



## Year 8 Curriculum - St Ives School



Subject	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
English	<p>Topic: Once</p> <p>Resources: Once by Morris Gleitzman; range of topical texts regarding the theme of prejudice.</p> <p>Focus: Descriptive writing and oracy skills.</p> <p>Outcome: Creative description.</p> <p>Duration: 6 weeks</p>	<p>Topic: 'Lord of the Flies'</p> <p>Resources: William Golding Lord of the Flies'; non-fiction extracts.</p> <p>Focus: Big ideas; language analysis; character.</p> <p>Outcome: Essay on character development.</p> <p>Duration: 6 weeks</p>	<p>Topic: Survival</p> <p>Resources: Hatchett by Gary Paulson; Touching the void by Juliane Koeckpe.</p> <p>Focus: Summary/ inference and oracy skills.</p> <p>Outcome: Essay on character development.</p> <p>Duration: 5 weeks</p>	<p>Topic: Poetry from different cultures: CULTURE and IDENTITY</p> <p>Resources: A look at extracts and poems from a range of cultures.</p> <p>Focus: Big ideas/ oracy/ context/ interpretation.</p> <p>Outcome: Performance and analysis.</p> <p>Duration: 7 weeks</p>	<p>Topic: Local to Global</p> <p>Resources: Non-fiction resources and exemplar.</p> <p>Focus: Viewpoint writing (speeches); articles; debate and discussion.</p> <p>Outcome: Speech</p> <p>Duration: 6 weeks</p>	<p>Topic: Sherlock Holmes. A sign of four</p> <p>Resources: Arthur Conan Doyle 'A Sign of Four'</p> <p>Focus: Structure; coherence; cohesion.</p> <p>Outcome: Evaluative response .</p> <p>Duration: 6 weeks</p>
Maths	<p>Topic: Proportion Reasoning</p> <p>Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths</p> <p>Focus: Students will develop their understanding of ratio and scale, multiplicative change and multiplying/ dividing fractions.</p> <p>Outcome: End of block assessment</p> <p>Duration: 7 weeks</p>	<p>Topic: Representations</p> <p>Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths</p> <p>Focus: Students will develop their understanding of working in the Cartesian plane, representing data and tables &amp; probability.</p> <p>Outcome: End of block assessment and autumn assessment.</p> <p>Duration: 7 weeks</p>	<p>Topic: Algebraic Techniques</p> <p>Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths</p> <p>Focus: students will develop their understanding of equations and inequalities, sequences and indices.</p> <p>Duration: 6 weeks</p>	<p>Topic: Developing Numbers</p> <p>Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths</p> <p>Focus: Students will develop their understanding of fractions and percentages, standard index form and number sense.</p> <p>Outcome: End of block assessment and spring assessment</p> <p>Duration: 6 weeks</p>	<p>Topic: Developing Geometry</p> <p>Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths</p> <p>Focus: Students will develop their understanding of angles in parallel lines and polygons, area of trapeziums and circles, line symmetry and reflection.</p> <p>Outcome: End of block assessment</p> <p>Duration: 6 weeks</p>	<p>Topic: Reasoning with Data</p> <p>Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths</p> <p>Focus: Students will develop their understanding of the data handling cycle and measures of location.</p> <p>Outcome: End of block assessment and summer assessment</p> <p>Duration: 6 weeks</p>
Biology	<p>Topic: Digestion</p> <p>Resources: PP, Practical Activities, Handouts, KS3 Book 2</p> <p>Focus: Further knowledge of digestion process and the organs involved in this process.</p> <p>Outcome: Practical Assessment.</p> <p>Duration: 6 lessons</p>	<p>Topic: Breathing</p> <p>Resources: PP, Practical Activities, Handouts, KS3 Book 2</p> <p>Focus: To deepen knowledge on the process of breathing, the mechanism involved in breathing and respiratory system.</p> <p>Outcome: Practical Assessment.</p> <p>Duration: 5 lessons</p>	<p>Topic: Movement</p> <p>Resources: PP, Practical activities, Handouts, KS3 Book 2</p> <p>Focus: Investigating how different organs and tissue within the human body allow the human body to move.</p> <p>Outcome: End of Term Assessment.</p> <p>Duration: 4 lessons</p>	<p>See Physics Curriculum Overview</p>	<p>Topic: Inheritance</p> <p>Resources: PP, Practical Activities, Handouts, KS3 Book 2</p> <p>Focus: Expanding on knowledge of reproduction and looking at genetics and genetic disorders.</p> <p>Outcome: Practical Assessment.</p> <p>Duration: 4 lessons</p>	<p>Topic: Evolution</p> <p>Resources: PP, Practical Activities, Handouts, KS3 Book 2</p> <p>Focus: Looking at natural selection to understand the importance of diversity within an ecosystem and relating to evolution.</p> <p>Outcome: End of Term Assessment.</p> <p>Duration: 4 lessons</p>
