://www.bbc.co.uk/bitesize/guides/z8khj6f/revision/3	
		Music https://www.bbc.co.uk/bitesize/guides/z8khj6f/revision/4	

Mathematics

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
Linear equations	<p>Solve simple one step equations with integer solutions.</p> <p>Solve simple equations using the balance method and understand alternative methods to isolate the unknown value and derive the same solution.</p> <p>Solve equations with unknowns on both sides using the balance method.</p> <p>Solve simple equations with fractions</p> <p>Solve linear equations with brackets.</p> <p>Solve worded problems by creating and solving equations</p>	<ul style="list-style-type: none"> • https://classroom.thenational.academy/lessons/solving-one-step-equations-chk32d?step=1&activity=video • https://classroom.thenational.academy/lessons/solving-two-step-equations-60tk8d?activity=video&step=1 • https://classroom.thenational.academy/lessons/solving-equations-with-unknown-on-both-sides-6xgkar?step=1&activity=video • https://classroom.thenational.academy/lessons/solving-equations-with-brackets-6rt3ec?step=1&activity=video • https://classroom.thenational.academy/lessons/solving-algebraic-fractions-one-fraction-equal-to-another-6mu36e?step=1&activity=video 	
Expressions and Equations from real world situations	<p>Create simple expressions and solve equations</p> <p>Create and solve simple equations when given a context</p> <p>Create and solve equations where the unknown value appears more than once</p> <p>Substitute into formulae with fractions and solve to find the unknown value</p> <p>Solve increasingly complex problems by creating expressions and solving equations</p>	<ul style="list-style-type: none"> • https://classroom.thenational.academy/lessons/forming-and-solving-linear-equations-1-ccvkcr?step=2&activity=video • https://classroom.thenational.academy/lessons/substitute-a-positive-term-into-a-formula-cdgkqe?step=1&activity=video • https://classroom.thenational.academy/lessons/substitute-a-negative-term-into-a-formula-75j3cc?step=1&activity=video 	
Sequences	Continue (find the next term) in a	<ul style="list-style-type: none"> • https://classroom.thenational.academy/lessons/number-grid-sequences- 	

	<p>linear sequence Find the term to term rule of a linear sequence Find the position to term rule of multiples of a number Find the nth term (position to term rule) of a linear sequence Generate terms of a linear sequence when given the nth term Identify positions of a term in a sequence Solve problems by finding the nth term or generating sequences Explain how to identify a linear and non-linear sequence.</p>	<p>cgvk8r?step=1&activity=video</p> <ul style="list-style-type: none"> • https://classroom.thenational.academy/lessons/tracking-calculations-c4rkec?step=2&activity=video • https://classroom.thenational.academy/lessons/generalising-arithmetic-sequences-through-tracking-calculations-60vp4c?step=2&activity=video • https://classroom.thenational.academy/lessons/write-the-nth-term-of-a-linear-sequence-70w62d • https://classroom.thenational.academy/lessons/the-nth-term-rule-position-to-term-for-arithmetic-sequences-65h3qr?step=2&activity=video • https://classroom.thenational.academy/lessons/descending-arithmetic-sequences-6rtked?step=2&activity=video 	
<p>Draw accurate triangles and quadrilaterals</p>	<p>Draw angles within $\pm 2^\circ$ Estimate angles, measure angles within $\pm 2^\circ$ and identify whether they are acute, obtuse or reflex angles Recall the properties (including equal angles, side lengths etc) of different types of triangles Recall the properties (including equal angles, side lengths etc) of different types of quadrilaterals Construct triangles using a compass from given diagram Construct this (SAS) triangle with 2 sides and an angle given Construct this (ASA) triangle with 2 angles and a side given Construct triangles when given sides and angles Use angle properties to accurately construct triangles Construct and name quadrilaterals</p>	<ul style="list-style-type: none"> • https://classroom.thenational.academy/lessons/measuring-and-drawing-angles-cnk38d?step=2&activity=video • https://classroom.thenational.academy/lessons/constructing-triangles-crvkqd?step=2&activity=video • https://classroom.thenational.academy/lessons/triangle-constructions-cdqk8d?step=2&activity=video • https://classroom.thenational.academy/lessons/constructing-quadrilaterals-c4wket?step=2&activity=video 	
<p>Find unknown angles</p>	<p>Use angle properties to find angles on a straight line</p>	<ul style="list-style-type: none"> • https://classroom.thenational.academy/lessons/describing-and-comparing-angles-6dhp2c?step=1&activity=video 	

	<p>Use angle properties to find angles at a point Use angle properties to find vertically opposite angles Combine angle properties on a line, at a point, vertically opposite Use properties of triangles and quadrilaterals to calculate missing angles</p>	<ul style="list-style-type: none">• https://classroom.thenational.academy/lessons/partitioning-angles-71jkat?step=2&activity=video• https://classroom.thenational.academy/lessons/finding-unknown-angles-6gt3ce?step=2&activity=video• https://classroom.thenational.academy/lessons/exploring-intersections-71gkee?step=2&activity=video	
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Science

Topic: Potential difference and resistance

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
Potential difference	<ul style="list-style-type: none"> • Describe what is meant by potential difference. • Describe how to measure potential difference. • Describe what is meant by the rating of a battery or bulb. • Set up a simple circuit and use appropriate equipment to measure potential difference. 	<p><u>Lesson: Potential difference Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Potential difference in parallel circuits Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Measuring current and potential difference - Electric current and potential difference - KS3 Physics Revision - BBC Bitesize</u></p>	
Resistance	<ul style="list-style-type: none"> • Describe what is meant by resistance. • Calculate resistance of a circuit. • Describe the difference between conductors and insulators in terms of resistance. • Identify independent, dependent, and control variables. 	<p><u>Lesson: Resistance Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Measuring resistance Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Resistance - Electric current and potential difference - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>Conductors and insulators of electricity - Electric current and potential difference - KS3 Physics Revision - BBC Bitesize</u></p>	

