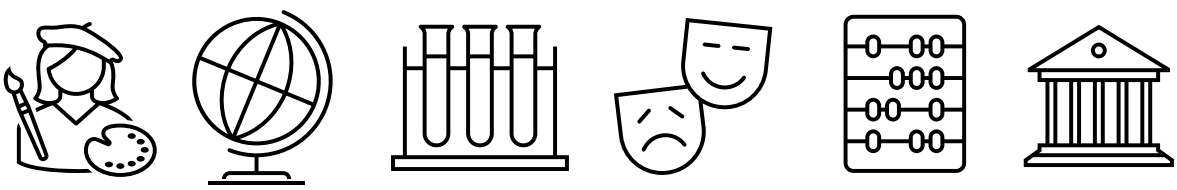
Bristol Metropolitan Academy

Curriculum Booklet



Year Group: 8

Term: Autumn

Contents

Purpose of Booklet

Subjects:

English
Maths
Science
Geography
History
RS
Computing
French*
Spanish*
German*
DT*
Food*
Textiles*
Drama
Music
PSHE
PE
Art

*Students only study one from French, Spanish and German.

*Students study each of DT, Food and Textiles on rotation throughout the year.

Purpose of Booklet

This booklet is intended as part of our legal obligation to provide appropriate work to students who are not able to attend school.

This could include students who are suspended, having an additional SEND learning need or a medical condition.

The booklet should allow families (and students) to fully understand which topics are being covered each term and in each subject.

These booklets, in conjunction with our Knowledge Organisers, will enable families to be much more familiar with the curriculum their children are studying.

The booklet is not intended to replace the learning that goes on in the classroom, and any links and tasks provided in this booklet will not be the exact ones being taught and delivered in class.

Within each subject area in this booklet, you will find a summary of the learning being covered (including skills and knowledge), links to online learning resources that match with the curriculum and some suggested tasks and activities.

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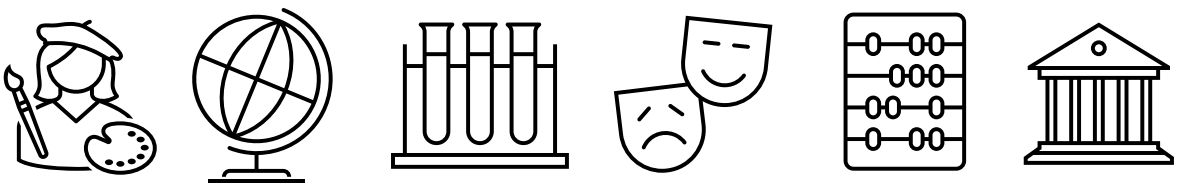
English



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English
Summary of Learning: Animal Farm and Dystopian fiction

In this unit, students will develop their persuasive writing skills, and read the novel Animal Farm. Students will be able to analyse how Orwell uses language to show the power of the animals. Students will also understand how context links to the novel. We begin the unit by exploring dystopian fiction to help students understand ideas about morality, before thinking of real life counterparts and current affairs.

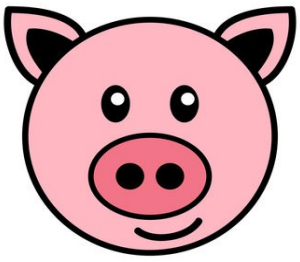
Assessment Task: Write a speech to convince others that you'd be the best leader for the farm.

Students will be able to…
· Show understanding of how writers use language to present characters, themes and ideas, argument.
· Identify purpose audience and form.
· Choose vocabulary and linguistic devices for effect and
use increasingly varied and ambitious vocabulary
· Write in coherent, connected paragraphs with discourse markers.
· Write responses which match the tone, style, and register to purpose and audience.

Students will know…

1. Context – Political allegory, Russian Revolution
2. Characters – Authority figures, leaders,followers
3. Themes – Power, control, conflict, equity, democracy
4. Language – Rhetoric, argument, persuasion, perspective, viewpoint
5. Story - Allegory and fable, persuasion
6. Literary Heritage – Dystopian fiction, writers as social and political commentators
7. Wider significance – Utopia, dystopia, propaganda

English
Sources of work:



- Dystopian Writing:
- https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/dystopian-settings-descriptive-writing/lessons?sid-722acb=1l8Gm69oIF&sm=0&src=3

- BBC Bitesize guide to Animal Farm
- https://www.bbc.co.uk/bitesize/articles/zw2r96f#zw9nydm

- Workbook:
- https://misterambrose.com/assets/docs/Animal_Farm_Workbook.141121507.pdf

- Full Novel:
- https://www.arvindguptatoys.com/arvindgupta/orwellanimalfarm.pdf

- Graphic Novel version:
- https://readallcomics.com/animal-farm-the-graphic-novel-tpb-part-1/
- https://readallcomics.com/animal-farm-the-graphic-novel-tpb-part-2/

- Audiobook:
- https://www.youtube.com/watch?v=kc78arfcmRo

English
Possible Tasks:

- Describe a dystopian world using sensroy description.
- Write a persuasive letter to Mr Bridgeman with your opinion on school uniform
- Make a plot diagram, or comic book storyboard, with the plot of Animal Farm.
- Make a character profile for Snowball, Napoleon and Boxer.
- Complete any of the Oak Academy lessons on descriptive writing.
- Complete any of the activities in the workbook.
- Complete any of the activities on BBC Bitesize.

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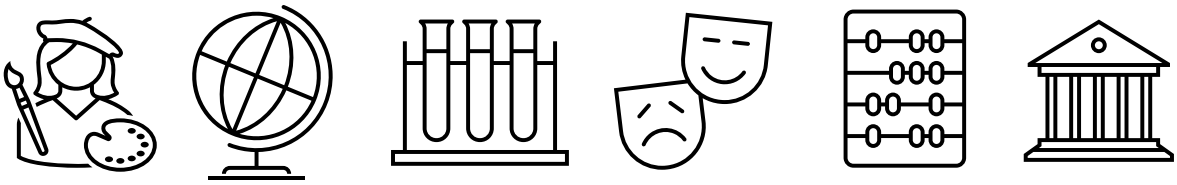
Maths



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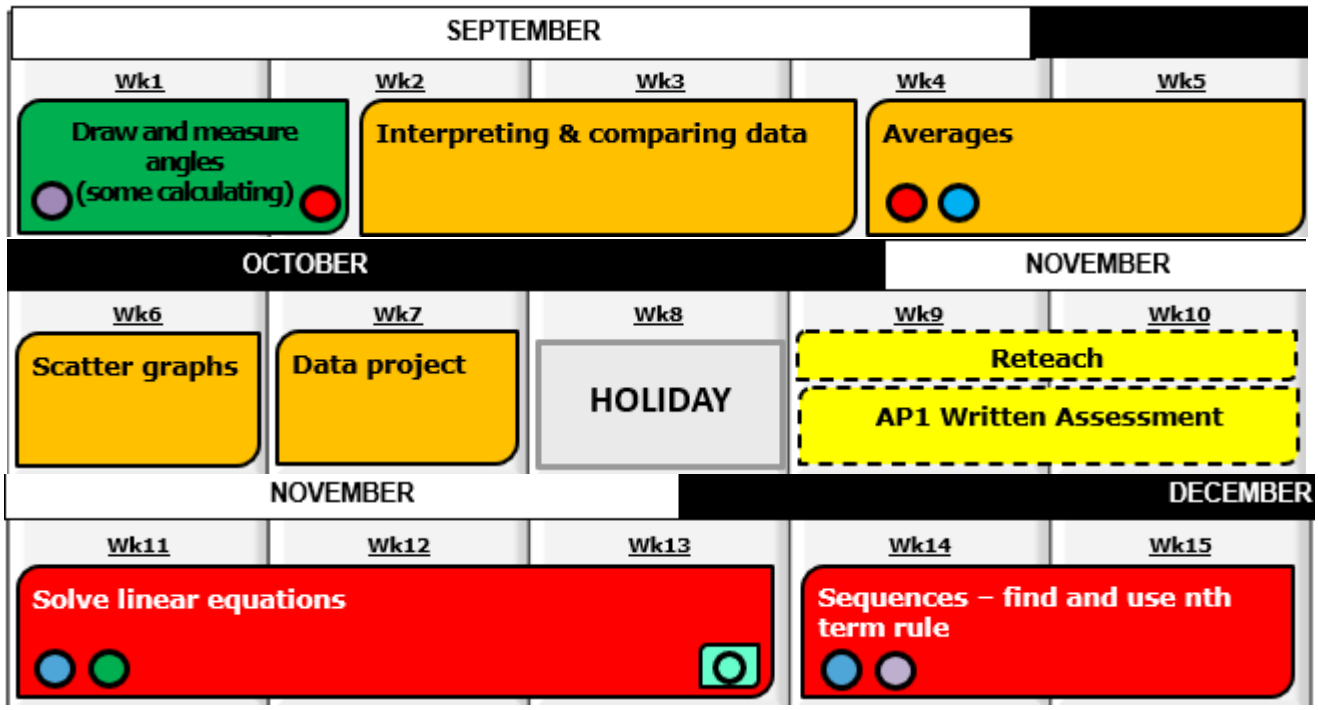
Maths
Summary of Learning:



YR 8 Math Topics

1) Drawing & Measuring Angles (***some calculating angles***)
2) Interpreting & Comparing Data
3) Averages
4) Scatter Graphs
5) **Data Project**
6) Solving Linear Equations
7) **Sequences: find & use n^{th} term rules**
8) Graphs of Linear Functions (***inc. $y = mx + c$***)
9) Using Percentages
10) Calculating with Decimals
11) Fractions, Decimals & Percentages
12) Percentage (***Increase/Decrease/Reverse***)
13) Ratio (***with Fractions***)
14) Scale Diagrams
15) Pythagoras
16) **3D Shapes**
17) Volume
18) Calculating Angles

Maths
Sources of work: Term 1

Measuring and drawing angles introduction

Measure angles

Draw angles

Angle facts

Pictograms - interpreting

Pictograms - drawing

Bar charts - interpreting

Bar charts – drawing

Pie charts

Frequency tables – ungrouped data

Frequency tables – grouped data

Scatter Diagrams

Median, mode and range

Mean

Averages from tables

Estimated mean from a table

Maths
Sources of work: Term 2

Collecting like terms

Expanding brackets

Factorising brackets

Substitution

Solve basic equations

Form and solve basic equations

Solving harder equations – brackets and fractions

Solving equations – unknowns on both sides

Number patterns

Sequences – term to term rule

Sequences – position to term rule

Sequences – nth term

Special sequences

Generating quadratic sequences

Possible Tasks:

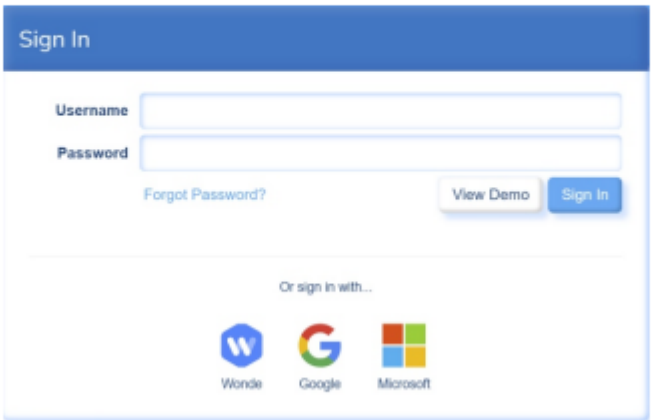
Complete the tasks on mathswatch

Logging into mathswatch

First things first, let's log in

Please navigate to vle.mathswatch.co.uk using your preferred browser (we do recommend Google Chrome but IE, Safari and others should work just as well).

You will be presented with this login page:



Login details:

USERNAME: firstnamelastname@bristolmet

PASSWORD: mathswatch

Student guide:

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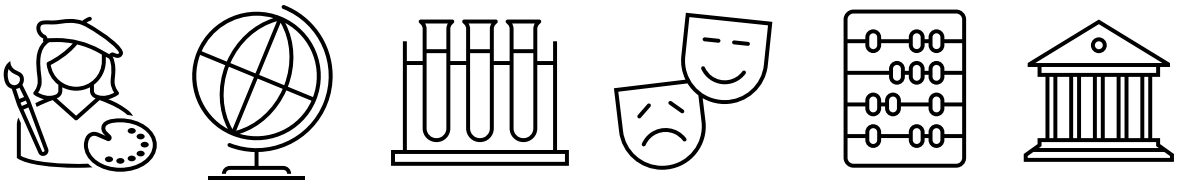
Science



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Science
Summary of Learning:

Unit Title : Chemical Reactions

- Describe structure of an atom, understanding of elements as the building blocks of all materials. Describe that reactions can either give out or take in heat.

Knowledge and skills

- describe combustion, thermal decomposition, oxidation and displacement reactions using word equations
- combustion - students should know the fire triangle and the general equation for burning a hydrocarbon fuel.
- thermal decomposition of carbonates – could be used to link with conservation of mass and the mass lost when heating a carbonate.
- oxidation – investigation of the factors affecting rusting and how rusting can be prevented
- describe exothermic and endothermic chemical reactions

Keywords:

Element, compound, mixture, atom, exothermic, endothermic, chemical reaction, combustion, decomposition, oxidation

Unit Title : Forces and motion

- Describe that changing the movement of an object requires a net force to be acting on it. The speed of an object can be calculated.

Knowledge and skills

- Describe the forces needed to cause objects to stop or start moving, or to change their speed or direction of motion
- Describe how a force produces a change depending on its direction and size.
- Calculate the resultant force
- Identify and name the forces for situations where an object is: speeding up; slowing down; at a steady speed; changing direction.
- Define speed, (speed = distance ÷ time) and apply this equation.
- Describe gravitational forces between Earth and Moon, and between Earth and Sun

Keywords:

balanced, unbalanced, resultant, speed, distance, time

Science
Sources of work & Possible Tasks:
Make notes from videos, complete section quiz (Left of page)

Chemical Reactions

Elements compounds and mixtures
https://www.bbc.co.uk/bitesize/topics/zstp34j/articles/zngddp3

What are chemical reactions?
https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/zwxhk2p

Oxidation
https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/zpbgg7h

Exothermic and endothermic reactions
https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/zb7wwnb

Combustion
https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/zcwxcj6

Thermal Decomposition
https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/zrgysk7

Forces and Motion

Introduction to Forces
https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zs3896f

Force diagrams and resultant forces
https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zhnfp4j

Motion and Speed
https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zw9qwnb

Representing journeys
https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/z2b6m39

Weight and mass
https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/z6xjdp3

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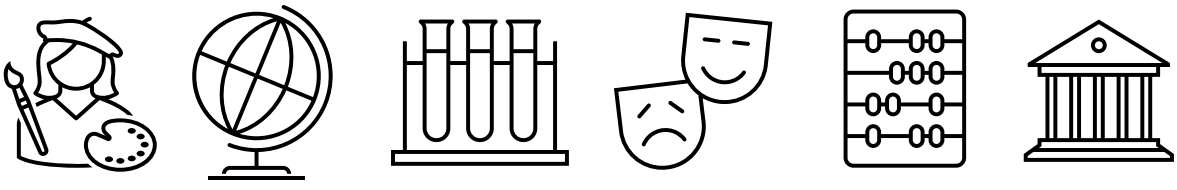
Geography



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Geography
Summary of Learning:

Term 1: How diverse is Africa?