Chemistry	<p>Topic: Periodic Table</p> <p>Resources: PP, Practical Activities, Handouts, KS3 Book 2</p> <p>Focus: Discovering the hidden secrets of the periodic table, whilst learning about the alkali metals and halogens.</p> <p>Outcome: Practical Assessment</p> <p>Duration: 4 lessons</p>	<p>Topic: Types of reactions</p> <p>Resources: PP, Practical Activities, Handouts, KS3 Book 2</p> <p>Focus: How the heating and combustion of substances creates an irreversible, chemical change and how to represent these reactions in equations.</p> <p>Outcome: Practical Assessment</p> <p>Duration: 4 lessons</p>	<p>See Physics/Biology Overview</p>	<p>Topic: Rates Investigation</p> <p>Resources: PP, Practical Activities, Handouts, KS3 Book 2</p> <p>Focus: Planning, carrying out, analysing and evaluating a series of practicals around rates of reactions.</p> <p>Outcome: Practical Assessment</p> <p>Duration: 5 lessons</p>	<p>Topic: Chemical Energy</p> <p>Resources: PP, Practical Activities, Handouts, KS3 Book 2</p> <p>Focus: Finding out how energy is transferred during a chemical reaction, relating these transfers to real-life scenarios.</p> <p>Outcome: End of Term Assessment</p> <p>Duration: 3 lessons</p>	<p>See Physics/Biology Overview</p>
Physics	<p>Topic: Contact forces and speed</p> <p>Resources: PP, Practical Activities, Handouts, KS3 Book 2</p> <p>Focus: The forces arising from the interaction of two objects, balanced and un-balanced. Work done and energy transfer</p> <p>Outcome: End of Term Assessment</p> <p>Duration: 10 lessons</p>	<p>Topic: Energy – work done</p> <p>Resources: PP, Practical Activities, Handouts, KS3 Book 2</p> <p>Focus: Investigation into simple machines, and how movement relates to force.</p> <p>Outcome: End of Term Assessment</p> <p>Duration: 2 lessons</p>	<p>Topic: Heating and Cooling</p> <p>Resources: PP, Practical Activities, Handouts, KS3 Book 2</p> <p>Focus: Explaining how thermal energy transfer between objects leads to thermal equilibrium.</p> <p>Outcome: Practical Assessment</p> <p>Duration: 3 lessons</p>	<p>Topic: Electricity</p> <p>Resources: PP, Practical Activities, Handouts, KS3 Book 1</p> <p>Focus: Describing electrical circuits and understanding electricity in series and parallel circuits.</p> <p>Outcome: Practical Assessment</p> <p>Duration: 8 lessons</p>	<p>Topic: Magnetism &amp; Electromagnetism</p> <p>Resources: PP, Practical Activities, Handouts, KS3 Book 2</p> <p>Focus: Investigating the magnetic effect of currents in electromagnets and DC motors.</p> <p>Outcome: End of Term Assessment</p> <p>Duration: 4 lessons</p>	<p>See Chemistry/Biology Overview</p>
Art	<p>Topic: Objects and Artefacts</p> <p>Observational Drawing Techniques</p> <p>Resources: Secondary and Primary sources, Soft Pencils, Fine liner pens, View Finders.</p> <p>Focus: Aesthetic Qualities</p> <p>Enlargement techniques. Drawing techniques: Process and Form: Tone, Line, Shape, Texture. Look at the work of Jim Dine.</p> <p>Outcome: Sketchbook pages</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Objects and Artefacts: Artist Research and Techniques.</p> <p>Resources: Artist Images, PowerPoint print, coloured pencils/pens.</p> <p>Focus: Objects and Meaning: Studies from Vanitas Still Life: Lisa Milroy and Andrew Joyce: Composition, Perspective, Object meaning: Content Form Process Mood.</p> <p>Outcome: Sketchbook pages</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Objects and Artefacts: Artist Research and Techniques.</p> <p>Resources: Artist Images, PowerPoint print, coloured pencils/pens.</p> <p>Focus: Objects and Meaning: Studies from Vanitas Still Life: Lisa Milroy and Andrew Joyce: Composition, Perspective, Object meaning: Content Form Process Mood.</p> <p>Outcome: A4-A3 Acrylic Painting</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Artist Research: Objects and Meaning and Abstraction: Ben Nicholson, Louise Nevelson and Laura White.</p> <p>Resources: Drawing/painting resources, mixed media and collaging resources .</p> <p>Focus: Assemblage Art and Collage (Mixed Media 3D) Mono printing on collaged background.</p> <p>Outcome: Sketchbook Pages</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Artist Research: Objects and Meaning: The Shoe .</p> <p>Resources: Laser Cutter Card, glue, found objects, glue guns .</p> <p>Focus: Assemblage Art and Collage (Mixed Media 3D) Creating a 3D sculpture.</p> <p>Outcome: 3D Sculpture.</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Objects and Artefacts Final Drawing/Painting.</p> <p>Resources: Art materials used through the year. Found objects for painting. Artists: Andy Warhol shoes, Van gogh Boots, Lisa Milroy shoes.</p> <p>Focus: Completion and presenting of all work: Drawing Exam (The shoe)</p> <p>Preparation</p> <p>Outcome: Painting inspired by the objects.</p> <p>Duration: 3-4 lessons.</p>
