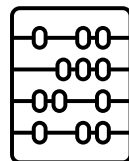
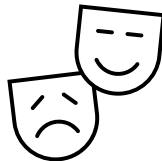
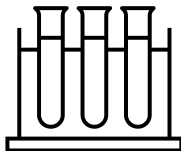
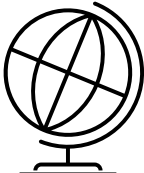


Bristol Metropolitan Academy

Curriculum Booklet



Year Group: 8

Term: Summer

Contents

Purpose of Booklet

Subjects:

English

Maths

Science

Geography

History

RS

Computing

French*

Spanish*

German*

DT*

Food*

Textiles*

Drama

Music

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.

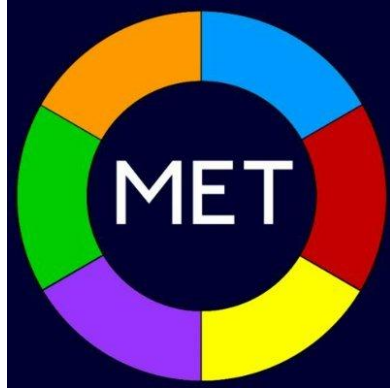
This could include students who are suspended, having an additional SEND learning need or a medical condition.

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.

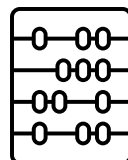
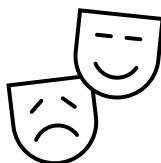
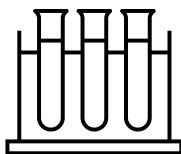
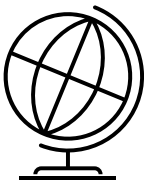
The booklet is not intended to replace the learning that goes on in the classroom, and any links and tasks provided in this booklet will not be the exact ones being taught and delivered in class.

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.



Bristol Metropolitan Academy

English



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English

Summary of Learning:

Big Questions:

- What does this play/unit tell us about how we develop character and our identity and how writers portray this?
- What does this play/unit tell us about the impact of written forms on methods and meanings?
- How might viewpoints and perceptions be changed by our experiences?

Students will know...

Context: Modern, school setting, teenage experience

Writer: Stage adaptation of Benjamin Zephania's novel 'Face'.

Characters: Teenagers, parents, friends, teachers, girlfriends, boyfriends

Themes: Identity, prejudice, responsibility, trauma, appearances, beauty, image, friendship, relationships, freewill, self-determination, resilience

Language: Playscript: narrators, chorus (street voices), prologue, epilogue (written in verse) stage directions, setting, direct address to the audience (4th wall) Rhetoric, poetics

Wider significance: representation, EDI

Literary tradition/heritage: Benjamin Zephania is an important black British writer, modern drama.

Students will understand and/or define...

Literary terminology: playscript, act, scene, stage directions, prologue, epilogue, audience, performance, character, rhetoric (ethos, pathos, logos) speech, article, blog, rhyme, rhythm

Vocabulary: resilience, resistance, vanity, disability, disfigurement, discrimination, identity, prejudice, perceptions, justice, trauma

Key Contextual Factors: diversity, inclusion, belonging, representation (youth, disabled)

Non-fiction:

Extract from I Have a Dream speech by Martin Luther King in the context of: "What Martin begins to realise as we leave him is that he should be judged not on his skin, but his character" Face: The Play Introduction

An extract from a British Vogue article about Emma Radacanu: 'If you have inner strength, you can achieve whatever you want...'

'I am tired of fighting for my rights as a disabled person' Shona Louise's blog about her frustrations as someone living with a disability.

Benjamin Zephaniah:

Guardian Obituary December 2023

'Me? I thought, OBE me?...' Article by Benjamin Zephaniah

Poems: The British, Miss World, From the



English Sources of work:

<https://www.thenational.academy/teachers/lessons/what-is-discrimination-and-prejudice-6tjkar#lesson-details>

<https://www.thenational.academy/pupils/lessons/martin-luther-king-and-peaceful-protest/video>

<https://www.thenational.academy/pupils/lessons/i-have-a-dream-crtkjd/video>

https://www.thenational.academy/teachers/programmes/english-secondary-ks4-edexcel/units/poetry-anthology-first-study-202/lessons/understanding-no-problem?sid-9d02d9=_eIJJQpWZd&sm=0&src=4

https://www.thenational.academy/teachers/programmes/english-secondary-ks4-edexcel/units/poetry-anthology-first-study-203/lessons/understanding-ideas-of-humanity-and-oppression-in-zephaniahs-we-refugees?sid-f31779=oJgUrT_c70&sm=0&src=4

https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/single-poet-study-maya-angelou/lessons/exploring-maya-angelous-still-i-rise?sid-165b41=W_giNWfCQ-&sm=0&src=4

https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/single-poet-study-maya-angelou/lessons?sid-1eded6=m1MDs3_PX_&sm=0&src=3

<https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/single-poet-study-maya-angelou/lessons/exploring-maya-angelous-phenomenal-woman?sid-ba1d2c=0c9REC-dmG&sm=0&src=4>



English Possible Tasks:

1. Character Analysis of the Protagonist, Martin:

Write an in-depth analysis of Martin, the protagonist in *Face*. Focus on his transformation throughout the play, his internal conflict, and how he responds to the challenges he faces.

2. Exploration of the Theme of Identity:

Explore how the theme of identity is portrayed in *Face*. How does Martin's struggle with his appearance and his sense of self reflect broader societal issues?

3. The Role of Society in Shaping the Characters:

Analyze how society influences the actions and decisions of the characters in *Face*. How do societal expectations and stereotypes play a role in the characters' behavior?

4. The Impact of Violence on Personal Relationships:

Discuss how violence affects the relationships between the characters in *Face*. How do Martin's relationships with friends and family evolve in response to his violent experiences?

5. The Use of Language and Dialect:

Examine how Zephaniah uses language and dialect to portray the characters and their environments. How do the characters' voices contribute to the themes and tone of the play?

6. Themes of Revenge and Forgiveness:

Explore the themes of revenge and forgiveness in *Face*. How does the idea of revenge shape the plot and characters? What role does forgiveness play in the resolution of the story?

7. Setting and Atmosphere Analysis:

Discuss the significance of the play's setting. How does the environment contribute to the mood and the development of the characters' experiences?

8. The Role of the Chorus in the Play:

In *Face*, a chorus is used at various points. Analyze the role of the chorus in the play and how it adds to the narrative. How does the chorus influence the audience's understanding of the main events?

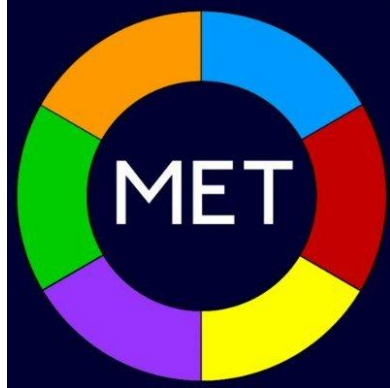
9. The Theme of Redemption:

Investigate the theme of redemption in *Face*. Does Martin achieve redemption by the end of the play? How do other characters experience redemption, if at all?