Students will gain an understanding in the following content

- To understand where Africa is located, to know that Africa is a continent not a country
- To be able to identify misconceptions associated with Africa such as 'All of Africa is hot'
- To be able to identify and use development indicators such a life expectancy
- To understand how development across Africa can vary between countries and within countries. Urban vrs rural levels of development
- To know strategies to address the development gap such as Eko Atlantic in Lagos Nigeria
- To be able to understand how other sustainable strategies can lead to sustainable development

Term 2: What are the opportunities of Africa's landscape

- To be able to read and create climate graphs
- Be able to identify the various biomes within Africa
- To understand why rainforest's experience high levels of precipitation
- To understand the adaptations of plants and animals in the Savannah ecosystem
- To know the opportunities in Botswana such as the salt pans and the Okavango national park
- To be able to evaluate the impacts of tourism in Botswana

Geography
Sources of work:

Term 1: How diverse is Africa

- GoogleEarth: https://earth.google.com/web/@14.66913859,18.04840436,-431.53088473a,10219090.7499969d,35y,-0h,0t,0r/data=CgRCAggBQgIIAEoNCP_____wEQAA
- BBC Bitesize: https://www.bbc.co.uk/teach/class-clips-video/articles/zv2jvj6
- Dollar street: https://www.gapminder.org/dollar-street?regions=af

Term 2: What are the opportunities of Africa's landscapes

Atmospheric circulation:
https://www.bbc.co.uk/bitesize/guides/zpykxsg/revision/1

Development indicators:
https://www.internetgeography.net/topics/what-are-development-indicators/

Knowledge organiser off the school website:
https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/

More on BBC: https://www.bbc.co.uk/bitesize/articles/z2k6p4j

Climate graph:
https://www.bbc.co.uk/bitesize/guides/zbtj4xs/revision/4

Atmospheric circulation:
https://www.youtube.com/watch?v=xqM83_og1Fc&t=10s

Geography
Possible Tasks:

Suggested activities

- Print off a blank map of Africa and name all the countries within Africa
- Compare difference countries within Africa based on their development indicators
- Use the website 'Dollar Street' make notes on the difference in living standards from one end of the street to the other
- Describe where African countries are in relation to each other
- Lable on lines of latitude and longitude on a map of Africa
- Research Eko Atlantic to understand the positives and negatives of the scheme , write and two-sided argument for and against the project
- Create a climate graph using a pencil and ruler (ideally graph paper) on a weather data set from Africa
- Examine the impacts of tourism in Botswana (positive and negative) create a list titled positive negatives
- Draw a model of earths atmospheric cells using youtube

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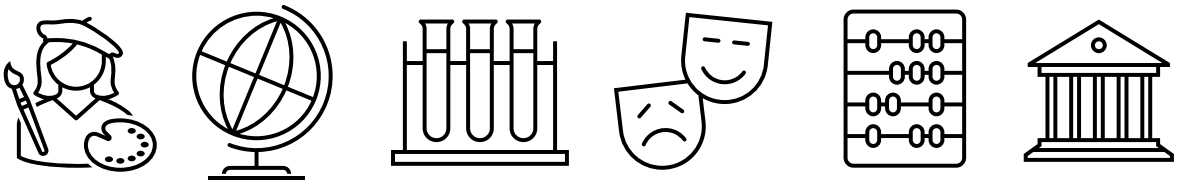
History



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History
Summary of Learning:

The History of British Migration

- Why do people migrate?
- The Romans
- The Normans
- French Huguenots
- Jewish Migration
- The Empire Windrush
- Somali migration
- LGBTQ+ migration

Skills and knowledge:

- Causation
- Push and Pull factors
- Similarities
- Differences
- Factors that cause change

Keywords:

Antisemitism / Colonies / Commonwealth / Discrimination / Empire / Migration / Persecution / Pogrom / Racism / Refugee / Resistance / Segregation / Windrush

History
Sources of work:

The History of British Migration

https://www.ourmigrationstory.org.uk/ - This link shows the overall migration history of Britain. You can select different parts of the map to see what migration has taken place and when!

Sea Mills Bristol - Roman tribes - An interesting look at the impact of Roman migration on Bristol

Pearson schools and college. c800-c1500 Migration in Medieval England - An in depth look at Migration in medieval England.

Who were the Windrush generation and what is Windrush Day? – Current affairs - the Windrush scandal, the history of their arrival and the 1971 immigration act.

Migration - Humanities - Geography BBC bitesize – A geographical look into the causes of migration

History
Possible Tasks:

1. Use the historical street directories to research peoples place of birth. What evidence of migration is there here in Bristol? https://specialcollections.le.ac.uk/digital/collection/p16445coll4/search/searchterm/Somerset/field/place/mode/exact/conn/and/order/nosort

2. Create a table of all the different reasons somebody might migrate to Britain. Split your ideas into two categories. Push factors (reasons pushing people out of their current homes) and Pull factors (elements of Britain that may be attractive to outsiders)

Push	Pull

3. Research the following British people whose parents migrated to the UK. What impact have they had on British society? Dua Lipa, Sir Mo Farah, Luol Deng, Albert Einstein.

4. Use the internet to search up the following groups that came to Britain: Romans, Huguenots, Windrush generation. Make note on why they came to Britain and how they were treated when they arrived.

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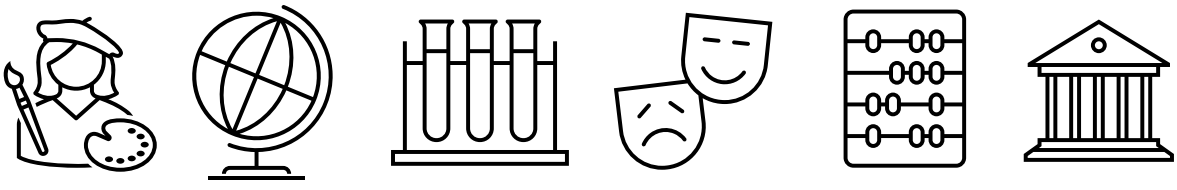
RS



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Summary of Learning: Yr8 – Religious Studies - Autumn

Term 1&2 - Hinduism

For interactive home learning please join the KS3 Religious Studies Seneca class by signing up to the Seneca website and joining the lass using the following code:

Seneca code: r61btn26ln

Supportive links:

- https://www.bbc.co.uk/bitesize/articles/zmpp92p
- https://www.bbc.co.uk/bitesize/topics/zrfj382

Possible lesson structure

Introduction to Hinduism

- Discussion of the problems which arise with the terms Hindu and Hinduism
    - Origin of these terms as exonyms for the various religions of India, at one time also including Buddhism and Sikhi
    - Emergence of the modern understanding of Hinduism as a product of British colonialism- lumping all into one based on at times superficial similarities.
    - Hinduism as useful as an umbrella term to refer to the wide variety of beliefs with some commonalities
- Unity in diversity
    - Idea that ultimately, all forms of Hinduism are considered to be valid paths to the truth/ moksha/ morality/ God. Theological disagreements may happen- but these are much more academic in nature and for the average Hindu they are just different routes to the same ultimate goal/ destination

Who are the Gods?

- Why do Hindus believe in multiple deities/ gods? Is it a monotheistic or polytheistic tradition?
- Belief in Brahman- the idea that for most Hindus, there is an ultimate force/ reality that lies at the core of all existence. For some Hindus this is an impersonal force, whereas for others it has an identity which can be expressed by a specific deity
- Different deities/ avatars (Krishna, Shiva, Ganash etc) are manifestations of the same divinity in a specific form to take on a specific role within the universe (creation, protection, patron of knowledge etc)
- Many Hindus worship a specific form of god (Ishtadeva) so that they can form a loving worshipful connection to the divine (Bhakti)

Summary of Learning:
Yr8 – Religious Studies - Autumn

Term 1&2 - Hinduism

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What do the stories of the Gods teach Hindus?

- What is Dharma
- How do the stories of specific deities (e.g Krishna in the BhagavadGita) express the importance of Dharma and other religious concepts(Dharma, Bhakti, filial piety etc)

What is the Atman?

- Concept of the soul as a spiritual entity separate from the body(known as the Atman by Hindus)
- Qualities of the Atman (eternal, transcendent, essence of God,unique/ individual)
- Our true identity is not the physical body but the Atman (BhagavadGita 2:22)

What is Samsara?

- the concept of the reincarnation cycle and what causes it
- the concept of Moksha and how this is attained

How do Hindu's celebrate

- Discussion of a specific Hindu festival (suggestions Holi or Diwali)
- The story(s) behind the festival and what can be learned from them
- How is the festival celebrated

How do Hindus worship God?

- Concept of Murtis- distinction from Idol worship
- Puja- how and why is it performed

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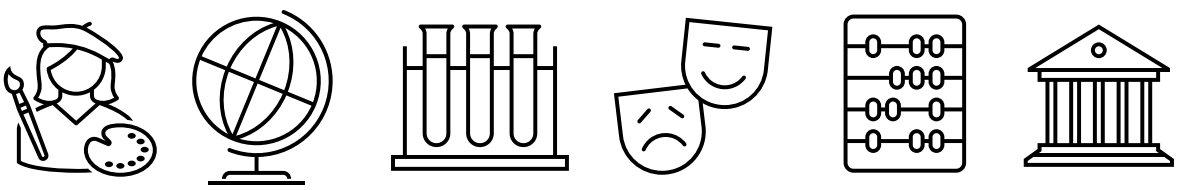
Computing



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Computing
Summary of Learning:

Computer Systems

The Central Processing Unit processes data and instructions.