Design Technology	<p>Topic: Custom Clock</p> <p>Resources: Custom workbook. MDF strip cut to length. Workshop tools and machinery.</p> <p>Focus: Health &amp; Safety Refresher. Marking out basic clock frame using a range of processes. Cutting MDF using a range of tools and machinery. Planning, tools &amp; materials processes theory.</p> <p>Outcome: Range of new skills developed, increased practical experience and confidence. Awareness of planning for making and documenting practical stages.</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Custom Clock</p> <p>Resources: Custom workbook. MDF—various pieces. Workshop tools and machinery.</p> <p>Focus: Cutting, joining and finishing MDF using a range of tools and machinery. Planning, tools &amp; materials processes theory.</p> <p>Outcome: Opportunity to use a wide range of machinery with independence and confidence. Assembly and finishing skills. Completed clock frame finished to a high standard ready for customisation.</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Custom Clock</p> <p>Resources: Custom workbook. Completed clock frame from block 1&amp;2. Drawing equipment/card. Various timber offcuts. Workshop tools and machinery.</p> <p>Focus: Investigating design opportunities to customise the previously made clock frame. Developing iterative design skills, investigating aesthetics and functionality. Planning for making through templates and cutting lists. Decorative and finishing skills using CAD/CAM, paint and associated techniques.</p> <p>Outcome: Fully customised clock with added features and functions.</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Bird Feeder.</p> <p>Resources: Custom workbook. Compact aluminium sheet. High impact cutting, shaping and forming tools for metal.</p> <p>Focus: Using a range of new tools and equipment to work with aluminium with precision. Engineering principles. Working with others to develop and model design solutions. Tools &amp; materials processes theory.</p> <p>Outcome: Awareness of career pathways and practical outcomes within engineering. Developed models of outcomes prior to making.</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Bird Feeder.</p> <p>Resources: Custom workbook. Aluminium sheet, High Impact Polystyrene (HPS). Vacuum former. Workshop tools and machinery.</p> <p>Focus: Using knowledge of metals and plastics and associated tools and machinery to make a customised birdfeeder. Environmental impacts.</p> <p>Outcome: Designs and plans for a customised birdfeeder. Increased practical experience with new materials, machinery and processes.</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Bird Feeder.</p> <p>Resources: Custom workbook. Aluminium sheet, High Impact Polystyrene (HPS). Vacuum former. Workshop tools and machinery.</p> <p>Focus: Using knowledge of metals and plastics and associated tools and machinery to make a customised birdfeeder. Environmental impacts.</p> <p>Outcome: Final customised birdfeeder using aluminium and High Impact Polystyrene. Increased practical experience with new materials, machinery and processes.</p> <p>Duration: 3-4 lessons.</p>
Food Preparation and Nutrition	<p>Topic: 4 'Cs of Food Hygiene, Knife skills.</p> <p>Resources: Workbooks, recipes, ingredients.</p> <p>Focus: Controlling cross contamination, Knife skills, hob safety.</p> <p>Outcomes: Fajita's, Independence and food safety and hygiene, using high risk foods, sensory analysis.</p> <p>Duration: 3-4 Lessons.</p>	<p>Topic: Eat well Guide and British Food Traditions.</p> <p>Resources: Workbooks, recipes, ingredients.</p> <p>Focus: Knife Skills, Reduction Sauce, Rubbing In, Shortening, Use of the Cooker.</p> <p>Outcomes: Bolognese Sauce, Puff pastry Christmas Trees, Food safety. Practical skills, nutrition and health, British Events.</p> <p>Duration: 3-4 Lessons.</p>	<p>Topic: Food Science and religious foods.</p> <p>Resources: Workbooks, recipes, ingredients.</p> <p>Focus: Function of ingredients, diet related diseases.