Series and parallel circuits	<ul style="list-style-type: none"> • Describe the difference between series and parallel circuits. • Describe how potential difference varies in series and parallel circuits • Identify the pattern of potential difference in series and parallel circuits. 	<p><u>Lesson: Circuits Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Current & parallel circuits Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Circuit symbols - Electric current and potential difference - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>Series circuits - Electric current and potential difference - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>Parallel circuits - Electric current and potential difference - KS3 Physics Revision - BBC Bitesize</u></p>	
Current	<ul style="list-style-type: none"> • Describe how current changes in series and parallel circuits when components are changed. • Describe how to measure current. • Set up a circuit including an ammeter to measure current. 	<p><u>Lesson: Current & series circuits Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Current & parallel circuits Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Electric charge - Electric current and potential difference - KS3 Physics Revision - BBC Bitesize</u></p>	

Charging up	<ul style="list-style-type: none"> • Use a sketch to explain how objects can become charged. • Describe how charged objects interact. • Describe what is meant by an electric field. • Interpret observations, identifying patterns linked to charge. 	<p><u>Lesson: Static electricity Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Electricity review Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Positive and negative charges - Static electricity - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>Forces from static electricity - Static electricity - KS3 Physics Revision - BBC Bitesize</u></p>	
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Topic: Magnetism

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
Magnets and magnetic fields	<ul style="list-style-type: none"> • Describe how magnets interact. • Describe how to represent magnetic fields. • Describe the Earth's magnetic field. • Draw field lines round a magnet in detail. • Compare magnetic field lines and a magnetic field. 	<p><u>Lesson: Magnetic fields Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Magnetic forces Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Bar magnets - Electromagnetism and magnetism - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>Magnetic fields - Electromagnetism and magnetism - KS3 Physics Revision - BBC Bitesize</u></p>	

Electromagnets	<ul style="list-style-type: none"> • Describe how to make an electromagnet. • Describe how to change the strength of an electromagnet. • Describe how the magnetic field strength due to a current carrying wire varies with distance from the wire. • Predict and test the effect of changes made to an electromagnet. 	<p><u>Lesson: Electromagnets Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>The Earth's magnetism - Electromagnetism and magnetism - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>Electromagnets - Electromagnetism and magnetism - KS3 Physics Revision - BBC Bitesize</u></p>	
Using electromagnets	<ul style="list-style-type: none"> • State some uses of electromagnets. • Describe some uses of electromagnets. • Describe how an electric bell, circuit breaker, or loudspeaker works. • From your experiment, pose scientific questions to be investigated. 	<p><u>Lesson: Uses of electromagnets Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Electric motors Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Magnetism review Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>DC motors - Electromagnetism and magnetism - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>Electric bell - Electromagnetism and magnetism - KS3 Physics Revision - BBC Bitesize</u></p>	

Topic: Metals and non-metals

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
More about elements	<ul style="list-style-type: none"> Identify an unknown element from its physical and chemical properties. Compare the properties of typical metals and non-metals. Record observations and data on elements. Deduce the relationship between the position of an element in the periodic table and its properties. 	<p><u>Lesson: Elements Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Chemical formulae - Atoms, elements and compounds - KS3 Chemistry Revision - BBC Bitesize</u></p> <p><u>The periodic table - The periodic table - KS3 Chemistry Revision - BBC Bitesize</u></p> <p><u>The reactivity series - Metals - KS3 Chemistry Revision - BBC Bitesize</u></p>	
Chemical reactions of metals and non-metals	<ul style="list-style-type: none"> Use particle diagrams to represent oxidation reactions. Describe an oxidation reaction with a word equation. Classify the products obtained when typical metal and non-metal elements react with oxygen. Deduce the physical or chemical changes a metal has undergone from its appearance. 	<p><u>Lesson: Metals and non-metals Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Metals - The periodic table - KS3 Chemistry Revision - BBC Bitesize</u></p> <p><u>Non-metals - The periodic table - KS3 Chemistry Revision - BBC Bitesize</u></p> <p><u>Metals v non-metals - The periodic table - KS3 Chemistry Revision - BBC Bitesize</u></p>	

Metals and acids	<ul style="list-style-type: none"> • Compare the reactions of different metals with dilute acids. • Predict the names of the products formed in a metal-acid reaction, and describe the reaction with a word equation or represent it with a particle diagram. • Decide which metals react more vigorously from practical observations. • Suggest how temperature changes may be linked with differences in reactivity between metals with acid. 	<p><u>Reactions of acids with metals - Metals - KS3 Chemistry Revision - BBC Bitesize</u></p> <p><u>Lesson: Acids and metals Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Chemical formulae Teacher Hub Oak National Academy (thenational.academy)</u></p>	
Metals and oxygen	<ul style="list-style-type: none"> • Compare the reactions of different metals with oxygen. • Describe an oxidation reaction with a word equation. • Rank metals in order of how vigorously they react with oxygen. 	<p><u>Lesson: Acids and metal oxides Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Oxidation - Types of reaction - KS3 Chemistry Revision - BBC Bitesize</u></p> <p><u>https://www.youtube.com/watch?v=-xVqs60LmXg</u></p>	
Metals and water	<ul style="list-style-type: none"> • Compare the reactions of different metals with water. • Use the reactivity series to predict reactions, and place an unfamiliar metal into the reactivity series based on information about its reactions. • Plan a practical to compare the reactivity of three metals, including identifying control variables and planning how to control them. 	<p><u>Lesson: Metals and acids Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>https://www.youtube.com/watch?v=yaoTtezhr6k</u></p>	