Skills and knowledge:

- How a CPU uses the FDE Cycle?
- What factors affect CPU performance?
- What is the difference between primary and secondary storage?
- What is virtual memory and how does it work?

Keywords

Clock Speed, Cores, Cache, Virtual Memory, Primary storage, Secondary storage, Solid State, Optical, Magnetic.

Networks

A network is two or more devices that are connected together.

Skills and knowledge:

- What are the advantages of creating a network?
- What disadvantages does the creation of a network produce?
- What are some main types of networks?
- What are some hardware components used in networks?

Keywords

LAN, WAN, WPAN, Bluetooth, Wi-Fi, Ethernet, 4G / 5G: Resources Switch, Router, Server.

Cyber Security

The practice of protecting computer systems, networks, and data from digital attacks and unauthorized access

Skills and knowledge:

- What is the purpose of a firewall?
- Why do we encrypt messages?
- How does encryption work?
- What is malware? Can you identify the main types?
- Do you know how to protect against them?

Keywords

Firewalls, Traffic, Bytes, Packets, Encryption, 2FA, Key, Private, Public, Substitution, Cipher, Malware, Virus, Worm, Ransomware, Spyware, Trojan, Physically security, Biometrics.

Computing
Sources of work:

Term 1: Oak Academy

Part 1 - Computing systems

- General purpose computers – what they have in common
- Computer components
- Operating systems

Part 2 – Networks

- Wired and wireless networks
- Network hardware
- The internet and the world wide web

Term 2: Cyber security

Defend Stirling castle

- Learn about how real-world defences mirror cyber security strategies

Firewalls

- Learn about how companies deploy a firewall to keep out unwanted traffic

Encryption

- This video explains what encryption is and how it keeps your personal data safe.

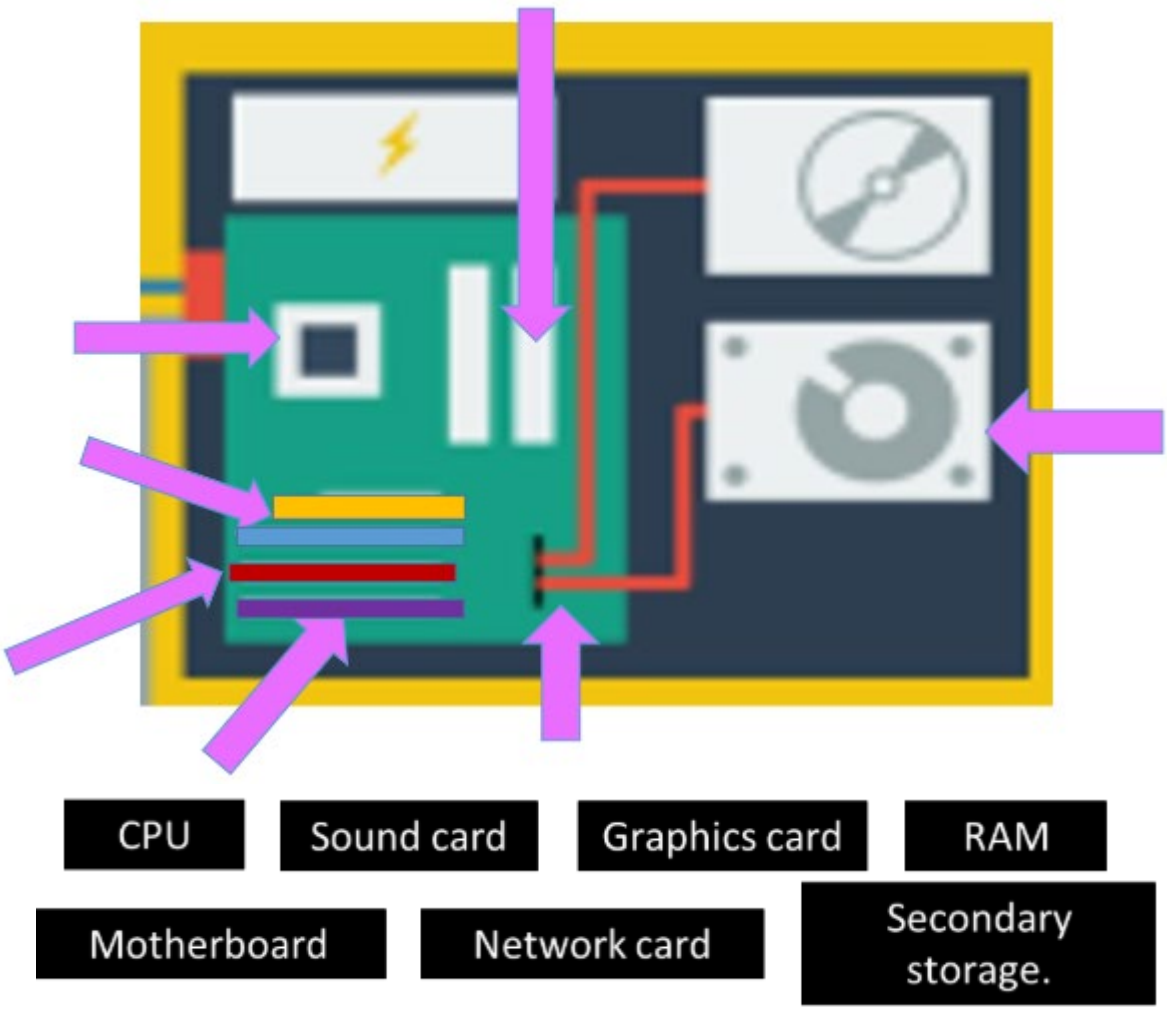
Malware

- This Oak Academy lesson explains how different types of malware can infect your computer

Computing
Possible Tasks:

Task 1: Label the parts of this computer

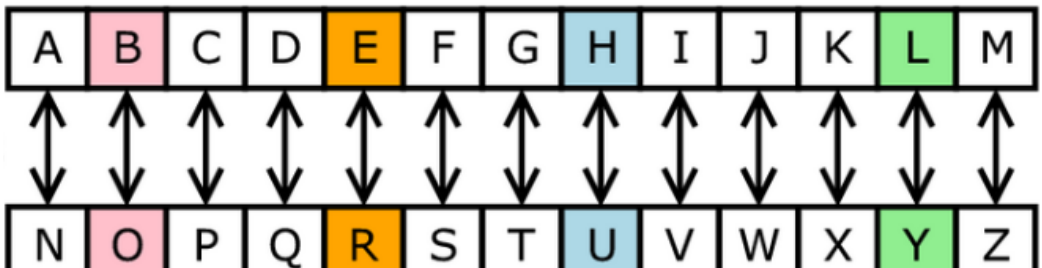
Write each label on one of the arrows. Use Google to help find a definition for each part, and add it to your diagram.



Task 2: Caesar cipher

Below is a simple example of encryption called a "Caesar cipher". Can you decode what this says?

PNA LBH PENPX GUR PBQR? ABJ LBH XABJ UBJ GB QRPELCG FBZR RAPELCGRQ GRKG!



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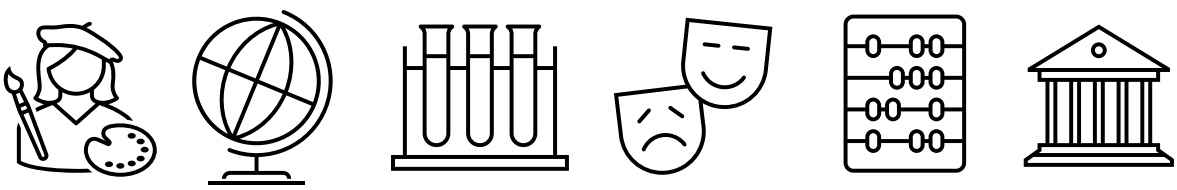
Spanish



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Spanish
Summary of Learning:

- **Food and drink vocab**

- Mealtimes
- Partitive article (de)
- Transactional vocab in a restaurant situation
- Money and higher numbers
- Complaints
- Quantities
- Cultural specialities/recipes
- Justified opinions

- **Skills and knowledge:**
- **Listening** – use of teacher and student TL. Textbook/other exercises. Through use of Microsoft forms set additional listening's as homework.