</p> <p>Outcomes: Yeast Investigation, Bread Rolls, Functions of yeast, Impact of diet on health restrictions.</p> <p>Duration: 3-4 Lessons.</p>	<p>Topic: Food Choice, Diet, nutrition and health.</p> <p>Resources: Workbooks, recipes, ingredients.</p> <p>Focus: Preventing cross contamination, Enrobing, Comparison of shop vs homemade on health. Function of ingredients.</p> <p>Outcomes: Fruit Muffins or Fruit Bakewell Tray Bake, Burgers, using high risk foods, modifying recipes for specific diets.</p> <p>Duration: 2-3 Lessons.</p>	<p>Topic: Food Choice, Diet, nutrition and health, Food Science</p> <p>Resources: Workbooks, recipes, ingredients.</p> <p>Focus: Preventing cross contamination, Enrobing, Comparison of shop vs homemade on health. Function of ingredients.</p> <p>Outcomes: Pasta Bake, Egg Foam investigation, Lemon meringue cookies, modifying recipes, Aeration using foams.</p> <p>Duration: 2-3 Lessons.</p>	<p>Topic: British Cuisine and Food Science.</p> <p>Resources: Workbooks, recipes, ingredients, recip.</p> <p>Focus: Raising agents, technical skills, end of year test.</p> <p>Outcomes: Swiss Roll Bake Off, Function of ingredients, consistency in baking and creativity.</p> <p>Duration: 3-4 Lessons.</p>
Graphic Communication	<p>Topic: Introduction to 3D Drawing</p> <p>Resources: Sketchbooks, squared paper, orthographic paper, isometric paper, Drawing tools: 2H and 2B pencils, rulers, fine liner pens, CAD equipment.</p> <p>Focus: Build knowledge of drawing in 3D, using various methods to show perspective including looking at light sources and vanishing points. Hand drawn methods as well as using CAD.</p> <p>Outcome: Range of new skills developed, increased digital experience and confidence. Completed CAD name tag that displays knowledge of 3D drawing.</p> <p>Duration: 3 lessons.</p>	<p>Topic: Perspective</p> <p>Resources: Sketchbooks, squared paper, orthographic paper, isometric paper, Drawing tools: 2H and 2B pencils, protractors, rulers.</p> <p>Focus: Gaining skills in perspective drawing using tools to show accuracy. Introduction to a new range of vocabulary exploring design and geometry.</p> <p>Outcome: Knowledge in perspective and refining drawing techniques.</p> <p>Duration: 3 lessons.</p>	<p>Topic: Pattern</p> <p>Resources: Sketchbooks, squared paper, Drawing tools: 2H and 2B pencils, colouring pencils, paint, printing tools, rulers, fine liner pens, CAD equipment.</p> <p>Focus: Introduction to pattern, symmetry and optical illusion using tessellation of shapes. Researching artists including Matisse and M.C Escher.</p> <p>Outcome: Developing a range of skills using both 2D printing and CAD techniques.</p> <p>Duration: 3 lessons.</p>	<p>Topic: Stencil Art</p> <p>Resources: Sketchbooks, craft knife, paper, card, paint, CAD equipment, laser cutting machine.</p> <p>Focus: Researching street artists as inspiration to make stencil art.</p> <p>Drawing and painting techniques to transform into a CAD stencil logo. Building upon pattern designs students have made previously to make stencil art.</p> <p>Outcome: Developing techniques in stencilling.</p> <p>Duration: 3 lessons.</p>	<p>Topic: Comics</p> <p>Resources: Sketchbooks Squared paper, orthographic paper, tracing paper, light box, drawing tools: 2H and 2B pencils, rulers, fine liner pens, brush pens.</p> <p>Focus: Looking at a contextual background of commercial comic book artists Exploring the anatomy of a comic. Storyboarding visual ideas. How to use onomatopoeia and simple language to communicate something quickly.</p> <p>Outcome: A personal comic created with 6 step sequencing.</p> <p>Duration: 6 lessons.</p>	<p>Topic: Comics</p> <p>Resources: Sketchbooks Squared paper, orthographic paper, tracing paper, light box, drawing tools: 2H and 2B pencils, rulers, fine liner pens, brush pens. Computer equipment</p> <p>Focus: Creating a final comic, exploring techniques on Photoshop to colour imagery, adding pattern and various effects.</p> <p>Outcome: A personal comic created with 6 step sequencing.</p> <p>Duration: 6 lessons.</p>