Metal displacement reactions	<ul style="list-style-type: none"> • Predict if a given pair of substances will react in displacement reactions. • Use the reactivity series to explain displacement reactions. • Use word equations and particle diagrams to represent displacement reactions. 	<p><u>Lesson: Displacement Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Displacement reactions - Metals - KS3 Chemistry Revision - BBC Bitesize</u></p> <p><u>https://www.youtube.com/watch?v=z4BDT5Xqgk</u></p> <p><u>https://www.youtube.com/watch?v=H7swr8AX5JY</u></p>	
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Topic: Types of reaction

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
Atoms in chemical reactions	<ul style="list-style-type: none"> • Interpret particle diagrams and models to explain what happens in a chemical reaction. • Draw particle diagrams and make models to show what happens in a chemical reaction. • Identify risks, hazards, and control measures in a demonstration. • Explain in detail what happens to the particles in chemical reactions such as those between a metal and oxygen. 	<p><u>Lesson: Atoms Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>What are elements? - BBC Bitesize</u></p> <p><u>Compounds - Atoms, elements and compounds - KS3 Chemistry Revision - BBC Bitesize</u></p> <p><u>Chemical reactions - Types of reaction - KS3 Chemistry Revision - BBC Bitesize</u></p> <p><u>Chemical equations - Types of reaction - KS3 Chemistry Revision - BBC Bitesize</u></p>	

Combustion	<ul style="list-style-type: none"> • Explain why a given reaction is an example of combustion. • Predict the products of combustion of a given reactant and show the reaction as a word equation. • Use a particle diagram to show what happens in a reaction. • Compare the pros and cons of fuels in terms of their products of combustion. 	<p><u>Lesson: Combustion Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Complete and incomplete combustion Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Combustion reactions - Types of reaction - KS3 Chemistry Revision - BBC Bitesize</u></p> <p><u>https://www.youtube.com/watch?v=xd1alir07q4</u></p>	
Thermal decomposition	<ul style="list-style-type: none"> • Explain why a given reaction is an example of combustion or thermal decomposition. • Predict the products of thermal decomposition of a given reactant and show the reaction as a word equation. • Use a particle diagram to show what happens in a reaction. • Make a conclusion and explain it. • Devise a general rule for how a set of compounds thermally decomposes. 	<p><u>Lesson: Thermal decomposition Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Thermal decomposition - Types of reaction - KS3 Chemistry Revision - BBC Bitesize</u></p> <p><u>https://www.youtube.com/watch?v=fwukX8Ec-Pg</u></p>	

Conservation of mass	<ul style="list-style-type: none"> • Explain observations about mass in a chemical or physical change. • Make a conclusion and explain observations about mass in a chemical or physical change. • Use known masses of reactants or products to calculate unknown masses of the remaining reactant or product. • Balance a symbol equation. 	<p><u>Lesson: Conservation of mass Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Indicators of a Chemical Reaction Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>https://www.youtube.com/watch?v=HmzFG_xOeaQ</u></p>	
Exothermic and endothermic reaction	<ul style="list-style-type: none"> • Compare the characteristics of exothermic and endothermic reactions. • Use experimental observations to distinguish exothermic and endothermic reactions. • Calculate the temperature change and make a conclusion in a range of exothermic and endothermic changes. • Explain exothermic and endothermic reactions in terms of energy transfers to and from the surroundings. • Use energy data to select a reaction for a chemical hand warmer or cool pack. 	<p><u>Lesson: Exothermic and endothermic reactions Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Investigation: Exo vs. Endo Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>https://www.youtube.com/watch?v=0MBVIXufFbM</u></p>	

Spanish

Topic: *La tecnología y mis pasatiempos*- Technology and hobbies

Aims:

- Pupils will be able to read, listen, write, and speak using vocabulary on the topic of technology and hobbies.
- Pupils will be able to consolidate and extend their grammatical knowledge of the following features:
 - The present and preterite tenses of regular verbs: *-ar, -er, -ir* and stem-changing.
 - The use of present and the preterite tenses together.
 - The use of the comparative: *más + adjective + que*.

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
What do you use your phone for?	<ul style="list-style-type: none"> • Saying what you use your phone for. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • -Present tense of regular <i>-ar, -ir, -er</i> verbs, full paradigm (revision). • -Present tense of stem-changing verbs (revision). 	<p>https://quizlet.com/gb/519614104/que-haces-con-tu-movil-flash-cards/</p> <p>https://matchthememory.com/Quehacescontumovil</p> <p>https://classroom.thenational.academy/lessons/describing-what-people-do-technology-part-12-61gp6t</p> <p>https://classroom.thenational.academy/lessons/describing-what-people-do-technology-part-22-74w30d</p>	
What type of music do you like?	<ul style="list-style-type: none"> • Saying what type of music you like. • Learning about Hispanic music and culture. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • -Giving a range of opinions using 	<p>https://quizlet.com/237055258/me-gusta-la-musica-flash-cards/</p>	