- **Oracy** – Student use of TL phrases using chatty mats etc… plus basic conversation with teacher/students. Opportunities for spontaneous speech.
- Reading – Textbook/worksheets/ other exercises.

- **Writing and translation**– Key spellings, checking for accuracy. Adjusting to accents and different punctuation.
- **Reasoning** – Student using key concepts with new topics and able to apply previous knowledge to new contexts.
- **Key grammar:**
- Study the grammar of verbs, nouns and adjectives.
- Prepositions
- Infinitive phrases – with a focus on near future
- Re-enforcing adjectival agreement.
- Build on speaking, listening, reading, writing and translation skills from Year 7.
- Developing student's cultural capital through knowledge of French and Spanish

For vocabulary and grammar refer to knowledge organiser

Spanish
Sources of work:

- https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/
- Knowledge organiser on school website

- https://www.linguascope.com/
- Beginners, Spanish.

- https://www.bbc.co.uk/bitesize/subjects/zfckjxs KS3 Spanish

- https://www.memrise.com/
- Vocabulary KS3 Spanish.

- https://es.duolingo.com/

- https://www.youtube.com/@EasySpanish

Spanish
Possible Tasks:

- Listen and write in Spanish food and drinks.
- Translation tasks in present tense, positive and negatives about food and drinks.
- Describe meals in Spanish.
- Write sentences about the meals in Spanish.
- To say vocabulary using in a restaurant.
- To say higher numbers in Spanish.
- To say fruits and vegetables in Spanish.
- To describes quantities in Spanish.

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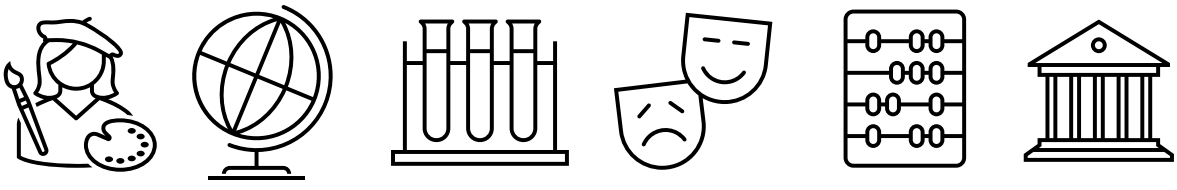
German



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German
Summary of Learning:

- **Food and drink vocab**

- Mealtimes
- Partitive article
- Transactional vocab in a restaurant situation
- Money and higher numbers
- Complaints
- Quantities
- Cultural specialities/recipes
- Justified opinions

- **Skills and knowledge:**
- **Listening** – use of teacher and student TL. Textbook/other exercises. Through use of Microsoft forms set additional listening's as homework.

- **Oracy** – Student use of TL phrases using chatty mats etc… plus basic conversation with teacher/students. Opportunities for spontaneous speech.
- Reading – Textbook/worksheets/ other exercises.

- **Writing and translation**– Key spellings, checking for accuracy. Adjusting to accents and different punctuation.
- **Reasoning** – Student using key concepts with new topics and able to apply previous knowledge to new contexts.
- **Key grammar:**
- Study the grammar of verbs, nouns and adjectives.
- Prepositions
- Infinitive phrases – with a focus on near future
- Re-enforcing adjectival agreement.
- Build on speaking, listening, reading, writing and translation skills from Year 7.
- Developing student's cultural capital through knowledge of French and Spanish

For vocabulary and grammar refer to knowledge organiser

German
Sources of work:

- https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/
- Knowledge organiser on school website

- https://www.linguascope.com/
- Beginners, German

- https://www.bbc.co.uk/bitesize/subjects/zfckjxs KS3 German

- https://www.memrise.com/
- Vocabulary KS3 German

- https://es.duolingo.com/

- https://www.youtube.com/@EasyGerman

German
Possible Tasks:

- Listen and write in German food and drinks.
- Translation tasks in present tense, positive and negatives about food and drinks.
- Describe meals in German.
- Write sentences about the meals in German
- To say vocabulary using in a restaurant.
- To say higher numbers in German
- To say fruits and vegetables in German
- To describes quantities in German

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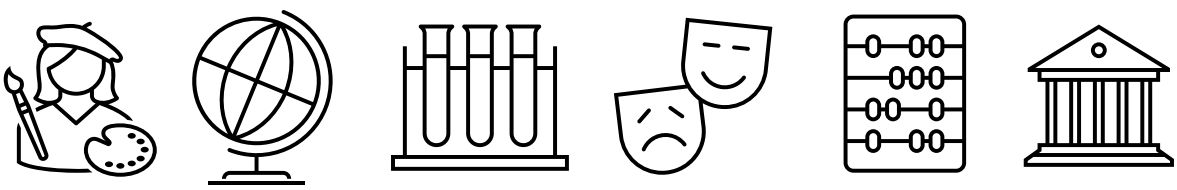
DT



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DT
Summary of Learning:

Skills:

- Product analysis
- Designing for a client
- Designing a product
- Annotating
- Modelling
- Measuring and marking out
- Soldering & building a circuit
- Manufacturing
- Computer aided design/Computer aided manufacture
- Finishing (surface decoration)
- Evaluating

Knowledge:

- Health and safety in a workshop
- How to draw and render in 3D (isometric)
- How to develop designs based on modelling and feedback
- Impact of plastic-based products on the environment
- Use of tools, machinery and equipment
- Use of computer aided design software
- Electronics

Keywords:

Analyse / Safety / Hazard / Client / Design / Annotation / Environment / Function /Material / Appearance / Manufacturing / CAD/CAM / Finish / Equipment / Feedback / Evaluate / Electronics / Circuit / Soldering / Acrylic

Overview of lessons:

In Year 8 Design & Technology, the student focus is on plastic and electronics, designing and creating a colour-changing nightlight. Students will be able to understand the importance of health and safety when manufacturing a product with a variety of tools and equipment. Students build on their drawing and rendering skills through design and learn how their ideas can be developed after collecting feedback from others. Students learn how to model and test their ideas and develop them based on feedback. Students gain an understanding of electronic processes and create the circuit to go inside their nightlights. Once the product has been completed, students evaluate their success through an oral presentation to the rest of the class.

DT
Sources of work:

Health & Safety - https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zq89qyc

Product Analysis - https://www.bbc.co.uk/bitesize/topics/ztcrjfr/articles/ztmcqyc

Materials - https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zmgrdnb#zt49qyc

Designing - https://www.bbc.co.uk/bitesize/topics/ztcrjfr/articles/zy7rjfr

Tools & Processes - https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zjjh3qt

Electronics - https://www.bbc.co.uk/bitesize/topics/zp947v4/articles/zjky9ty#z7d38p3

CAD - https://www.bbc.co.uk/bitesize/topics/ztcrjfr/articles/zw8y9ty

CAM - https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zks7nk7

Evaluating - https://technologystudent.com/designpro/eval1.htm

DT
Possible Tasks:

1. Write an article aimed at teenagers about a piece of technology you could not live without. The article should be at least 200 words and include some images/sketches that make the article stand out.
2. Create a presentation highlighting what the 6 R's of sustainability are in Design & Technology. Explain why the 6 R's are important when designing a product and how they can help reduce the impact on the environment.
3. Design a humane mouse trap. Sketch out your idea and add annotations around the design to explain it. How will the trap be activated? What materials will be used? How will it protect the mouse from harm?
4. Create a comic strip that highlights how to use a tool or machine that is regularly used in D&T workshops. Remember to consider health and safety and label any equipment!
5. Design a piece of furniture that could aid the comfort of the user as they get older. Sketch out your idea and add annotations to explain the idea. If you have any spare cardboard at home, try and build a model of your design!
6. Create a research leaflet on a designer of your choice. Include background information on them as a person and how they came to be a designer. What are they most well-known for? Why do you think they've been successful?