Computing	Topic: Planning algorithms and programming Resources: Computers/Google Classroom/MS Office/Python software Focus: Designing algorithms, flow diagrams. Outcome: Algorithms and designs Duration: 3 lessons	Topic: Planning algorithms and programming Resources: Computers/Google Classroom/MS Office/Python software Focus: Programming concepts Outcome: Writing a program Duration: 3 lessons	Topic: Planning algorithms and programming Resources: Computers/Google Classroom/MS Office/Python software Focus: Programming concepts Inc. with micro-computers Outcome: Writing programs Duration: 3 lessons	Topic: Planning algorithms and programming Resources: Computers/Google Classroom/MS Office/Python software Focus: Programming concepts Inc. with micro-computers Outcome: Writing programs Duration: 3 lessons	Topic: Hardware/network fundamentals and binary Resources: Computers/google classroom/MS Office Focus: Hardware fundamentals, binary and denyar Outcome: Code a quiz on hardware and binary/denary Duration: 3 lessons	Topic: Hardware/network fundamentals and binary with programming Resources: Computers/Google Classroom/MS Office/Python software Focus: Internet structure, how LANs operate, network hardware. Outcome: Code a quiz on hardware and networks Duration: 3 lessons
Drama	Topic: Devising from Poetry Resources: Student booklet, poems from GCSE English anthology Focus: Understanding devising from poetry and developing devising skills and techniques from yr 7. Outcome: Rehearsal performance and written evaluation of one skill. Duration: 3 lessons	Topic: Devising from stimuli Resources: Student booklet, poems from GCSE English anthology, stimulus material for style Focus: Understanding style and the influence of theatre practitioners: Outcome: Group performance and written evaluation Duration: 3/4 lessons	Topic: Surrealism and Physical Theatre Resources: Student booklet, Frankenstein extract (chapter 5), music, torches. Focus: Understanding surrealism and the impact of physical theatre. Outcome: Group performance and topic quiz- google form Duration: 3/4 lessons	Topic: Scripted: Our Day Out by Willy Russell Resources: Student booklet, 4 script extracts from Our Day Out. Focus: Developing drama skills in working from a script. Understanding context of a play. Outcome: Monologue/dialogue performance and topic quiz- google form Duration: 3 lessons	Topic: Devised Project- Power Resources: Student booklets, stimuli pack, music, props , costumes. Focus: Expanding on planning and working from stimuli to devise an original piece. Outcome: Rehearsal performance and written evaluation focussing on artistic intention. Duration: 2/3 lessons	Topic: Devised Project- Power Resources: Student booklets, stimuli pack, music, props, costumes. Focus: Understanding design in theatre and performing as a group to an audience. Outcome: Final performance and written theatre review. Duration: 3/4 lessons
Music	Topic: Samba Resources: Samba Instruments. Focus: Composition, Culture, Texture, Rhythm. Outcome: Ensemble performing whilst playing an independent part and composed ostinatos. Duration: Autumn Half Term 1	Topic: Pop Ballads Resources: Keyboards, Drums, Guitar, Bass, Ukulele, Voices. Focus: Vocal Performance, Broken Chord Accompaniment, Composition, Lyric Writing. Outcome: Ensemble performance of own composition with broken chord accompaniment. Duration: Autumn Half Term 2	Topic: Ukulele Warriors Resources: Ukulele, Voices. Focus: Performance in groups, Ukulele First Access. Outcome: Group performances Duration: Spring Half Term 1	Topic: Calypso Resources: Ukuleles (Classroom Instruments). Focus: Composition, Culture, Texture, Rhythm. Outcome: Ensemble performing whilst playing an independent part. Whole Class Performance Duration: Spring Half Term 2	Topic: Theme and Variation Resources: Classroom instruments, Xylophone, Keyboard. Focus: Composition, Variations, Minor Key, Ostinato, Counter Melody, Retrograde. Outcome: Variation Composition in small ensembles. Duration: Summer Half Term 1	Topic: Film Music for Tension Resources: Instruments Focus: Sequencing composition, Storyboard, Mood, Atmosphere, Tension. Outcome: Film music composition. Duration: Summer Half Term 2
French	Topic: Myself and others Resources: PP, Handouts, Expo Book 2 Focus: Physical description, personality, jobs, workplace, family members, where people live. Outcome: Topic quiz. Duration: 7 weeks	Topic: Location, weather and free time Resources: PP, Handouts, Expo Book 2 Focus: Location, weather, opinion, weekend activities. Outcome: Topic quiz. Duration: 8 weeks	Topic: T.V. programs Resources: PP, Handouts, Expo Book 2 Focus: TV programs, opinions, time. Outcome: Topic quiz. Duration: 6 weeks	Topic: Past tense and free time Resources: PP, Handouts, Expo Book 2 Focus: Past tense, free time activities. Outcome: Topic quiz. Duration: 5 weeks	Topic: Outings Resources: PP, Handouts, Expo Book 2 Focus: Modal verbs, clothes shopping, comparison present and past tense. Outcome: Topic quiz. Duration: 6 weeks	Topic: Food Resources: PP, Practical Activities, Handouts, KS3 Book 2 Focus: Food, quantities. Outcome: Topic quiz. Duration: 8 weeks