	<p><i>Me gusta</i> + the definite article</p> <ul style="list-style-type: none"> -Agreement of adjectives. 		
What type of TV programmes and films do you like?	<ul style="list-style-type: none"> Talking about TV and film preferences. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> -Present tense of <i>preferir</i> (full paradigm). -Comparison of adjectives: <i>más... que...</i> -Agreement of indefinite article. 	https://www.bbc.co.uk/bitesize/guides/zk4khbk/revision/1	
What did you do yesterday?	<ul style="list-style-type: none"> Saying what activities you did yesterday. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> -Preterite of <i>hacer</i> (full paradigm). -Using the present and the preterite together. 	https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zhgfmfr https://classroom.thenational.academy/lessons/describing-events-in-the-past-and-present-free-time-activities-part-12-6mu34d https://classroom.thenational.academy/lessons/describing-events-in-the-past-and-present-free-time-activities-part-22-6wt6cd	
What do young people do in their free time in the different Hispanic countries?	<ul style="list-style-type: none"> Learning about young people's lives in the Hispanic countries. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Using two tenses in the 'he/she' form. Third person singular of present tense and preterite, regular / irregular verbs. 	https://classroom.thenational.academy/lessons/describing-free-time-activities-6ru62t?activity=video&step=2&view=1	

Topic: *Mi tiempo libre*- Free time

Aims:

- Pupils will be able to read, listen, write, and speak using vocabulary on the topic of free time.
- Pupils will be able to consolidate and extend their grammatical knowledge of the following features:
 - The present, preterite, near future tenses of regular verbs: *-ar, -er, -ir* and stem-changing.
 - The use of *me gustaría* + infinitive.
 - The reflexive verbs in the present tense.
 - The rules for adjective agreement (colour adjectives).
 - The use of demonstrative adjectives: (this and these) *este, esta estos* and *estas*.

Key question/ Topic	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
Where would you like to go in town?	<ul style="list-style-type: none"> • Arranging to go out. • Phonics: pronunciation of <i>h</i> (silent). • <u>Grammar</u>: <ul style="list-style-type: none"> - Using <i>me gustaría</i> + infinitive. 	https://quizlet.com/gb/271333986/te-gustaria-ir-al-cine-flash-cards/ https://www.youtube.com/watch?v=szbp9tjv5E	
Making excuses	<p>Making excuses to avoid going out.</p> <p><u>Grammar</u>:</p> <ul style="list-style-type: none"> - Stem-changing verbs <i>querer</i> and <i>poder</i> (present tense). - <i>Tener vs tener que</i> + Infinitive. - Making questions with <i>¿Quieres...?</i> and 	https://quizlet.com/gb/512588080/17-lo-siento-no-puedo-flash-cards/ https://www.youtube.com/watch?v=2tQKnDloYOo	

	¿Te gustaría...?		
How do you get ready?	<ul style="list-style-type: none"> Discussing getting ready to go out. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> -Reflexive verbs (present tense). -Frequency expressions and sequencers. 	https://quizlet.com/8013407/la-rutina-diaria-flash-cards/ https://www.youtube.com/watch?v=g_SiHAWVqKY	
What are you going to wear?	<ul style="list-style-type: none"> Describing clothes. Using an English-Spanish dictionary: dictionary abbreviations, words with more than one meaning, changing adjective endings Phonics: Pronunciation of j and z. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Adjective agreement (colour adjectives). - Demonstrative adjectives: (this and these) <i>este, esta estos and estas</i>. 	https://www.profedeele.es/actividad/vocabulario/ropa-prendas-de-vestir/ https://quizlet.com/gb/196228464/que-vas-a-llevar-flash-cards/	
What sports do you play?	<ul style="list-style-type: none"> Talking about sporting events. Phonics: Pronunciation of <i>que</i> and <i>qui</i>. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Using three tenses (present, preterite and near future) together. 	https://quizlet.com/140057890/hoy-partido-flash-cards/ https://classroom.thenational.academy/lessons/describing-events-in-past-and-present-football-chjk8d	

History

Topic: Industrial Revolution

Aims:

- Pupils will be able to describe features of Industrial Britain
- Pupils will be able to assess change and continuity critically

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
Overview: What was the Industrial Revolution?	<ul style="list-style-type: none"> • The Industrial Revolution was the change from being a country of agriculture to a country of manufacturing. • It lasted from approximately 1750 to 1900. • Some of the changes/inventions included: <ul style="list-style-type: none"> - The first cotton factory was created in 1769. These factories meant work could be done faster. - The steam train invented in 1804. This changed transport. - In 1847 James Simpson created the first anaesthetic. This meant that operations could now be carried out more safely. 	https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-gcse-the-growth-of-industry-and-factory-towns-in-britain/zn276v4	
Why did the Industrial Revolution happen in Britain?	<ul style="list-style-type: none"> • Causation is the analysis of why something happened. • The Industrial Revolution was caused by a number of factors: <ul style="list-style-type: none"> ➤ People/Population e.g. the larger population meant a larger workforce. ➤ Money/Business e.g. The British 	https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-gcse-the-brains-behind-the-industrial-revolution/z4vygwx https://www.youtube.com/watch?v=jR1d27kovPw&t=3s	