10. The Play's Representation of Youth and Gang Culture:

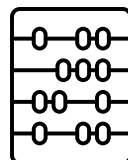
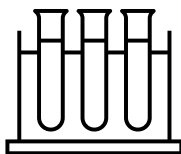
Analyze how *Face* portrays youth and gang culture. How does the play reflect issues related to crime, peer pressure, and the search for belonging among young people?

These tasks can help you dive deeper into the themes, characters, and social issues addressed in *Face*, making your study of the play more comprehensive.








Bristol Metropolitan Academy

Maths



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Summary of Learning:

APRIL				MAY				JUNE	
Wk31	Wk32	Wk33	Wk34	Wk35	Wk36	Wk37	Wk38	Wk39	Wk40
HOLIDAY		Ratio -with fractions 	Scale diagrams 	Pythagoras 		HOLIDAY		3-d shape 	Reteach AP3 Written Assessment
JUNE		JULY			HOLIDAY				
Wk41	Wk42	Wk43	Wk44	Wk45					
Reteach AP3 Written Assessment	Volume  (AP3 – Data drop 3/7/25)		Calculating angles						

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

Term 5 – Sources of work

- Ratios & Fractions
 - [Ratios – Simplifying](#)
 - [Ratios – Sharing](#)
 - [Ratios, Fractions \(& Equations\)](#)
- Scale Diagrams
 - [Scale Factors – Maps](#)
 - [Scale Drawings](#)
- [Pythagoras' Theorem](#)

Term 6 – Sources of work

3D shapes

Identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres

Volume

Volumes of cubes and cuboids

Volume of a prism

Volume of a cylinder

Calculate Angles

Vertically opposite angles

Angles in a triangle must total 180°

Interior and exterior angles in a regular polygon

Possible Tasks:

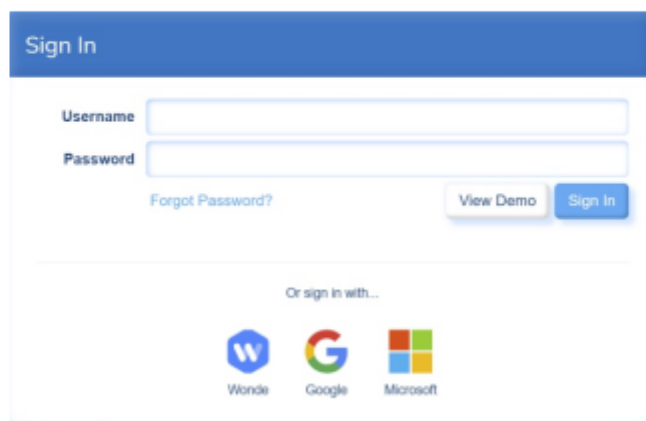
Complete the tasks on mathswatch

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:

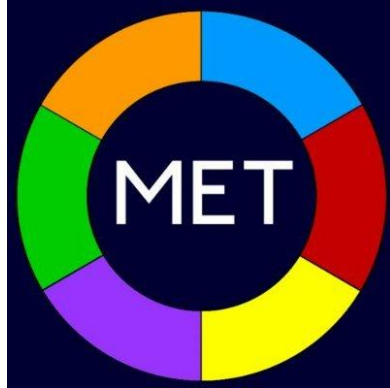
The image shows a 'Sign In' form for Mathswatch. It has a blue header with the text 'Sign In'. Below the header, there are two input fields: 'Username' and 'Password'. To the right of the 'Password' field, there is a link 'Forgot Password?' and two buttons: 'View Demo' and 'Sign In'. Below the input fields, there is a horizontal line and the text 'Or sign in with...'. Underneath this text are three icons: Wonde (a blue hexagon with a white 'W'), Google (the multi-colored 'G' logo), and Microsoft (the four-colored square logo).

Login details:

USERNAME: firstnamelastname@bristolmet

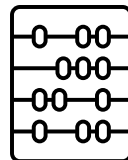
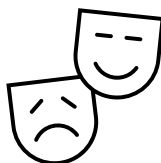
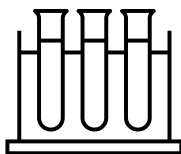
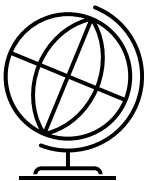
PASSWORD: mathswatch

[Student guide:](#)



Bristol Metropolitan Academy

Science



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Summary of Learning: Yr8 – Science – Term 4

Unit Title : Photosynthesis

- Describe how plants make their food through photosynthesis

Knowledge and skills

- recall the reactants in, and products of, photosynthesis, and a word equation for photosynthesis ;
- recall and label the structure of a leaf and how it is adapted for photosynthesis;
- describe the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis and to maintain levels of oxygen and carbon dioxide in the atmosphere;

Keywords:

Photosynthesis, chloroplast, chlorophyll, leaf, root, stem, limiting factor

Unit Title : Relationships in ecosystems

- Drawing and interpreting food chains and webs, and how the populations within them can change

Knowledge and skills

- Describe the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops.
- Interpret food chains and food webs in terms of predator/prey, energy transfer, population change.
- Draw and interpret pyramids of numbers.
- Describe the principles of sampling as applied to scientific data.
- Sample using quadrats.

Keywords:

Food chain, food web, interdependence, predator, prey, producer, consumer, pyramid of numbers, sampling, quadrat

Summary of Learning: Yr8 – Science – Term 4

Unit Title : Earth and Atmosphere

- Describe the evolution of the Earth's atmosphere, structure of the earth and effect of humans on climate, specifically power stations.

Knowledge and skills

- State how the atmosphere has changed over time.
- Describe the structure of the Earth.
- Describe the carbon cycle.
- Discuss how the atmosphere and water resources are affected by natural processes and the activity of humans
- State the nature and origin of fossil fuels and renewable sources of energy and how their use has implications for the environment
- Evaluate power stations in terms of impact on the atmosphere & environment

Keywords:

Atmosphere, carbon cycle, combustion, decomposition, photosynthesis, respiration, fossil fuel, renewable, non-renewable, acid rain, global warming, greenhouse effect

Summary of Learning: Yr8 – Science – Term 5

Unit Title : Rocks

- Understand how rocks form our natural environment.

Knowledge and skills

- Describe characteristics of sedimentary, metamorphic and igneous rocks
- Describe formation of sedimentary, metamorphic and igneous rocks
- Name some sedimentary, metamorphic and igneous rocks, Formation of igneous rocks – extrusive when lava cools on the Earth's surface and intrusive when magma cools inside the Earth
- Describe the role of volcanoes in rock formation
- Linking the formation of the three rocks type in the rock cycle with an understanding of timescale

Keywords:

Weathering, erosion, sediment, sedimentary, metamorphic, lava, magma, igneous, rock cycle

Unit Title : Space

- Explain our current idea of the structure of the universe and describe and explain how this has changed over time.

Knowledge and skills

- Describe the difference between asteroids, planets, stars, galaxies and the universe.
- Describe the order of the planets.
- Describe differences between the Heliocentric and geocentric model
- Describe the moon and its orbit.
- Explain how the location and rotation of celestial bodies leads to days, months, years, phases of the moon and seasons.