Geography	Topic: Geofactor Resources: Use Journalistic Publications and news articles for examples of the impact humans have on the natural world. Focus: Creative Writing, PEED Paragraphs, Presentation Skills and Public Speaking, developing Case Study knowledge, Using sources to create arguments that address differing opinions. Outcome: To explore a range of natural environments and examine how humans use and affect them. Duration: 10 lessons Repeat concepts Human and physical interrelationships Scale Sustainability Space and place Development	Topic: Extreme Weather Resources: News articles, journalistic articles and first-hand accounts written by people who have experienced wild weather events. Use a range of graphs and charts and statistics to analyses levels of development. Focus: Creative Writing, learning through role play, PEED Paragraphs, developing Case Study knowledge, Using sources to create arguments that address differing opinions and presenting data graphically. Outcome: To explore the drivers of wild weather, the different wild weather events, how they affect people and the response people put in place to deal with them. Duration: 10 lessons Repeat concepts Human and physical interrelationships Scale	Topic: Sustainable Futures Resources: News articles will form a large piece of the text based learning in this unit. Students will also have the opportunity to study government papers and disclos have the opportunity to study government papers and documents relating to sustainable practices. Focus: Creative Writing, PEED Paragraphs, developing Case Study knowledge, Using sources to create arguments that address differing opinions. Outcome: To explore how the human race is attempting to change in order to live a more sustainable lifestyle. Duration: 9 lessons Repeat concepts Sustainability Scale Human and physical interrelationships	Topic: Tourism Resources: News articles, journalistic publications and travelogues. Maps and graphs to analyse and interpret data and information relevant to tourism. Focus: Creative Writing, PEED Paragraphs, developing Case Study knowledge, Using sources to create arguments that address differing opinions. Outcome: To explore the reasons why people go on holiday, Presentation Skills and Public Speaking, why the tourism industry is key to development. The opportunities and Challenges tourism has to the local environment and natural resources with them. Duration: 9 lessons Repeat concepts Sustainability Scale Space and place Development	Topic: Crime Geographies Resources: News articles, journalistic publications and witness accounts. There will also be and first-hand accounts written by people who have been caught up in some of the crimes we will be studying. Focus: Creative Writing, PEEEL Paragraphs, developing Case Study knowledge, presenting data graphically, Using sources to create arguments that address differing opinions. Outcome: To explore the geo-spatial trends behind crimes at a local, national and international level with links to historical events and current day examples. Duration: 10 lessons Repeat concepts Enquiry Scale Space and place Development	Topic: Enquiry Based Learning Russia Resources: Students will demonstrate the geographical skills they have attained through the duration of the Geography course to problems solve a enquiry topic. Focus: This section requires critical thinking and problem-solving demonstrating geographical skills and applied knowledge and understanding Outcome: To develop a critical perspective on the issues studied, and consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives. Duration: 8 Lessons Repeat concepts Sustainability Human and physical interrelationships Scale Space and place Development