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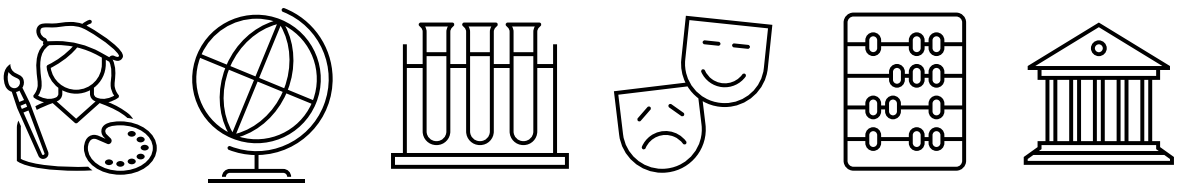
Food



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Food
Summary of Learning:

Year 8 students will be studying:

Skills:

- Working safety
- Safe knife skills- Claw & Bridge technique
- Cutting skills- different cuts
- How to prevent Cross Contamination
- Operating ovens
- Weighing and measuring ingredients
- Pastry making
- Making methods- rubbing in method

Knowledge:

Health and Safety knowledge in kitchen and why it is important

- Understanding the five main nutrients needed by the body
- Food sources of nutrients
- Function of nutrients
- What is a balanced diet
- Where items are kept within the kitchen
- To understand what a balanced diet is
- Vitamins knowledge

Keywords:

Carbohydrates, Protein, Fat, Vitamins, Minerals, source, function Cross Contamination, Hazard, Hygiene,

Overview of Lesson: In year 8 students will be taught how to work safely within the DT Kitchen recapping on skills learnt in year 7. Students will learn how to prevent Cross contamination and how to prepare and store food safely. Students will prepare and cook a range of dishes including Chilli Con Carni, Breads from around the world, Jamaican Patties, Pineapple Upside down cake, Sugar investigation and will finish their rotation of Food and Nutrition with an Oracy Evaluation lesson.

Food
Sources of work:

- https://www.bbc.co.uk/bitesize/guides/zdr8y9q/revision/7
- https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/4
- https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/2
- https://www.youtube.com/watch?v=flxmB8NKMzE
- https://www.bbc.co.uk/teach/class-clips-video/articles/zftkjhv
- https://www.youtube.com/watch?v=zmnIY9Cdtvs
- https://www.youtube.com/watch?v=W9J46vEGm7c
- https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/
- https://www.bbc.co.uk/bitesize/articles/zs9gsk7
- https://senecalearning.com/en-GB/revision-notes/gcse/food-preparation/aqa/and-nutrition/1-1-2-knife-skills
- https://www.highspeedtraining.co.uk/hub/chopping-board-colours-food-safety/

Food
Possible Tasks:

Task 1: Produce and information sheet or Poster on the Five main nutrients. Try to include the nutrient, Food sources (what foods we get them from) and their function (Their job).

Task 2: Design a knife safety poster for the kitchen explaining the two correct ways of holding the knife when chopping food. Make sure your poster is eye catching and well-illustrated.

Task 3: Create a flow diagram , flow chart or comic strip to explain a new process you have learnt in your food practical lessons. Use colour in your illustrations.

Task 4: For one of the products you have made in school, suggest five ways it can be modified to make it healthier, considering the five nutrients.

Task5: Produce a newspaper article on one of the following issues:

•The importance of buying locally and reducing food miles

•Organic vs Non-Organic products

•Animal welfare within the food industry.

Task 6: Research a food company and produce a leaflet about them. (Examples – Warburtons, Walkers, Cadburys). Your leaflet must include interesting facts, information about the company and your thoughts about their products. (You may have to taste them before writing about them).

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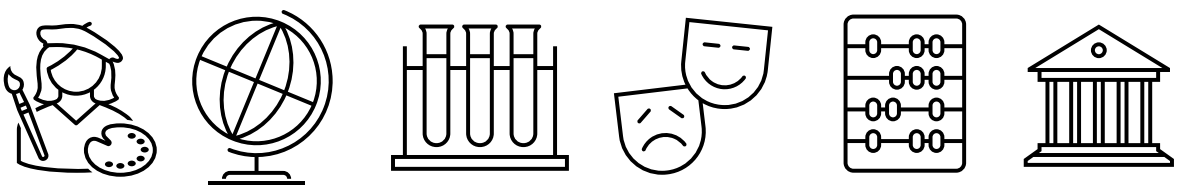
Textiles



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Textiles
Summary of Learning:

Skills:

- Setting up and **using a sewing machine** safely
- Exploring a range of **decorative techniques** including printing, dyeing and use of recycled materials
- Self and peer assessment using **written and oracy skills**
- **Measuring, marking and pattern cutting** fabric
- Use of a sewing machine for decorative stitches
- **Construction** of a 3D bag using straight stitch on a swing machine
- **Inserting zip**
- **Evaluation and reflection** of samples to inform design.

Knowledge:

- Health and safety of the Textiles classroom
- Basic pattern cutting and construction techniques
- Introduction to the range of functions of a sewing machine
- A variety of decorative techniques including use of recycled materials
- Understanding different fastenings.
- Importance of quality control

Keywords:

Measure, accuracy, bag, construction, decorative, techniques, fabric, rubbings, spray dye, sewing machine, colour, quality, thread, free machine embroidery, texture, pattern

Overview of lessons:

In year 8 textiles, students make a zipped bag. Pupils are introduced to the design brief and work through making a number of decorative samples to inform the design of their bag. By using accurate measuring and marking skills they cut out their fabric. Pupils then use the decorative techniques of their choice and construct the bag using basic sewing skills to insert a zip.

Textiles
Sources of work:

- Health and Safety
- How to thread a sewing machine click this link
- How to thread a bobbin click the link
- a plain seam click the link
- Pins, tailors chalk and seam allowance, reverse stitch click the link
- Using a sewing machine for decorative stitching

Textiles
Possible Tasks:

Question it!

Produce a quiz of what you have learnt during your Textiles lessons to ask the class. Make sure you have the correct answers to go with your quiz.

Create it!

Create a leaflet showing all the different pieces of equipment used in the textiles room.

Design it!

Design a new logo for Bristol Metropolitan Academy. It must fit on your blazer pocket. Colour and annotate your design

Research it!

Research what the 6Rs are and produce a paragraph. Redesign a piece of clothing from home to take on board at least 2x of the 6Rs.

Analyse it!

Research how to carry out a product analysis. Choose one textiles product within your home and carry out a product analysis using 'ACCESS FM'.

© A Smith

ACCESS FM

Appearance - What do you like or dislike about the way it looks?

Construction - How it was made? What machines/tools were used?

Customer - Who would use the product and why?

Environment – How is it environmentally friendly?

Size – How is it a good size?

Safety – How has it been made safe to use?

Function – How does it work properly?

Material – Have suitable materials been used?

Adapt it!

Draw an item of clothing you own complete with the care label – describe the type of material used. Now re-design the same product to make it more appealing. Explain any changes made.

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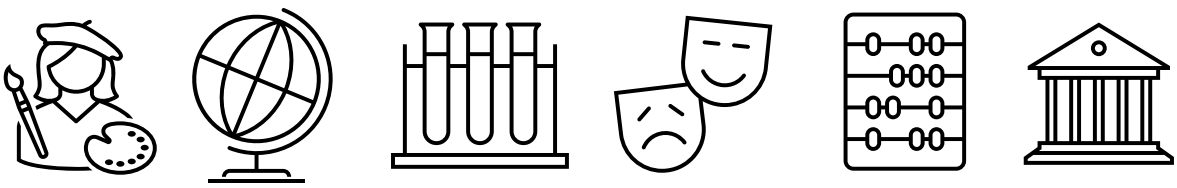
Drama



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Drama
Summary of Learning:

Overview

The vocal skills project helps with clear communication. Articulation and enunciation ensure that the audience understands every word. This helps actors deliver lines with clarity, especially in large spaces. Emotional expression using vocal tone, pitch, and pace convey a character's emotions and intentions. Subtle changes in voice can reflect fear, joy, anger, or sadness, enhancing the depth of a performance. Projection and volume control teaches students how to project their voice without straining, making them audible in different performance spaces. This helps maintain vocal health over long rehearsals, performances and for life skill purposes.