Keywords:

Asteroid, planet, star, galaxy, universe, heliocentric model, geocentric model, moon, orbit

Science

Make notes from videos, complete section quiz

Photosynthesis

Specialised plant cells

<https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/z2vrr2p>

Leaf structure

<https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/z6btng8>

Photosynthesis

<https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zn4sv9q>

Photosynthesis and respiration in plants

<https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zjqfsk7>

Factors affecting the rate of photosynthesis

<https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/ztd6xbk>

Investigating the rate of photosynthesis

<https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zvmssk7>

Relationships in Ecosystems

Food chains and webs

<https://www.bbc.co.uk/bitesize/topics/zxhhvcw/articles/zjh4r2p>

Changes to food webs

<https://www.bbc.co.uk/bitesize/topics/zxhhvcw/articles/zw46m39>

Ecological sampling

<https://www.bbc.co.uk/bitesize/topics/zxhhvcw/articles/zndyf82>

Pyramids of numbers

<https://www.bbc.co.uk/bitesize/topics/zxhhvcw/articles/z64ddp3>

Science

Make notes from videos, complete section quiz

Earth and Atmosphere

Structure of the Earth

<https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/z9qpsk7>

Composition of the atmosphere

<https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/zkbbbqt>

Atmospheric pollution

<https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/z6rtp4j>

What is carbon dioxide?

<https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/zndkxyc>

What is water?

<https://www.bbc.co.uk/bitesize/topics/z9r4jxs/articles/zkd3rwx>

Greenhouse gases and climate change

<https://www.bbc.co.uk/bitesize/topics/zhssgk7/articles/zq2m2v4>

Generating electricity

<https://www.bbc.co.uk/bitesize/topics/zc3g87h/articles/zdycr2p>

Science

Make notes from videos, complete section quiz

Rocks

Structure of the Earth

<https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/z9qpsk7>

Rock types

<https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/zpygcmn>

The Rock cycle

<https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/z2xx6g8>

Space

The solar system

<https://www.bbc.co.uk/bitesize/topics/z8c9q6f/articles/zxyw7yc>

The sun as a star

<https://www.bbc.co.uk/bitesize/topics/z8c9q6f/articles/zqtj2v4>

Days, months, years and seasons

<https://www.bbc.co.uk/bitesize/topics/z8c9q6f/articles/zktckty>

Phases of the moon

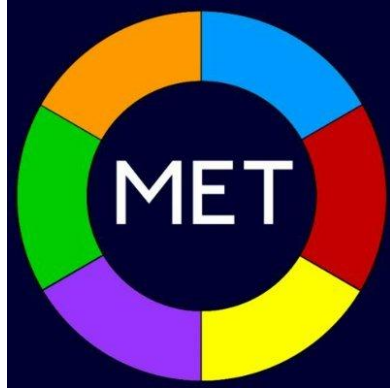
<https://www.bbc.co.uk/bitesize/topics/z8c9q6f/articles/z846p4j>

Light years

<https://www.bbc.co.uk/bitesize/topics/z8c9q6f/articles/zrwybqt>

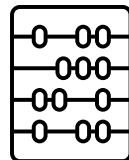
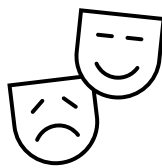
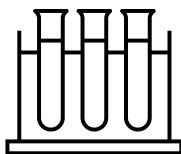
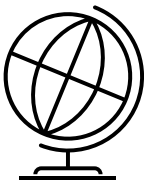
Could humans live on mars?

<https://www.bbc.co.uk/bitesize/topics/z8c9q6f/articles/zscc6yc>



Bristol Metropolitan Academy

Geography



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Geography

Summary of Learning:

Hazards:

Knowledge and skills

Students will:

Know and be able to classify different types of hazards – climatic and tectonic

Know how the structure of the earth can lead to tectonic hazards

- Plate tectonics, convection theory
- Plate boundaries – Constructive, destructive, and conservative (including key terms epicentre, focus and role of friction)
- Formation of volcanoes – composite and shield
- Hazards of volcanoes, gas clouds, lahars, pyroclastic flows
- Using maps to identify areas at risk from natural hazards.

Know how the level of development can influence the effects (both primary and secondary) and responses (immediate and long term) to natural hazards using case studies of different levels of development

- To use development indicators to assess the impact of development on the effects and responses to natural hazards.
 - HIC Asian Earthquake example – example of Japan- 2018 Hokkaido – Effects including limited death toll
 - LIC Asian Earthquake example – example of Afghanistan – Significant death toll – building structures, hard to access
 - An example of a volcanic eruption in Asia – suggested example of Indonesia (NEE) December 2021 – Mt Semeru Responses in HICs v LICs – including both immediate and long term – Planning (evacuation), protection (earthquake resistant buildings) and prediction (challenges associated with predicting earthquakes, accuracy of predicting volcanoes)
- Know why people continue to live in hazardous areas

Geography Sources of work:

Plate tectonics:

<https://www.bbc.co.uk/bitesize/topics/zcnc4xs/articles/zrcgr2p#z2772v4>

Volcanoes:

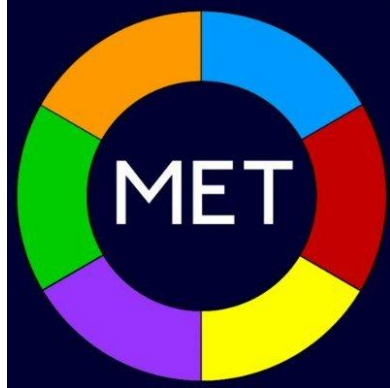
<https://www.bbc.co.uk/bitesize/topics/zcnc4xs/articles/z9k496f>

Earthquakes and Tsunamis:

<https://www.bbc.co.uk/bitesize/topics/zcnc4xs/articles/zc4rcmn>

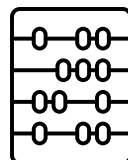
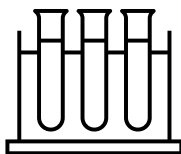
Geography Possible Tasks:

- Create and label a diagram of the Earth including the crust, mantle, inner and outer core. Describe each layer in turn
- Outline and explain the plate margins describing the processes that occur at each margin along with the associated hazards
- Explain the causes of earthquakes and describe their distribution globally e.g why do they occur off the coast of Japan?
- Explain the formation of composite cone and shield volcanoes. Outline where they form and why they form there
- Outline the hazards associated with each type of volcano
- Use maps to identify the location of these major volcanoes
- Examine the effects of an earthquake in an LIC (low income country) and a HIC (high income country) compare and contrast the effects using relevant development indicators e.g death toll, access to education, literacy rate
- Explain why the effects were more significant in and LIC than a HIC
- Undertake an identical activity with volcanoes



Bristol Metropolitan Academy

History



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History

Summary of Learning:

Democracy, 1819 - 1928

- Magna Carta
- English Civil Wars
- Peterloo Massacre
- The Chartist Movement
- Suffragettes and Suffragists
- Forgotten Suffragettes
- Role of the Government
- Emily Davidson
- Why did some women get the vote in 1914

Skills and knowledge:

- Interpretations
- Change
- Continuity

Keywords:

Propaganda/ democracy/ reform/ Suffrage/ Cavaliers/ Roundheads/ Members of Parliament/ charter/ Suffragists/ Suffragettes/ Suffrage

The South African Apartheid

- What is the Apartheid?
- Who was Nelson Mandela?
- How did people fight against Apartheid?
- ANC tactics
- Why did the Apartheid end?