History	Topic: Rise of the Dictators Resources: Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. Primary news headlines and articles. Range of interpretations written by different historians. Focus: Cause and consequence. Source analysis including identification and explanation of bias. PEEL paragraphs, Activating prior year 7 knowledge of WW1. Outcome: To develop an understanding of the long term consequences of WW1. To build an understanding of key political terms. To introduce students to PERMS factors as a way of explaining cause and consequence. Duration: 10 lessons	Topic: The Koh-I-Noor Diamond Resources: Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. News headlines and articles. Range of interpretations written by different historians. Information and fact sheets to guide and support research. Focus: What does the controversial journey of the Koh-I-Noor diamond tell us about the rise and fall of the British Empire in India? How and why have interpretations changed over time? (Links to RE). Outcome: To gain knowledge and understanding that can be used to support a balanced judgement about where the Koh-I-Noor diamond should be. Duration: 10 lessons	Topic: Suffrage Resources: Students will focus on primary evidence (articles, footage, photos) and investigate a range of picture, written and documentary sources. Clips from Suffragette films and Pathé news. Range of interpretations written by different historians. Focus: Conditions for women in 1900s and the actions of the Suffragettes. The changing narrative around the Suffragettes generally and the death of Emily Wilding Davidson in particular. Source skills and use of evidence to analyse and explain reasons for her death. Outcome: To build an understanding of the context around the Suffragette movements. To consider what suffrage is and why it is important (links to PSHE). To reach and justify a decision using evidence from a range of sources . Duration: 9 lessons	Topic: Civil Rights Resources: Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. News headlines and articles. Range of interpretations written by different historians. Information and fact sheets to guide and support research Focus: Migration into Britain in the 1950s and 60s. Experiences of minority groups and how this was represented in the Media of the time e.g the trial of the Mangrove 9. Links to the American Civil Rights movements through looking at Malcolm X's visit to Birmingham Outcome: To gain knowledge and understanding and develop analysis of cause and consequence. To identify examples of progress over time and explore the extent to which racial equality has been achieved in Britain (links to PSHE). Duration: 9 lessons	Topic: Revolutionary Iran Resources: Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. News headlines and articles. Range of interpretations showing different perspectives. Information and fact sheets to guide and support research . Focus: Key religious and geographical understanding to gain a sense of place and beliefs. Basic timeline of events including causes, events and consequences of the 1978 revolution. Outcome: Students gain knowledge and understanding of an event they would not have studied previously. They will evaluate causes, consequences and significance of the revolution using PEEL paragraphs. They will be able to make comparisons with other 20th century turning points and other parts of the world through discussion . Duration: 10 lessons	Topic: Local History Resources: Students will analyse a range of picture, written and documentary sources to build an understanding of the importance of St Ives, Penwith and Cornwall at different key points in history. Focus: The significance of Cornwall during the Industrial Revolution, Mass migration from Cornwall to other parts of the world. The experiences of Cornish migrants and the impact they had on their new communities. The roles of Cornish people in rebellions and the Civil War. Outcome: Students will gain knowledge and understanding of conditions in Cornwall at different key points in time. They will consider what led to certain events and what the legacy of these events is and should be in Cornwall now. Duration: 8 Lessons
P.E.	Topic: Teamwork Focus: Excellence. Outcome: Highly effective teamwork (including leadership) that has a consistently positive impact on others. Collaborates well with any other person. Duration: 6-12 lessons. A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.	Topic: Demonstrating Resilience Focus: Determination. Outcome: Consistently demonstrates an ability to bounce back, even after repeated failure in a challenging setting. Duration: 6-12 lessons. A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.	Topic: Respect for Others- Empathy Focus: Respect . Outcome: Works effectively with all and any student in the class. Considers others and modifies their own behaviour to improve relationships. Duration: 6-12 lessons. A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.			