	<p>Empire opened up new areas of trade.</p> <ul style="list-style-type: none"> ➤ Technology/Science e.g. inventors of the new machines. ➤ Transport/Travel e.g. the improvement in roads and railways. 		
<p>How did the agricultural revolution change farming?</p>	<ul style="list-style-type: none"> • The Agricultural Revolution was very important. • Through the inventions of new forms of technology farming production doubled from 1750 to 1850. • One change was the introduction of enclosures which divided fields into narrow strips. • Other changes included new inventions such as the seed drill and crop rotation. 	<p>https://www.youtube.com/watch?v=pIJSisZ23p4</p>	
<p>What was life like for working-class children during the Industrial Revolution?</p>	<ul style="list-style-type: none"> • During the Industrial Revolution poor children did not go to school and instead were expected to work alongside their families. • Many children worked in factories in poor conditions. However, after 1832 this began to change as new laws made stopped children under the age of 9 working. In 1847 things improved again as another law limited young people to working a maximum of 58 hours a week. • Finally, in 1880 primary school was made compulsory for all children and so young children no longer worked. 	<p>https://www.bbc.co.uk/bitesize/clips/zfsmhyc</p> <p>https://www.bbc.co.uk/bitesize/clips/zgj4d2p</p> <p>https://www.bbc.co.uk/bitesize/clips/z4sjtfr</p> <p>https://www.bbc.co.uk/bitesize/clips/zky7pv4</p>	

<p>What did Chartism achieve?</p>	<ul style="list-style-type: none"> • Chartism's official aim was to get the vote for working men • Chartism grew out of the working-class anger that the 1832 Reform Act did not give them the vote. • At first the Chartists peacefully presented a petition to Parliament. • However, when this was ignored there were violent disturbances in many parts of the country. In South Wales there were riots and some Chartist leaders were imprisoned. 	<p>https://www.youtube.com/watch?v=mWucd5tXlqY</p> <p>https://www.youtube.com/watch?v=OU00m0kSQeU</p>	
<p>'The Industrial Revolution had a negative impact on the lives of people in Britain'. How far do you agree with this statement?</p>	<ul style="list-style-type: none"> ➤ For some people the Industrial Revolution was solely negative: <ul style="list-style-type: none"> ➤ Poor living conditions. ➤ Poor people had to rely on workhouses. ➤ Voting was for very few people. • For some people the Industrial Revolution was positive: <ul style="list-style-type: none"> ➤ Railways connected towns and cities ➤ New inventions made Britain more efficient. ➤ New laws improved living and working conditions. ➤ It is important to know that change happened over the course of the Industrial Revolution. 	<p>https://www.youtube.com/watch?v=zVEWZ9jMYY8</p>	

Geography

Topic: Rainforests

Aims:

- Pupils will be able to describe features of rainforests
- Pupils will be able to explain the similarities and differences between rainforests

Key question/ Topic	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
What are Rainforests?	<ul style="list-style-type: none"> • Rainforests are found between the tropic of Cancer and Capricorn across South America, Africa and Asia. • Rainforests have many important details e.g.: <ul style="list-style-type: none"> ➤ They provide over 20% of the world's oxygen. ➤ 50% of the Earth's plant and animal species live in tropical rainforests. ➤ An area of tropical rainforest the size of a football pitch is destroyed every second. 	<p>https://classroom.thenational.academy/lessons/where-are-the-major-biomes-of-the-world-located-cdj3at</p> <p>https://classroom.thenational.academy/lessons/how-have-plants-and-animals-adapted-to-survive-in-the-amazon-6mw68c</p>	
What are the layers of the rainforest?	<ul style="list-style-type: none"> • There are four layers in the rainforest: <ul style="list-style-type: none"> ➤ Emergent layer: Very sunny because it is the very top. Only the tallest trees reach this level. Bats and birds live here. ➤ Canopy Layer - Much of the rain is stopped here by the thick vegetation. Most trees in the forest grow to this height. Monkeys and frogs live here. ➤ Understory Layer - Many vines, dense vegetation, not much light. Butterflies and snakes live here. 	<p>https://classroom.thenational.academy/lessons/what-are-the-features-of-the-major-biomes-of-the-world-6wwwpae</p> <p>https://classroom.thenational.academy/lessons/what-is-the-structure-of-the-amazon-rainforest-chh36c</p>	

	<p>➤ Forest Floor - Dark, damp, full of many dead leaves, twigs and dead plants. It is estimated that only 2% of the sunlight actually reaches the floor. Gorillas and jaguars live here.</p>		
What's life in the rainforest like?	<ul style="list-style-type: none"> • Indigenous people – People whose ancestors were originally from that area. • Many people in the rainforest hunt and farm. People survive by a hunter gather lifestyle – moving from place to place to find food • The native people of the rainforest use it in a sustainable way • People have a traditional culture. People have ceremonies, dance and sing 	<p>https://www.youtube.com/watch?v=3-Wgl9kv0n4</p> <p>https://www.youtube.com/watch?v=yu88xsGweZs</p>	
What is the climate of the Amazon like?	<ul style="list-style-type: none"> • Climate – what the weather is typically like in an area. • The Amazon river is the 2nd largest river in the world at 4000 miles long. • The river starts in the Andean mountains in Peru. • The river travels through nine countries before it ends in Brazil at the Atlantic Ocean. • The climate of the rainforest is warm all year round. The wet season lasts from October to May. 	<p>https://www.bbc.co.uk/bitesize/articles/zhqvhw</p> <p>https://classroom.thenational.academy/lessons/how-can-we-use-climate-graphs-to-compare-rainforests-and-deserts-6rv66c</p> <p>https://www.youtube.com/watch?v=v90UiRG4QxU</p>	
What is Deforestation?	<ul style="list-style-type: none"> • Deforestation - clearing an area of forests or trees. • Deforestation happens because of: 	<p>https://classroom.thenational.academy/lessons/what-are-the-causes-of-deforestation-in-the-amazon-65j64t</p>	