Skills and knowledge:

- Causes and

Keywords:

Segregation/ colonisation/ Afrikaners/ National Party/ Robben Island/ District 6/ Freedom/ Charter/ Apartheid/ inequality/ Nelson Mandela/ congress/ uMkhonto we Sizwe

History Sources of work:

<https://www.bbc.co.uk/news/in-pictures-42837451> - BBC news article on Black and Asian women who fought for a vote.

Local History: The Bristol Suffragettes by Lucienne Boyle - (Book)

<https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/chartists/overview/chartistmovement/>
<https://www.bl.uk/learning/histcitizen/21cc/struggle/chartists1/introduction/historyofchartism.html> - Information on the Chartists. What was their aim and their legacy?

<https://learning.parliament.uk/en/resources/votes-for-women-video-and-resources/>
<https://learning.parliament.uk/en/resources/magna-carta-for-the-21st-century/>
<https://learning.parliament.uk/en/resources/simon-de-montfort-video/>
https://learning.parliament.uk/en/resources/?_ga=2.258436490.1604750048.1581933597-713880572.1533658038 - Parliament website. Useful to help understand how the British government works. Different videos and activities to help.

A series of primary sources from the National Archives to explore the work of the Suffragettes:

<https://www.nationalarchives.gov.uk/education/resources/suffragettes-on-file/>
Early protest/democracy: <https://www.nationalarchives.gov.uk/education/resources/protest-democracy-1818-1820/>
Video clips: <https://www.nationalarchives.gov.uk/education/resources/suffragettes-1/>
How did men help votes for women? <https://www.nationalarchives.gov.uk/education/resources/suffragettes-in-trousers/>

<https://www.bbc.co.uk/newsround/68937527> - An overview of the apartheid in South Africa – News report 30 years on.

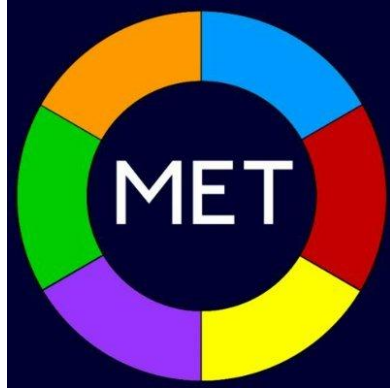
<https://www.youtube.com/watch?v=oY6QEPkTWDo> - Documentary on the Apartheid in South Africa

<https://www.globalcitizen.org/en/content/south-africa-freedom-fighters-to-know-apartheid/> - Information on South African freedom fighters.

History

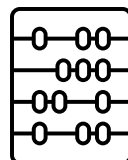
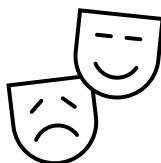
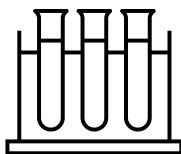
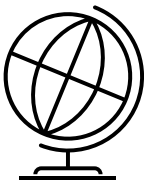
Possible Tasks:

1. Read through the English heritage information about Emily Wilding Davison and create an information sheet to go with her blue plaque to inform passersby of her life and contribution to the suffrage movement.
<https://www.english-heritage.org.uk/visit/blue-plaques/emily-wilding-davison/>
2. Read through the information and watch the video to help complete the BBC bitesize quizzed on the British suffrage movement:
<https://www.bbc.co.uk/bitesize/topics/zxwg3j6>
3. Create a speech to address parliament in 1913 – explain why you think it is important for women to be granted the right to vote – be persuasive!
4. Complete the Oak Academy lesson on 'What was Apartheid'. Make notes on the content and complete the quiz at the end:
<https://www.thenational.academy/teachers/lessons/what-was-apartheid-cnj6cc#slide-deck>
5. Research the life of Nelson Mandela. Create a poster and/ or a timeline of his life, achievements and legacy.
<https://www.natgeokids.com/uk/discover/history/general-history/nelson-mandela/>



Bristol Metropolitan Academy

RS



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Summary of Learning: Yr8 – Religious Studies - Summer

Term 5&6 – Evil and suffering

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

<https://www.bbc.co.uk/bitesize/guides/zf626yc/revision/9>

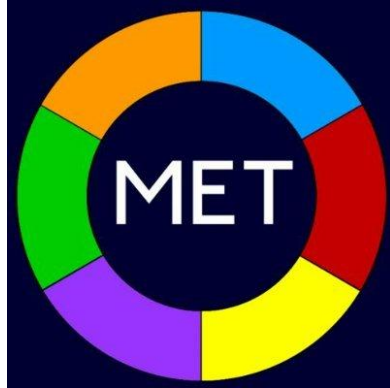
<https://www.bbc.co.uk/bitesize/guides/zv93rwx/revision/5>

<https://www.bbc.co.uk/bitesize/guides/zct68mn/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zct68mn/revision/4>

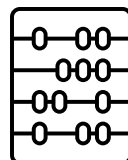
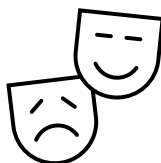
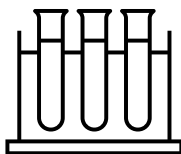
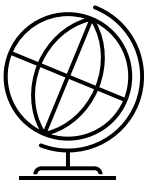
☐ Lesson structure :

- What is Evil?
 - Definitions and philosophical debates around the nature of evil.
 - Types of evil: moral (human actions) and natural (natural disasters).
 - Introduction to the concept of free will and moral responsibility.
- Nature vs Nurture: Are People Morally Responsible for Their Actions?
 - Exploring the influence of upbringing, society, and genetics on behavior.
 - Case studies (e.g., famous criminal cases) to consider personal responsibility.
 - Introduction to UK legal concepts of responsibility (e.g., age of criminal responsibility).
- The Problem of Evil and its Responses
 - Overview of the philosophical problem: if God is omnipotent, omniscient, and omnibenevolent, why does evil exist?
 - Classic responses: free will defense, soul-making theodicy, and the idea of a greater good.
 - Use of real-world examples to illustrate these responses.
- Christian Beliefs About the Origin of Evil
 - Biblical perspectives: Genesis, the Fall, original sin, and free will.
 - The role of Satan and interpretations of sin in Christian theology.
 - How these beliefs shape Christian responses to suffering.
- The Story of Job
 - Detailed study of the Book of Job: themes of faith, suffering, and divine justice.
 - Discussion: Is suffering a test or a punishment?
 - Modern interpretations and relevance today.
- Buddhist Responses to Suffering
 - Introduction to the Buddha's life and his quest to overcome suffering.
 - Key teachings: Enlightenment, the Eightfold Path, and Dharma.
 - Practical applications of these teachings in modern life.
- The Four Noble Truths and the Five Moral Precepts
 - Understanding suffering (Dukkha), its causes, and the path to its cessation.
 - Karma and its impact on ethical behavior.
- Understanding UK Law and Crime
 - Overview of the UK legal system: laws, crime, and punishment.
 - Key UK crimes related to harm and suffering (e.g., murder, assault, hate crimes).
 - The role of intent, motive, and responsibility in legal cases.
- Aims of Punishment
 - Different aims of punishment: retribution, deterrence, rehabilitation, protection, and reparation.
 - Case studies: How these aims influence sentencing in UK courts.
- Prisons Around the World
 - Comparing prison systems globally (e.g., UK, Norway, USA).
 - Human rights and the ethical treatment of prisoners.
 - Debate: Should prisons focus more on punishment or rehabilitation?