Students can communicate characterisation using different vocal qualities can help distinguish characters (e.g., age, background, personality). Accents, dialects, and speech patterns add authenticity and richness to roles. This also teaches students Improvisation and Adaptability as strong vocal skills allow actors to adapt quickly to changes in script or direction. This supports improvisation by giving actors confidence in their vocal range and expression

Skills

- Listen and imitate by watching and listening to native speakers: Use YouTube, movies, or interviews.
- Shadowing technique: Listen to a sentence, pause, and repeat it exactly by mimicking rhythm, pitch, and intonation.
- Listen and echo the native speaker when following a script: Vowel shifts (e.g., how "cat" sounds in different accents) Consonant changes (e.g., glottalized 't' and rolling 'r')
- Stress and intonation patterns
- Adds depth and realism to the performance.
- Versatility expands the range of roles an actor can play.
- Makes actors more confident in auditions
- Read scripts, monologues, or even your texts aloud in the accent.
- Use the accent in character work, improvisation, and rehearsals.
- Stay consistent throughout the performance.
- Ask for feedback from peers and teacher

Knowledge

- Character authenticity - accents help actors portray characters from different regions, cultures, or social backgrounds more convincingly.
- Cultural Sensitivity - learning about famous native speaking icons and areas. Learn about the region's slang, idioms, and speech habits. This helps you sound more natural and avoid stereotypes. Learning an accent properly shows respect for the culture it represents. This also helps avoid stereotypes or offensive portrayals.
- Immersion – a well-executed accent draws the audience deeper into the set location and setting and enhances the believability of the world being portrayed.

Drama
Sources of work:

RP (received pronunciation) https://www.youtube.com/watch?v=ZmiCGyjS5-U&t=634s

Bristolian https://www.youtube.com/watch?v=jtqtebmhIxA

Cockney https://www.youtube.com/watch?v=1WvIwkL8oLc

Yorkshire https://www.youtube.com/watch?v=THsSizqiSKs

Scouse (Liverpudlian) https://www.youtube.com/watch?v=R_C4PDSfQJA&t=24s

Australian https://www.youtube.com/watch?v=gA8E6Ns6fOA&t=38s

Deep South American https://www.youtube.com/watch?v=EzkCOnq4kLU

Vocal Exercises https://www.youtube.com/watch?v=HHRNcIPxijY

https://www.youtube.com/watch?v=8sQoYa8TptI

Drama
Possible Tasks:

For each of the accents below, create an A4 (2-sided) script for two or three characters who communicate with each other using these specific accents

- RP (received pronunciation)
- Bristolian
- Cockney
- Yorkshire
- Scouse (Liverpudlian)
- Australian
- Deep South American

Create a 10 slide PowerPoint for each of the above accents which includes:

- Famous native speakers (i.e actors / pop stars)
- Famous movies and TV shows where this accent is used (i.e. Eastenders Cockney)
- Information about the area (Historical, Social and Cultural Facts)
- 3 website links that demonstrate the accent
- 3 website links that can teach / break down the accent

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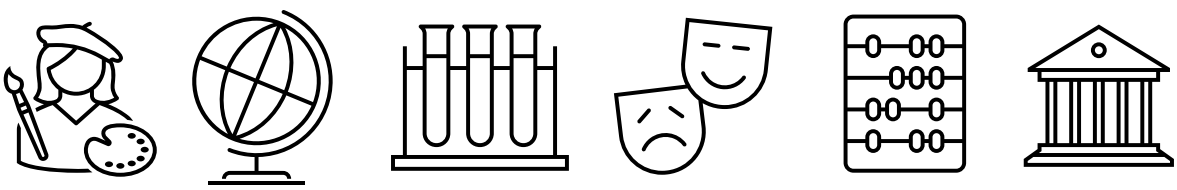
PE



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PE
Summary of Learning:

BOYS PE

Sports for the term:

- Rugby
- Basketball
- Table Tennis
- Health and Wellbeing

Skills and Knowledge:

- Rugby
- Basketball: dribble, lay-up
- Table Tennis
- Health and Wellbeing

Keywords:

- Rugby: Tackle, Try, Backwards Pass, Tag, Scrum
- Basketball: Dribble, Shoot, Lay-up, Rebound, Double Dribble
- Table Tennis: Serve, forehand, backhand, spin, rally, paddle
- Health and Wellbeing

GIRLS PE

Sports for the term:

- Basketball
- Netball
- Rugby
- Dance

Skills and Knowledge:

- Basketball: dribble, lay-up
- Netball: Passing, footwork, positions, shooting
- Rugby: backwards pass, formations,
- Dance: Action, Space, Dynamics and relationships

Keywords:

- Basketball: Dribble, Shoot, Lay-up, Rebound, Double Dribble
- Netball: Pass, footwork, pivot, Centre pass, shoot.
- Rugby: Tackle, Try, Backwards Pass, Tag, Scrum
- Dance: Action, Space, Dynamics and relationships

EVEREYONE

- Components of Fitness

PE
Sources of Work and Possible Tasks:

These tasks can be completed across any of the physical activities we complete throughout the year. These could include, rugby, netball, football, table tennis, cricket, badminton, dance, gymnastics to name just some.

- Create a fact file about rules & regulations. A fact file is a single page document that describes the major facts of a subject / topic.
- Create a fact file about techniques & tactics. Choose 2 skills and describe the techniques involved as well as 2 tactics to outwit an opponent.
- Using YouTube, find a fitness video and follow it to improve your fitness.

Basketball:

- How to outwit opponents in sport- https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/games-activity-analysing-and-improving-performance-b426/lessons/how-can-we-outwit-an-opponent-in-sport-64rk8d?sid-bb542f=5DfTP1wehr&sm=0&src=4

Netball:

Position Profile- Choose one netball position (e.g., Centre, Goal Shooter, Wing Defence) and create a written position profile that includes:

- The role and responsibilities of that position
- The fitness and skills needed (e.g., agility, passing)
- One famous netball player who plays this position
- Why you would or wouldn't want to play it

Rugby:

- Moving in Sport- https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/games-activity-developing-fundamental-and-transferrable-skills-fbd4/lessons/moving-in-sport-chjkee?sid-741956=CDbra5OCnk&sm=0&src=4

- T1 Rugby https://www.thenational.academy/teachers/curriculum/physical-education-secondary-ocr/units/invasion-games-problem-solving-with-tactics-and-strategies-through-rugby

Dance:

Exploring Choreographical devices- https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/dance-activity-developing-the-use-and-application-of-appropriate-action-space-an/lessons/exploring-choreographic-devices-6ru34d?sid-24664b=lJQZ9AuRiM&sm=0&src=4

Table Tennis:

- https://www.thenational.academy/teachers/curriculum/physical-education-secondary-ocr/units/net-and-wall-games-teaching-others-tactics-and-strategies-in-table-tennis

Health and Wellbeing:

- Heart rate- https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/health-related-exercise-activity-personalised-fitness-05d1/lessons/how-can-monitoring-heart-rate-be-used-to-improve-fitness-70tpae?sid-b84bc3=TbTAHgiMaZ&sm=0&src=4

Components of Fitness:

https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/health-related-exercise-activity-components-of-fitness-157d/lessons?sid-524c5d=M4RPibTkAU&sm=0&src=3

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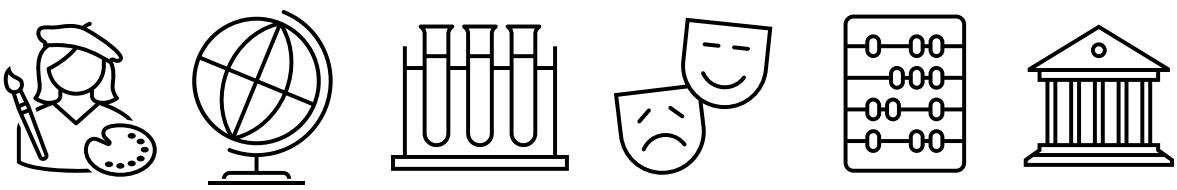
Art



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Art
Summary of Learning:

Unit Title: Year 8: Creatures and Characters: Creating creatures and characters with personality.

Knowledge and Skills

Knowledge—of different artists who create creatures and characters

Understand—What inspired artists to create their work and how to write about the work

Skills—drawing, collage, painting, clay and showing the influence of other artists in your own work and presentation

Outcome— a 3D monster and watercolour painting

WHY are children Learning this?

1: Students will be taught to use a range of art techniques to record their observations as a basis for exploring their ideas.

2: Students will develop knowledge, understanding and responses to the work of Nicola L Robinson and Redmer Hoektra, Designers and Crafts people. Students will learn how to critically and technically analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform their own actions to improve their work, through discussion and written word.

3: Students will develop knowledge, skills and understanding by applying the Formal Elements of: Line, Shape, Tone, Colour, Pattern, Texture, Space and Form.

Students will be taught to use a range of techniques and media, including watercolour painting, clay sculpture and increasing their ability in the handling of different materials.