PSHE	Topic: Finance Resources: Marlin Lewis books, Barclays Bank resources Focus: Finance and debt, advertising, bank accounts for young people. Outcome: Students aware of how to manage money sensibly. Duration: 3	Topic: Career pathways Resources: NSSW, Career Pilot, ICT Focus: Importance of education, development of skills, assumptions of gender and networking. Types and patterns of work. Outcome: students take part in a speed networking event. Duration: 4	Topic: Loss Resources: Penhalgon friends and Mind UK Focus: Bereavement, loss and separation. Focus: To allow students to develop confidence in dealing with difficult situations. Duration: 3	Topic: Mental Health and Wellbeing Resources: Kooth, MindEd Focus: factors that affect mental health, different types of mental health illness. Outcome: for students to know how to get help and support. To recognise signs and symptoms of mental illness. Duration: 4	Topic: Relationships and Sex Education Resources: Cornwall Health Promotion and Brook, Durex lesson plans Focus: what is love, contraception and an introduction to consent Outcome: For students to know how their feelings may change in the future. Know how to keep themselves safe. Duration: 4	Topic: Discrimination and Human Rights Resources: internet and Declaration of Human Rights Focus: Discrimination and prejudice. Outcome: for students to be aware of Human Rights and how countries adhere to these. Duration: 4
RE	Topic 3: What are some of the key beliefs and teachings of Islam? Resources: NATRE and BBC Bitesize Focus: Muhammad*, Tawhid, prophethood, Malachi Outcome: To be able to explain the events of the life of Muhammad * and its relation to the creation and status of the Qur'an. Duration: 3 lessons	Topic 3: What are some of the key beliefs and teachings of Islam? Resources: NATRE and BBC Bitesize Focus: Qur'an, Five Pillars of Islam, the Ten Acts, Sunni/Shi'a Outcome: To comment on how the life of Muhammad* influences Muslims to act and the emphasis on interpreting religious scripture to be compatible with the modern world Duration: 4 lessons	Topic 5: What are some of then key beliefs and teachings of Buddhism? Resources: NATRE and BBC Bitesize Focus: Buddha, Dharma, Sangha, the Middle Way, the three marks of existence Outcome: To be able to offer an account of the life of Siddhartha Gautama and his path to Enlightenment Duration: 4 lessons	Topic 5: What are some of then key beliefs and teachings of Buddhism? Resources: NATRE and BBC Bitesize Focus: Mindfulness, meditation, enlightenment Outcome: To evaluate the claim that detachment will help lead to happiness and enlightenment. To compare Buddhism to secular ways of thinking Duration: 4 lessons	Topic 6: What are some of then key beliefs and teachings of Sikhism? Resources: NATRE and BBC Bitesize Focus: Guruship, Guru Nanak, Guru Gobind Singh, religious tolerance Outcome: To offer an account of the eleven Gurus of Sikhism and particularly focus on the actions of Guru Nanak, Guru Gobind Singh and Guru Granth Sahib Duration: 3 lessons	Topic 6: What are some of then key beliefs and teachings of Sikhism? Resources: NATRE and BBC Bitesize Focus: Sewa, Langar, Nishan Sahib, Gurdwara, Amritsar Outcome: To be able to explain the Sikh obligation to provide for those in need and its basis in the Sikh belief that all humans are equal regardless of race or religion Duration: 4 lessons