Bristol Metropolitan Academy

Computing



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Computing

Summary of Learning:

Working with Binary

Summary of Learning

- Computers use binary to process data.
- All the commands you input are converted into binary.
- There are simple techniques to convert between binary and denary

Skills & knowledge

- Recognise binary numbers
- Understand number lines
- Convert between binary and denary and vice versa

Spreadsheets

Summary of Learning

- How spreadsheets are used to manipulate numerical data
- Model different scenarios to help people make informed decisions

Skills & knowledge

- Use cell references
- Format data
- Create formulas for add, subtract, divide, and multiply
- Create functions for SUM, COUNTA, AVERAGE, MIN, MAX, and COUNTIF
- Create graphs

Keywords

cell references, sum, if, count, average, min, max, chart, graph, autofill

Computing Sources of work:

[Binary Numbers and Base Systems as Fast as Possible](#)

A speedy introduction about binary and number systems. Well worth a watch. Features strong mathematical opinions.

[YouTube: How to Convert Decimal to Binary](#)

Then check out [How to convert between decimal and binary](#)

[Bitesize – Binary Conversion](#)

Straight forward methods of conversion. Take the test after the lowdown.

[Excel Online](#)

Login from home using your existing school account to use Excel online or download it and register with your school details.

[Oak Academy: Spreadsheets](#)

This sequence of lessons covers how to perform all basic operations well and efficiently

[W3 Schools: Excel](#)

Use this online tutorial to explore the spreadsheet and to practice skills

[Excel for Beginners](#)

This playlist contains 40 short lessons to make you an Excel master

Computing Possible Tasks:

[Cisco Binary Game](#)

The original and best binary game. Can you get to Level 5?

[Enter the world of Bag of Cows!](#)

You've waited your school life to play this!

1. Choose Binary / Hex Questions under the green cow.
2. Choose Binary whole numbers
3. Change question code (1 to 100) for different questions.
Choose 10 questions to start. Click refresh.
4. Make a "Moo!" noise every question you get right.

Flags: [Oak Academy: Lesson 1, Task 1 Worksheet](#)

Use the fill tool to create 10 flags of European countries. Make sure you resize rows and columns.

Food Shop

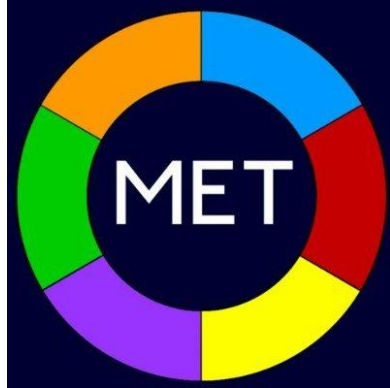
1. Make a food shop list of 10 products for sale.
2. Give each a price
3. Say how many of each you sold that day
4. Calculate the total for each (SUM)

	A	B
1	Met Grocers	
2	Potatoes	0.40
3	Broccoli	1.10
4	Cabbage	0.80
5	Carrots	1.30
6	Cauliflower	1.60
7	Apples	1.80
8	Oranges	2.10

5. The grand total of everything that was for sale (SUM)
6. What is the average cost of all the items sold (AVERAGE)
7. What was the lowest (MIN) and highest priced (MAX)
8. Can you make a chart for this?
[Making a Simple Bar Graph in Excel](#)

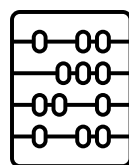
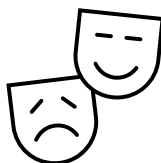
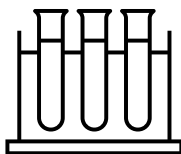
[Practice IF statements](#)

See if a condition can be met with this interactive tutorial



Bristol Metropolitan Academy

German



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German Summary of Learning:

My town and travel

- Germanic celebrations
- Ways to celebrate in 3 time frames
- Focus on listening and reading Country's geography
- History
- A city/town in the country
- Transactional language (role plays)
- Perfect tense (regular and irregular past participles)
- Basic imperfect (it was, it was + weather, there was/were + negative)
- Focus on writing
- Opportunities for cultural capital

Skills and knowledge:

Listening – use of teacher and student TL. Textbook/other exercises.
Through use of Microsoft forms set additional listenings 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, German and Spanish cities.

**For vocabulary and grammar refer to knowledge
organizer**

German Sources of work:

- <https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/>

Knowledge organiser on school website

- <https://www.linguascope.com/>

Beginners, German.

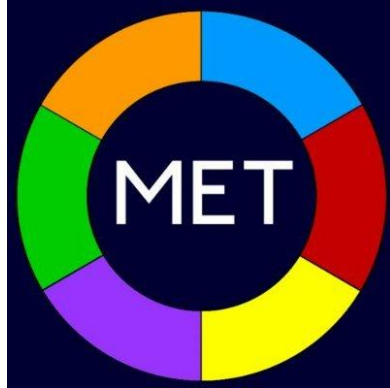
- <https://www.bbc.co.uk/bitesize/subjects/zfckjxs>
KS3 German

- <https://www.memrise.com/>

Vocabulary KS3 German.

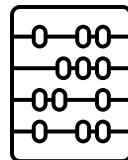
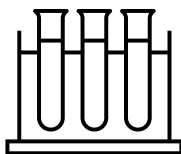
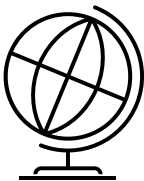
- <https://es.duolingo.com/>

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



Bristol Metropolitan Academy

Spanish



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Spanish

Summary of Learning:

Past Holidays: Regular and Irregular past participles

- Basic imperfect (it was, it was & weather, there was/was not)
- Past tense essay
- Writing in all 3 tenses
- Opportunities for cultural capital- I went to Germany/France/Spain
- Consolidation of past tense
- Revision of reflexive verbs
- Revision of daily routines
- Revision of places in a town
- Celebrating languages

Skills and knowledge:

Listening – use of teacher and student TL. Textbook/other exercises. Through use of Microsoft forms set additional listenings 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 cities.

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/>

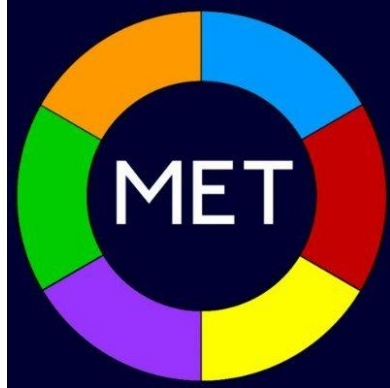
Vocabulary KS3 Spanish.