	<ul style="list-style-type: none"> ➤ Logging ➤ Mining ➤ Cattle Ranching ➤ Building roads ➤ Farming • Some of the effects are: <ul style="list-style-type: none"> ➤ A cure for cancer may have already been destroyed. ➤ Plants and animals' habitats (<i>homes</i>) have been destroyed. ➤ People who moved into the rainforest have spread diseases to the indigenous people which has caused many deaths. 		
<p>How does deforestation contribute to climate change?</p>	<ul style="list-style-type: none"> ➤ The carbon cycle involves plants taking in CO₂ and creating oxygen using photosynthesis. ➤ The rainforests take in lots of CO₂ and when trees are chopped down the carbon that they have stored is released into the atmosphere. This is very negative for the Earth. ➤ This contributes to the advanced Greenhouse effect which is responsible for making the Earth warmer. 	<p>https://classroom.thenational.academy/lessons/what-are-the-impacts-of-deforestation-in-the-amazon-6dgk6r</p> <p>https://www.youtube.com/watch?v=oFlqlrepQa0</p> <p>https://www.youtube.com/watch?v=SN5nOHQmE&feature=emb_imp_woyt</p>	

Physical Education

Topic: the Skeleton

Aims:

- Pupils will be able to list and identify the bones in the body (This will be taught alongside the practical activity for each half term)
- Pupils will be able state the functions of the skeleton.

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
Knowledge and location of bones	<ul style="list-style-type: none"> • Name the bones. • Correlate knowledge with location (joint). • Apply the knowledge and understanding to prescribed movements/skills. 	<p>https://www.bbc.co.uk/bitesize/guides/z2gyrdm/revision/1</p> <p>https://www.youtube.com/watch?v=WiaGMu-xCQg</p>	
Structure of the skeleton	<ul style="list-style-type: none"> • How the skeletal system provides a framework for movement. • the skeletal system allows movement at a joint • the shape and type of the bones determine the amount of movement (short bones enable finer controlled movements, long bones enable gross movement • flat bones for protection of vital organs • the different joint types allow different types of movement 	<p>https://www.bbc.co.uk/bitesize/guides/z2gyrdm/revision/1</p> <p>https://www.youtube.com/watch?v=j1QsLy8myZI</p>	

Functions of the skeleton	<p>Know the functions (support protection of vital organs by flat bones, movement)</p> <p>Structural shape and points for attachment, mineral storage & blood cell production.</p> <ul style="list-style-type: none">• Be able to explain the functions.• Be able to give applied examples, eg protection of the heart and lungs by the ribs when 'chesting' a ball.	<p><u>https://www.bbc.co.uk/bitesize/guides/z2gyrdm/revision/2</u></p>	
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Drama

Topic: Darkwood Manor (Horror)

Aims:

- Pupils will be able to describe the strategies suitable for horror performance work
- Pupils will be able to devise material suitable for horror performance

Key question/ Topic	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
What are the key features of the horror genre? Devising characters through method processes	<ul style="list-style-type: none"> • Features of melodrama (acting) • Crafting cliff-hangers and accentuating suspense • Using HOTS questioning to develop characters 	https://www.youtube.com/watch?v=pip6uJ4BApQ https://www.youtube.com/watch?v=3o-qXcGQafU https://www.youtube.com/watch?v=xjKruwAfZWk	
How can physical theatre contribute to the horror? What are the key terms for use in this scheme?	<ul style="list-style-type: none"> • The story of Darkwood (all contextual features) • Using physical theatre to enhance suspense in the 'journey to Darkwood Manor' scene ('Through the Woods') • Fluency in using the following terminology in planning notes: • Genre, Horror, Hot-seating, Physical Theatre, Ensemble, Synchronise, Movement Memory, Gesture, Pace, Conscience alley, Direct address, Projection, Proxemics 	https://www.youtube.com/watch?v=P_HfdiC7tZU https://www.youtube.com/watch?v=H_M7t-kdVLw https://www.youtube.com/watch?v=B4e5x0EA_5Y	
What is a Conscience Alley?	<ul style="list-style-type: none"> • Combining physical theatre with a conscience alley technique to devise a scene in the Great Hall 	https://www.youtube.com/watch?v=4DHs6nNBX8M	

How can the technique be used to enhance tension?	<p>of Darkwood Manor ('Should I turn back?')</p> <ul style="list-style-type: none"> Using voice, movement and pace to adjust tension 		
<p>Developing the plot and script</p> <p>Matching technique to purpose</p>	<ul style="list-style-type: none"> Sequencing plot ideas to locations of Master bedroom, drawing room, attic and basement to match character, relationship and event Features and effects achieved by PHYSICAL THEATRE, SOUND EFFECTS AND LIGHTING, CONSCIENCE ALLEY, MASK WORK TO MUSIC and SLOW MOTION 	<p>https://www.youtube.com/watch?v=0lZhBK_QOak</p> <p>https://www.youtube.com/watch?v=349CvQdX5B4</p> <p>https://www.youtube.com/watch?v=AtGTot98UAo</p> <p>https://www.youtube.com/watch?v=v6MZ-wNxVhM</p>	
Developing monologues	<ul style="list-style-type: none"> Developing a monologue that builds towards a cliffhanger Explaining requirements of variation in movement and voice within delivery of a sustained monologue 	<p>https://www.youtube.com/watch?v=9b0mzm7jDEs</p>	
<p>How is the mystery of Darkwood solved?</p> <p>What is a theatrical convention?</p>	<ul style="list-style-type: none"> Lord Hessingham's final reveal Experimentation and the refinement process in preparation of a dramatic monologue 	<p>https://www.youtube.com/watch?v=7Urqg0Krm0A</p> <p>https://www.youtube.com/watch?v=QP7r1qtlVb0</p>	