4: Students will create a range of creatures and characters, exploring their own ideas. They will learn to draw, design, experiment, review, and evaluate in order to support the creative process, taking risks and safely failing, as well as being successful.

Keywords

Creature, character, concept art, illustration, typography, collage, Expression, proportion, shape, form, structure, line, texture, tone, pattern, colour (hue, tint, shade, primary, secondary, tertiary, contrasting, complementary, warm/cool), composition, abstract, still life, positive & negative shape, foreground, middle ground, background.

Art
Sources of work:

- Nicola L Robinson's Website
- https://nlrobinson.co.uk/

- Narrated video of Nicola L Robinson's children's book the Monster Machine
- https://www.youtube.com/watch?v=gABW_HUzzhw

- Pixar website about Monster's Inc characters
- https://www.pixar.com/monsters-inc

- How to draw Mike- from Monsters Inc:
- https://www.youtube.com/watch?v=28JHbFQVB7E

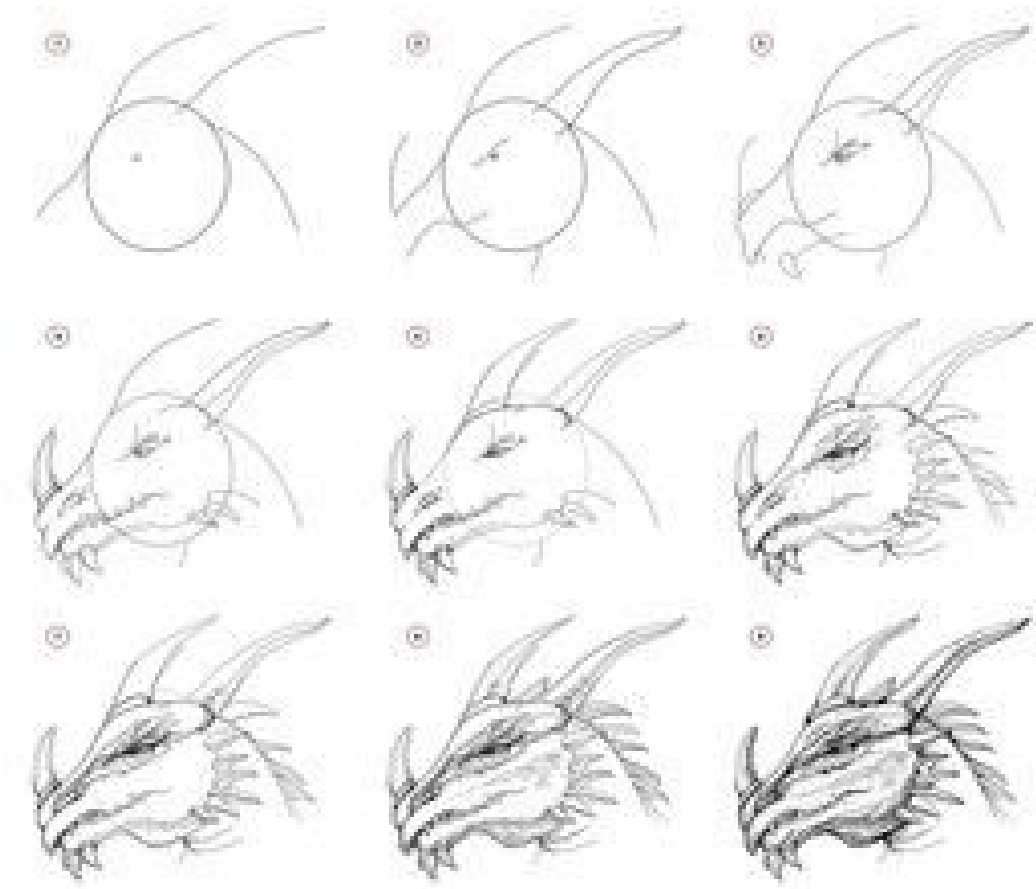
- Redmer Hoekstra's Website
- https://www.redmerhoekstra.nl/

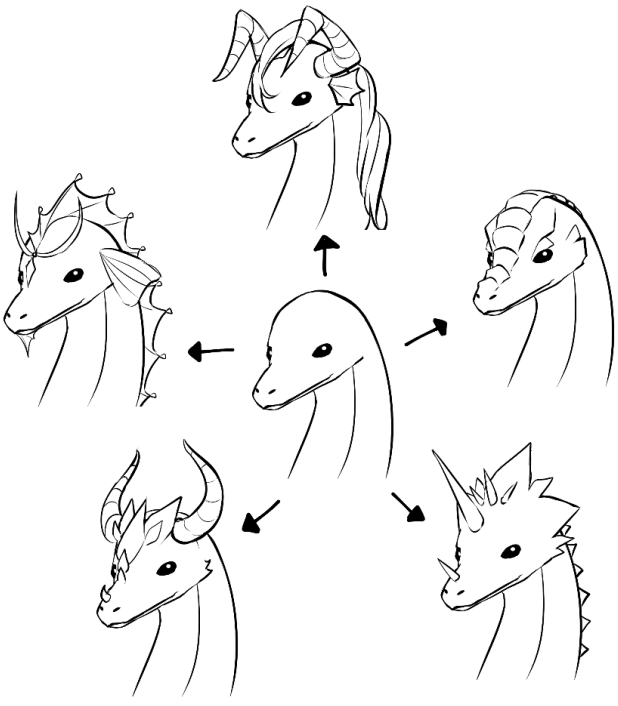
- Redmer Hoektra's Interview
- https://www.youtube.com/watch?v=oFWMG11eyPA

- Redmer Hoektra tutorial with Mrs Thoms
- https://www.youtube.com/watch?v=70MWUTJCmPQ

Art
Possible Tasks:

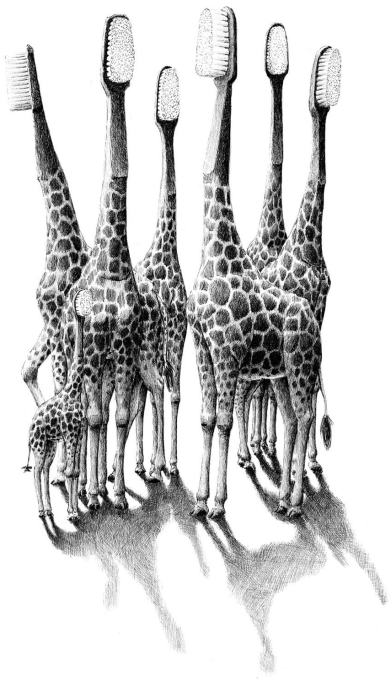
Design a dragon head

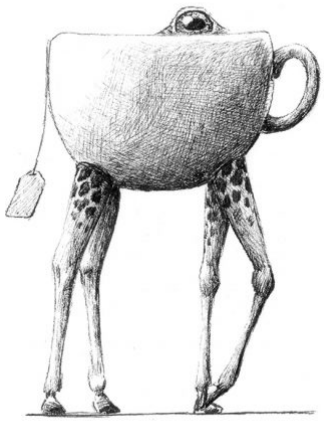


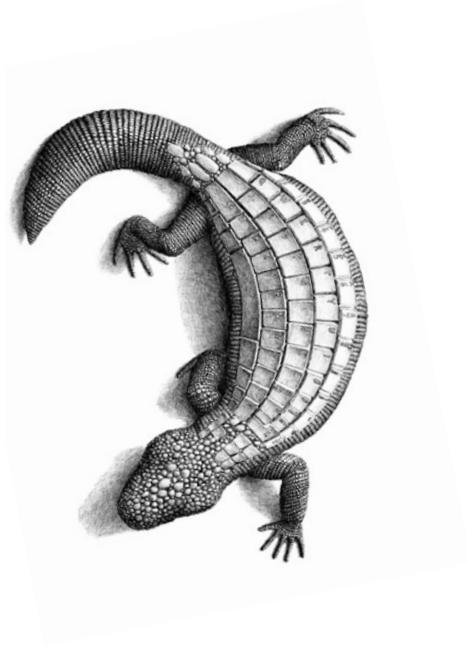


Follow the step-by-step guide to draw a dragon head with intricate detail and features.

Art
Possible Tasks:







Choose an every day object from around your home and use your imagination and creativity to turn it into an animal hybrid.

Design your own doodle monster page!
Stretch and challenge: reflect your personality within the design.
Add colour using colour theory and colour blending skills.