- <https://es.duolingo.com/>

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

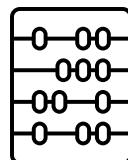
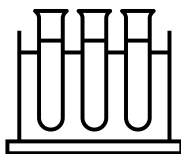
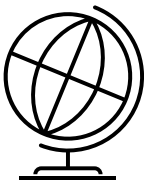
Spanish Possible Tasks:

- Describe Holidays destinations in past tense.
- Describe where did you go last year in negative phases.
- Describe how was the weather on your last Holidays.
- Say what we did in different weather conditions.
- Say opinions about activities in past tense.
- List reflexive verbs about the daily routine.
- Describe time expressions using daily routines.
- Describe your ideal holiday (mention: transport, accommodation, who you go with, what you do there, and your opinions) in past tense.
- Describe a city from a Spanish speaking country in past tense.



Bristol Metropolitan Academy

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/ztcjrjfr/articles/ztmcqyc>

Materials -

<https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zmgrdnb#zt49qyc>

Designing -

<https://www.bbc.co.uk/bitesize/topics/ztcjrjfr/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/ztcjrjfr/articles/zw8y9ty>

CAM -

<https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zks7nk7>

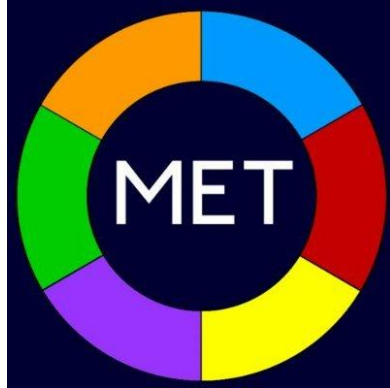
Evaluating -

<https://technologystudent.com/designpro/eval1.htm>

DT

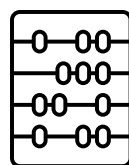
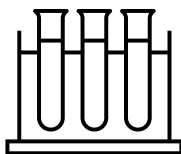
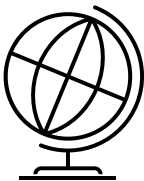
Possible Tasks:

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?



Bristol Metropolitan Academy

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:

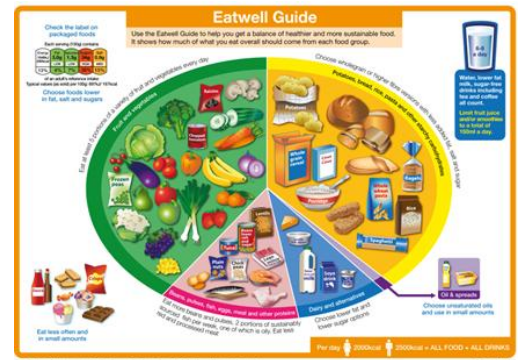
Health and Safety knowledge in kitchen and why it is important

- 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=zmnlY9Cdtvs>
- <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 an 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.

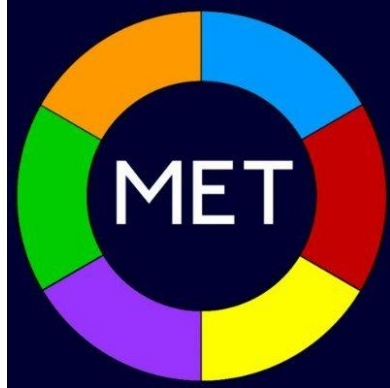
Task 3: Create a flow diagram, flow chart or comic strip to explain a new process you have learnt in your food practical lessons. Use colour in your illustrations.

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.

Task 5: Produce a newspaper article on one of the following issues:

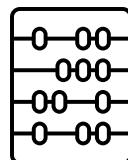
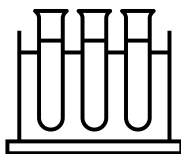
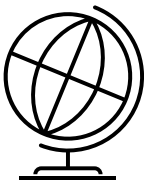
- The importance of buying locally and reducing food miles
- Organic vs Non-Organic products
- Animal welfare within the food industry.

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).



Bristol Metropolitan Academy

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!

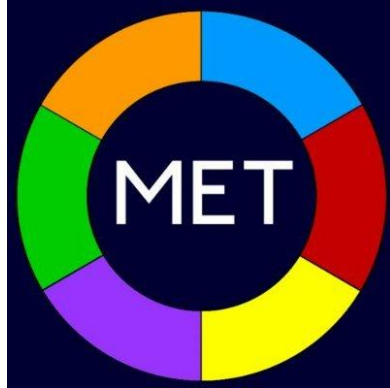
Research how to carry out a product analysis. Choose one textiles product within your home and carry out a product analysis using 'ACCESS FM'.

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?	

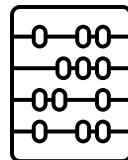
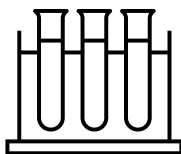
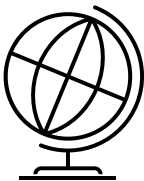
Adapt it!

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.



Bristol Metropolitan Academy

Drama



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Summary of Learning: Yr8 – Drama

Baz Luhrmann's *Romeo + Juliet* offers students a fresh perspective on Shakespeare's classic tragedy, blending the original text with a modern, visually striking setting. Through this adaptation, students can explore how timeless themes such as love, fate, conflict, and societal divisions remain relevant across different eras. The film's dynamic cinematography and contemporary aesthetics help bridge the gap between Shakespearean language and modern storytelling, making the emotional depth of the characters more accessible.

Additionally, Luhrmann's interpretation encourages critical thinking about artistic choices in adaptation, showing how directors can reshape classic works to resonate with new audiences. By studying the film alongside the play, students can analyse the impact of setting, symbolism, and performance in shaping meaning, enhancing their understanding of both literature and film as powerful storytelling mediums.

Skills

- Critical thinking as students analyze complex themes, character motivations, and historical contexts.
- Close reading skills improve as they interpret Shakespeare's rich language
- Communication skills, as students engage in discussions, debates, and even performances, helping them articulate ideas more effectively.
- Creativity is fostered through dramatic interpretations and adaptations,
- Historical awareness grows as they explore the social and political issues reflected in Shakespeare's works.
- Empathy by immersing students in timeless human experiences of love, ambition, betrayal—that still resonate today.
- public speaking by requiring clear articulation of complex language, improving confidence and vocal control.
- Interpretation skills grow as students analyse character motivations and emotional depth, helping them connect with the text on a deeper level.
- Collaboration is crucial, as actors must work together, react to one another, and adapt to different stage dynamics. The process also enhances
- emotional expression, training students to convey subtle and dramatic emotions authentically.