Aims:

- Pupils will be able to describe a range of civil rights issues pertinent to devising theatre most relevant to a given audience
- Pupils will be able to create and develop ideas to convey meaning for theatrical performance

Key question/ Topic	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
<p>What is a microaggression?</p> <p>How can the actor communicate microaggressions which are less obvious in the text?</p>	<ul style="list-style-type: none"> • Features of microaggressions • Civil and political rights • How subtle details within the text combined with the context of the scene can convey microaggressions • How to use voice and movement to convey microaggressions through your acting 	<p>https://www.goodhousekeeping.com/life/a33404079/what-are-microaggressions/</p> <p>https://www.youtube.com/watch?v=uLaUR7PajAM</p> <p>https://www.youtube.com/watch?v=zivKO3bSTTw</p>	
<p>Who are the Windrush Generation and what is the Windrush scandal?</p> <p>How can thought tracking enrich performance?</p>	<ul style="list-style-type: none"> • Real life stories from a range of people affected by the Windrush scandal • Building creative writing from an evidential base • Key features of thought tracking • Post WW2 Immigration in the UK 	<p>https://www.youtube.com/watch?v=65-PdhlNiE</p> <p>https://www.youtube.com/watch?v=ikdGSGq9Cil</p> <p>https://www.youtube.com/watch?v=7083R-bJspE&t=3s</p>	
<p>What is Brexit?</p> <p>Why might some people have voted to leave / remain?</p>	<ul style="list-style-type: none"> • Reasons for voting to leave or remain including Euroscepticism, immigration the financial crisis and cuts • Complications in the Brexit process • Portraying civil rights issues through symbolism in still images 	<p>https://www.youtube.com/watch?v=mFCKLBsmF_w</p> <p>https://www.youtube.com/watch?v=30pn4CaS2_M</p> <p>https://www.youtube.com/watch?v=uhic4cUYdgc</p> <p>https://www.youtube.com/watch?v=bQ7ZZllyHB8</p> <p>https://www.youtube.com/watch?v=ntMgM8ncxwc</p>	

<p>What is the key vocabulary for the civil rights unit?</p> <p>One Child Policy</p> <p>Split Screen</p>	<ul style="list-style-type: none"> • Key terms connected to civil rights Drama scheme (Politics, One-child policy, Context, Repression, Sexism, Devising, Relationships, Split screen, Cross-cutting, Staging, Proxemics, Transitions • The difference between cross-cutting and split screen techniques 	<p>https://www.youtube.com/watch?v=flb_S5JJC4k</p> <p>https://www.youtube.com/watch?v=mRBT70_RIWM</p> <p>https://www.youtube.com/watch?v=pzdsc9ftVBs</p> <p>https://www.youtube.com/watch?v=NIqYXaldr7E</p>	
<p>Using Drama to educate about Civil Rights issues</p> <p>Developing performance work using factual information</p>	<ul style="list-style-type: none"> • Detailed awareness of a civil rights issues developed through an independent learning research project • Roles and responsibilities within a devised performance 	<p>https://www.youtube.com/watch?v=Vh2tNfTTbUU</p>	
<p>Rehearsing and refining performance work designed to inform</p>	<ul style="list-style-type: none"> • Making data emotive through the character as a microcosm • AO2 Criteria for judging performance quality 	<p>https://www.youtube.com/watch?v=svU73_OvFcq</p>	

Art and Design

Topic: Portraiture

Aims:

- Pupils throughout year 7 and year 8 Autumn have been introduced to and then refined all the major disciplines including drawing, painting, & photography.
- Pupils will be given the opportunities to progress with their direct observational skills, written analysis and experimentations with tonal techniques. All these disciplines are required to cover and progress into the 4 Assessment Objectives.

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
<p>To successfully understand what a portrait is and develop ideas.</p> <p>To be able to present visual and written analysis of an Artist's work linked to portraiture.</p>	<p>To devise a written analysis of the chosen Artist to develop cultural historical and visual impact.</p>	<p>https://www.tate.org.uk/art/art-terms/p/portrait</p> <p>https://www.nationalgallery.ie/art-and-artists/zurich-young-portrait-prize-2020/what-portrait</p> <p>https://www.youtube.com/watch?v=s6KHng25_D0</p>	
<p>To be able to successfully record a portrait in the style of an artist.</p>	<p>To visually recreate sections of an Artwork demonstrating visual understanding.</p> <p>To develop media application skills.</p>	<p>https://www.youtube.com/watch?v=sOTycVw44Zo</p> <p>https://www.youtube.com/watch?v=AWTX-gf1xXg</p>	
<p>To be able to successfully record facial features using tone.</p>	<p>Experimental recording using a range of tone.</p> <p>Annotation either identifying, describing or analysing the techniques used</p>	<p>https://www.artistsnetwork.com/art-mediums/drawing/beginners-guide-draw-facial-features/</p> <p>https://www.youtube.com/watch?v=qskU9ZJzC04</p>	