Keywords

- Shakespearean Tragedy – The foundation of the film, preserving the original text.
- Modern Adaptation – Luhrmann reimagines the play in a contemporary setting.
- Visual Style – Bold cinematography, fast-paced editing, and vibrant colors.
- Violence & Gang Culture – The Montague-Capulet rivalry is depicted as a gang war.
- Love & Fate – The film intensifies themes of destiny and passionate romance.
- Religious symbolism – Religious symbols underscore themes of morality and fate.
- Water Symbolism – Used to reflect emotions and transitions throughout the film.
- Music & Soundtrack – A mix of classical and contemporary music heightens tension and emotion.
- Costume Design – Fashion choices reflect character personalities and social divisions.
- Shakespearean Language – Retained despite the modern visuals, creating contrast

Sources of Work:

Yr8 – Drama

summary

<https://www.youtube.com/watch?v=tSfExfrP1oI>

https://en.wikipedia.org/wiki/Romeo_and_Juliet

https://shakespeare.mit.edu/romeo_juliet/full.html

<https://www.youtube.com/watch?v=qoe7l8ynwd4>

<https://www.youtube.com/watch?v=4VBsi0VxiLg>

[Section 1 Romeo _ Juliet.mp4](#)

[Section 2 Romeo _ Juliet.mp4](#)

[Section 3 Romeo _ Juliet.mp4](#)

<https://www.bbc.co.uk/bitesize/articles/zqj3r2p>

<https://www.bbc.co.uk/bitesize/topics/zqhkxsg>

<https://www.bbc.co.uk/bitesize/articles/zxr8tcw>

Possible Tasks:

Yr8 – Drama

Analytical Tasks

Compare & Contrast: Compare the film's interpretation of key scenes with the original play. How does Luhrmann's direction enhance or change the meaning?

Character Analysis: Choose a character and examine how they are portrayed differently in the film versus the original play.

Theme Exploration: Identify major themes like love, fate, violence, and religion. How are they reinforced through cinematic techniques?

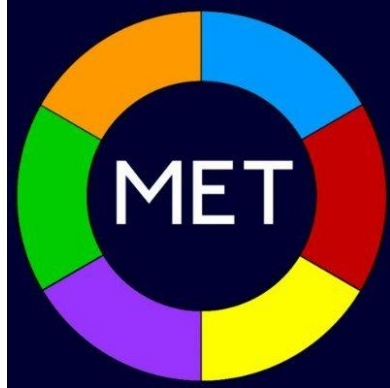
Symbolism Study: Analyse Luhrmann's use of water, religious imagery, and costume design to convey emotion and meaning.

Creative Tasks

- **Re-imagine a Scene:** Rewrite a key scene in a completely different setting, using modern dialogue while keeping the essence intact.
- **Storyboard & Direct:** Create a storyboard for a new adaptation, choosing a fresh era or location. How would Shakespeare's story change?
- **Music & Mood:** Select songs that would fit alternative scenes in the movie. Explain how music influences emotion in storytelling.
- **Film Review:** Write a review of the film, considering its impact on Shakespearean adaptations and audience engagement.

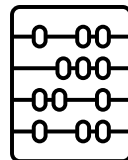
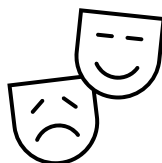
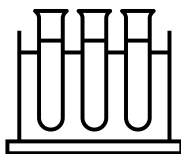
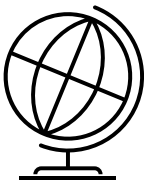
Performance-Based Tasks

- **Monologue Challenge:** Perform a Shakespearean monologue from the film and adapt the delivery to match Luhrmann's style.
- **Dramatic Interpretation:** Act out a scene twice once in Shakespeare's era and again in a modern setting to analyze how performance affects interpretation.
- **Dialogue Remix:** Modernise a conversation between Romeo and Juliet while preserving the intensity of their emotions.



Bristol Metropolitan Academy

Music



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Music

Summary of Learning:

In terms 5 & 6 in music we are working on an ensemble performances of pop songs. Students will have the opportunity to learn multiple instruments and then choose one to focus on and use as part of an ensemble.

As part of this unit of work. Students will listen to a range of popular songs from Europe and America and learn to identify common features.

Performance Skills

- **Keeping to a pulse as a solo musician**
- **Keeping to a pulse as part of an ensemble**
- **Playing chords on a piano**
- **Playing Chords on Guitar**
- **Playing Chords on Ukulele**
- **Playing Basslines on Bass Guitar**
- **Playing Drumbeats using a kit**
- **Singing a melody line**

Composition Skills

- **Arranging a given song**
- **Creating own drum beats**
- **Creating Rhythms for Basslines**
- **Creating strumming patterns/rhythm for guitar or piano**
- **Creating chords from a given starting note (Root)**

Listening/Analytical Skills

- **Identifying orchestral families**
- **Identifying individual instrument Timbres**
- **Identifying time signature**
- **Identifying and matching a pulse**
- **Identifying Tempo**

Music Sources of work:

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

<https://teachinggadget.com/>

Music Possible Tasks:

Bristol Met has a whole school account for and online music service, accessed via:

www.teachinggadget.com

This is used for homework tasks but is extensive and can also support classroom learning.

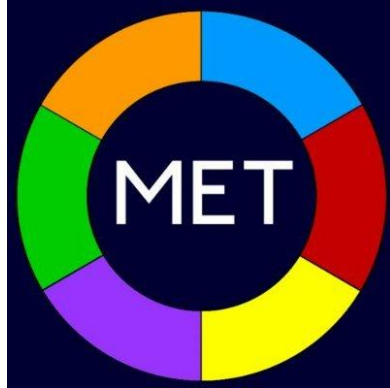
Students must Login to this site using the credentials:

Username: BristolMetropolitanAcademy

Password: music

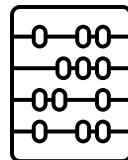
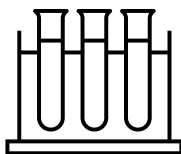
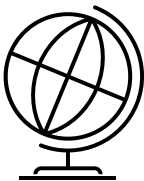
NOTE – Spaces and capital letters must be as above.

Students can use the suggested links on the previous page or choose any activity of their chose to study music at home.



Bristol Metropolitan Academy

PE



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PE

Summary of Learning:

BOYS PE

Sports for the term:

- Cricket
- Athletics
- Softball
- Tennis

Skills and Knowledge:

- Cricket: bowling, batting, fielding, rules, tactics
- Athletics: jumping, throwing, running, sprinting, relay
- Softball: bowling, batting, fielding, rules, tactics
- Tennis: serving, forehand, backhand, rules, tactics

Keywords:

- Cricket: throw, catch, bowl, bat, wicket, stumps, wide
- Athletics: power, baton, start, finish, race, throw
- Softball: base, bat, backstop, strike, no ball
- Tennis: serve, point, rally, net, volley, out, in

GIRLS PE

Sports for the term:

- Rounders
- Athletics
- Cricket
- OAA (Outdoor Adventurous Activities)

Skills and Knowledge:

- Rounders: bowling, batting, fielding, rules, tactics
- Athletics: jumping, throwing, running, sprinting, relay
- Cricket: bowling, batting, fielding, rules, tactics
- OAA: teamwork, problem solving, orienteering

Keywords:

- Rounders: bowling, batting, fielding, catch, backstop
- Athletics: power, baton, start, finish, race, throw
- Cricket: throw, catch, bowl, bat, wicket, stumps, wide
- OAA: listening, communication, teamwork, confidence

PE Sources of work:

BOYS PE

Cricket:

<https://www.sportplan.net/drills/Cricket/>

Athletics:

<https://www.sportplan.net/drills/Athletics/index.jsp>

Softball:

<https://www.softball-spot.com/>

Tennis:

<https://www.sportplan.net/drills/Tennis/index.jsp>

GIRLS PE

Rounders:

<https://learning.gaa.ie/RoundersSkills>

Athletics:

<https://www.sportplan.net/drills/Athletics/index.jsp>

Cricket:

<https://www.sportplan.net/drills/Cricket/>

OAA:

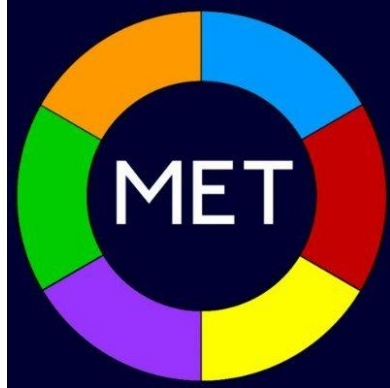
Lessons 1-3: <https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/outdoor-and-adventurous-activity-following-instructions-and-problem-solving-skill/lessons>

PE

Possible Tasks:

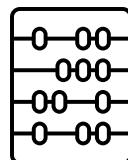
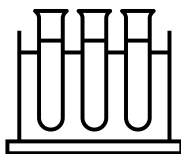
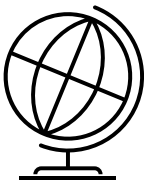
All tasks can be completed across any of the physical activities we complete throughout the year. These could include, rugby, netball, football, table tennis, cricket, badminton, dance, gymnastics to name just some.

- Create a knowledge organiser about rules & regulations. A knowledge organiser 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.
- Perform and practice techniques using Youtube for basic drills, skills and ideas.
- Create a suitable 10-minute warm up. This could contain a pulse raiser, stretching and a skill rehearsal section.
- Using YouTube, find a fitness video and follow it to improve your fitness.
- Find a video of your current PE activity on YouTube and analyse performance of participants. Can you describe 3 strengths / weaknesses of 2 varying positions.



Bristol Metropolitan Academy

Art



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Art

Summary of Learning:

Unit Title: Year 8: Environment: How have artists depicted their environment through the language of art?

WHY are children Learning this?

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

2: Students will develop knowledge, understanding and responses to the work of relevant selected Artists, 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 Artistic Elements of: Line, Shape, Tone, Colour, Pattern, Texture, Space and Form.

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

4: Students will produce creative work exploring their own ideas. They will learn to design, investigate, experiment, review, evaluate and annotate in order to support the creative process, taking risks and safely failing, as well as being successful.

Keywords:

Drawing, illustration, slogan, Painting, Collage, Street Art, Environment, Global Warming, tonal drawing, blend, highlight, mid tone, dark tone, shadow, gradient, Nevercrew, graffiti, Andy Warhol, Endangered species,

Art Sources of work:

Definition Environmental Art

<https://www.tate.org.uk/art/art-terms/e/environmental-art>

Examples of Environmental Art

<https://www.sciencemuseum.org.uk/objects-and-stories/our-environment/art-and-environment>

Video: Can art save the world from environmental catastrophe?

<https://www.tate.org.uk/art/art-terms/e/environmental-art/can-art-save-the-world-from-environmental-catastrophe>

Examples of art made of recycled materials

<https://blog.artsper.com/en/get-inspired/top-10-of-recycled-art/>

Marina Debris- artist video

<https://www.youtube.com/watch?v=B68HRGQHpJ0>

Art

Possible Tasks:

This style of drawing is called cross hatching. Its is where you use small lines to build up tone.

1. Practise the crosshatching technique in the 4 boxes below.
2. Now try drawing plastic bottles using this technique, add detail as you go.



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Success Criteria:

- ☐ Practise your crosshatch technique
- ☐ Take your time
- ☐ Draw in pencil lightly at first
- ☐ Complete a larger drawing

Assessment:

What went well?

- ✓ _____
- ✓ _____
- ✓ _____

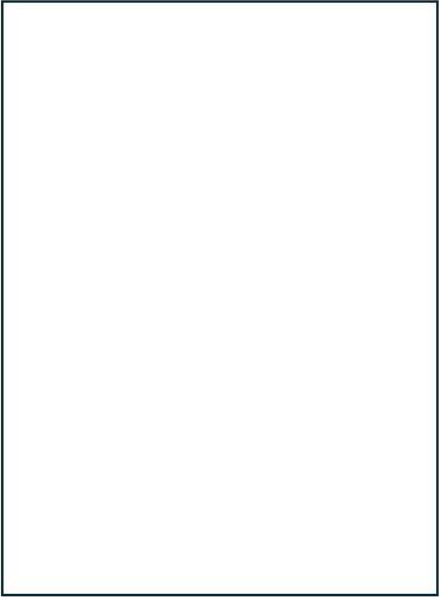
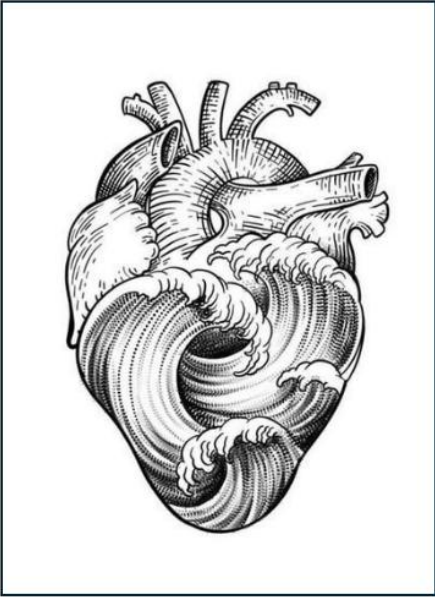
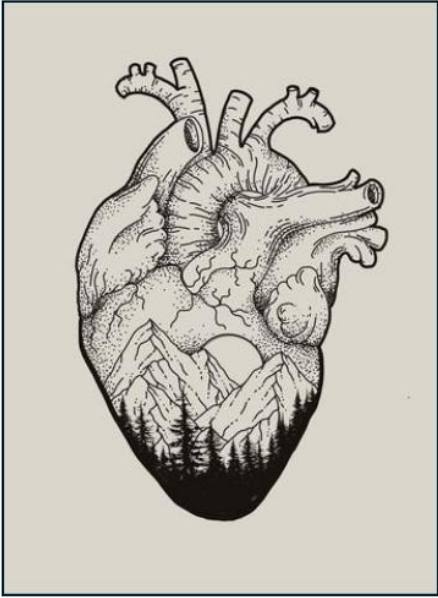
How could you have improved your drawing?

Teacher Feedback: _____

Art Possible Tasks:

CHOOSE ONE OF THE HEART AND NATURE ILLUSTRATIONS AND COPY IT INTO THE BOX

Stretch and challenge: Design your own heart illustration which includes elements of our natural environment. Use your imagination. Could you illustrate how humans are impacting on our environment?



- 1. Copy the blending example in the box next to it.
- 2. Produce an observational drawing of this image in the empty box below. Make sure that you use a pencil and shade it in accurately, showing all the different areas of light and dark.



Success Criteria:

☐ Press lightly at first

☐ Look carefully at the image

☐ Draw everything you see

☐ Try to show textures

☐ Use light and dark shading



Assessment:

What went well?

✓

✓

✓

How could you have improved your drawing?