<p>To be able to successfully use the rules of proportion to create an accurate portrait.</p>	<p>Create own portrait drawing, listing the steps.</p> <p>Improved drawing skills</p>	<p><u>https://www.youtube.com/watch?v=pE2-CGTtQzc</u></p> <p><u>https://www.youtube.com/watch?v=-c3L90nsesw</u></p> <p><u>https://thevirtualinstructor.com/facialproportions.html</u></p>	
<p>To be able to successfully use the style of an artist to present design ideas.</p>	<p>Design ideas exploring the styles of the artist. and a range of media.</p> <p>To develop media application skills</p> <p>Annotation either identifying, describing or analysing the techniques used</p> <p>To experiment in chosen media linked to chosen artist.</p>	<p><u>https://www.bbc.co.uk/bitesize/guides/zpcndxs/video</u></p>	
<p>To be able to successfully use the style of an artist to represent an accurate portrait of myself.</p>	<p>To effectively develop a final outcome through recording from first hand photography in a media and style which shows influence from the Artist</p>	<p><u>https://www.bbc.co.uk/teach/class-clips-video/art-and-design-draw-self-portrait/z6ytscw</u></p> <p><u>https://www.youtube.com/watch?v=iJ7n51g55Co</u></p>	

Computing

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
Efficiency using the Internet	<p>Networks: from semaphores to the Internet</p> <p>Defining the internet</p> <ul style="list-style-type: none"> • How UK and USA are connected through networks • Oceanic cables • Internet protocol <p>Communicating across the internet</p> <ul style="list-style-type: none"> • information packets • packets and routers 	<p>https://classroom.thenational.academy/lessons/the-internet-cgv3ac</p> <p>https://www.bbc.co.uk/bitesize/guides/zp9jpv4/revision/6</p> <p>https://www.schoolsofkingedwardvi.co.uk/ks2-computing-computing-theory-6-internet/</p>	
Using the The World Wide Web	<p>Networks: from semaphores to the Internet</p> <ul style="list-style-type: none"> • components of the WWW (world wide web) • what is a: <ol style="list-style-type: none"> i. browser ii. search engine iii. website <p>How are webserver, HTTP protocol webpages related?</p> <p>Parts of a web address</p> <p>What is a URL?</p>	<p>https://classroom.thenational.academy/lessons/the-world-wide-web-6ww64t</p> <p>https://www.bbc.co.uk/bitesize/topics/zkcqn39/articles/z2nbgk7</p> <p>https://www.youtube.com/watch?v=J8hzJxb0rpc</p>	

Internet Services	<p>Networks: from semaphores to the Internet</p> <ul style="list-style-type: none"> • Difference between the internet and WWW (World wide web) • definition/statement of internet services <p>Internet of Things (IoT) devices</p> <ol style="list-style-type: none"> SMART homes <ul style="list-style-type: none"> • Privacy and security 	<p>https://classroom.thenational.academy/lessons/internet-services-71hkqc</p> <p>https://www.bbc.co.uk/bitesize/topics/zkcqn39/articles/z2nbgk7</p> <p>https://study.com/academy/lesson/world-wide-web-how-the-web-works.html</p> <p>https://www.youtube.com/watch?v=6mBO2vqLv38</p> <p>https://www.youtube.com/watch?v=T1ixVNtM69I</p>	
Searching the Web	<p>Developing for the Web</p> <ul style="list-style-type: none"> • Keywords in HTML code • Results stored in search engine index • search engine index <p>Fundamental considerations PART1 of</p> <ul style="list-style-type: none"> • Building a high quality website 	<p>https://classroom.thenational.academy/lessons/searching-the-web-75jp4c</p> <p>https://www.youtube.com/watch?v=u0OeZflfBRI</p> <p>https://www.bbc.co.uk/bitesize/topics/z7wtb9q/articles/ztbjq6f</p> <p>https://www.youtube.com/watch?v=LVV_93mBfSU&t=82s</p>	
Tightening the Web	<p>Controlling a search</p> <ul style="list-style-type: none"> • Understanding search results • How to access suitable search results <ol style="list-style-type: none"> Are sources reliable or not Using operators in searches <p>Fundamental considerations PART 2 of</p> <ul style="list-style-type: none"> • Building a high quality website 	<p>https://classroom.thenational.academy/lessons/tightening-the-web-cgwp4c</p> <p>https://www.bbc.co.uk/bitesize/guides/zpkhvp4/revision/1</p> <p>https://www.youtube.com/watch?v=eV2s0Yc8RCc</p>	

Python programming taster	<p>Learning logic of how to assemble simple lines of code within a game context.</p> <p>Follow instructions to choose from MCQs, identify which python commands best suit the purpose for completing each level and achieving the level's technical requirements</p>	<p>Must login into GC > Classwork > CodeCombat Python learning game folder > read instructions carefully, use the code to access your learning game:</p> <p>https://codecombat.com/play</p> <p>https://www.codecademy.com/learn/learn-python</p>	
How the internet is formed	<p>Understand how the internet is formed</p> <ul style="list-style-type: none"> • the internet as a network • concept of networked computers (LAN, WAN) • formation of the internet • key internet elements 	<p>Must login into GC > Classwork > Seneca - 5. The Internet 5.11, 5.12 & 5.13</p> <p>https://app.senecalearning.com/dashboard/class/2gwt6wdkxi/assignments/assignment/9455c88c-2f2a-438e-8a77-674dc52eb389</p>	
Hypertext Markup Language (HTML) and web pages	<p>understand how Hypertext Markup Language (HTML) is a markup language used for the design of web pages</p> <ul style="list-style-type: none"> • what is web hosting • web server risk and security • HTML and its fundamental codes • how HTML structures web pages 	<p>Must login into GC > Classwork > Seneca - 5. The Internet – PART 2</p> <p>https://app.senecalearning.com/dashboard/class/2gwt6wdkxi/assignments/assignment/5c355ca2-b41d-4f31-b2d6-e7161fb62d40</p>	

