

**YEAR 8 - ENGLISH**

During this year, pupils will have the opportunity to develop the following skills, linked to the Assessment Objectives (AO) which are explicitly assessed for English Language and Literature at GCSE. These apply to our curriculum at KS3:

**AO1- Reading, understanding and responding to wider range of texts.**

- Developing an extended personal response, in both language and literature writing.
- Using appropriate and relevant textual references, including quotations, to support and illustrate interpretations.
- Independently identifying and interpreting explicit and implicit information and ideas and explaining them fully.
- Accurately selecting and synthesising evidence from different texts.

**AO2- Analysing the language, form and structure used by a writer to create meanings and effects**

- using relevant subject terminology where appropriate and discussing layers of meaning.
- Explaining, commenting on and analysing how writers use language and structure to achieve effects, using relevant subject terminology.
- Explaining and illustrating how a reader reacts to a text and how authors' choices create different responses.

**AO3 - Showing understanding of the relationship between texts and understanding of how the social, historical and political contexts in which they were written impacts upon them.**

- Comparing writers' ideas and perspectives, drawing on their own wider reading, as well as how these are conveyed across two or more texts.

**Theme: Equality and Discrimination**

**Texts: Noughts and Crosses (Malorie Blackman)**

Pupils will have the opportunity to develop their knowledge about:

- Dystopian literature, its origins and conventions
- Interpreting a novel from the prologue/authorial clues, including foreshadowing
- The context/ themes of discrimination in history and in different cultures
- Persuasive techniques and how they can be used in a speech
- How a writer builds tension
- How an author creates characters and relationships
- How themes, images and characters can be compared across novels and with other writing
- Figurative language/ rhetorical devices
- The context of the novels studied and how that has impacted on the characters, setting and reader response
- How discrimination is reported in the media and how it is dealt with, including attitudes in society.

**AO4 Independently evaluating non-fiction texts critically**

- Supporting this with selected and appropriate textual references.

**AO5 - Communicating clearly, both independently and within a group, effectively and imaginatively, selecting and adapting tone, style and register.**

- Organising a wider range information and ideas, from a variety of text types and sources
- Using structural and grammatical features to support coherence and cohesion.

**AO6- Using a wider range of more ambitious vocabulary and sentence structures for clarity, purpose and effect**

- Accurate spelling of complex words and full range of punctuation.

**AO7 - Presenting in a formal setting**

- Both independently and within a group.

**AO8 - Listening and responding appropriately to spoken language**

- Asking questions, or building on the points made to further the discussion.

**AO9 - Using spoken standard English appropriately and accurately,**

- Greater awareness of audience and purpose.

**MATHS**

Pupils will have the opportunity to build on the following skills in the Year 8 Maths curriculum and...

- Develop their mathematical knowledge and reasoning, through regular problem solving and evaluation of the outcomes.

**Algebra: Expressions and Equations** - pupils will have the opportunity to develop their knowledge about:

- Simplifying algebraic powers and write and use expressions involving powers
- How powers of variables are written in the same way as powers of numbers, and that  $ab^2$  means  $a \cdot b^2$  and not  $(ab)^2$

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- Consolidate and further develop mental and written strategies; including those needed to estimate and check that answers are reasonable.
- Consolidate their mathematical capability by extending their understanding of the number system and place value to include decimals, fractions, percentages, powers and roots.
- Select and use appropriate calculation strategies to solve increasingly complex problems, including those in both familiar and unfamiliar contexts.
- Break down substantial mathematical problems into more manageable steps.
- Move freely between different numerical, algebraic, graphical and diagrammatic representations.
- Use an increasing range of mathematical language and properties precisely.

**Real-life graphs** - pupils will have the opportunity to develop the following skills:

- Draw, use and interpret conversion graphs
- Draw and interpret line graphs and identify trends
- Interpret a distance–time graph

- Expanding brackets
- Writing and simplifying algebraic expressions and formulae using brackets and division
- When to use brackets when writing an expression, and when the brackets are not needed.
- Factorising expressions
- The significance of multiplying by both terms in a bracket - the expression in the bracket is one factor, the term in front of the bracket is another factor - and that factorisation is the inverse of this.
- The difference between expressions, formulae and equations
- How to solve and write two-step equations using function machines
- Solving problems using equations
- How writing and solving an equation is a powerful and efficient method for solving many problems involving an unknown quantity - 'using x for the unknown' is a useful problem solving strategy.
- How solutions to equations can be positive and negative integers, and (simple) decimals and fractions. Solve equations using the balancing method
- How algebraic operations follow the same rules as number operations and know and use priority of operations to decide on order of inverse operations when using the balancing method.

**Real-life graphs** - pupils will have the opportunity to develop their knowledge about:

- Why a conversion graph between currencies or units of length, mass and volume will always be a straight line through the origin
- How a distance time graph can represent journeys using different units of distance and time, such as metres per second

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| <ul style="list-style-type: none"> <li>● Draw a simple distance–time graph</li> <li>● Draw and use graphs to solve distance–time problems</li> <li>● Draw and interpret linear and non-linear graphs from a range of sources</li> <li>● Draw and interpret curved graphs from a range of sources</li> </ul> <p><b>Decimals and Ratio</b> - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Round decimals to 2 or 3 decimal places</li> <li>● Round numbers to a given number of significant figures</li> <li>● Round numbers to an appropriate degree of accuracy</li> <li>● Order decimals of any size, including positive and negative decimals</li> <li>● Divide by 0.1 and 0.01</li> <li>● Divide by decimals</li> <li>● Divide a quantity into three parts in a given ratio</li> <li>● Use ratios involving decimals and solve ratio and proportion problems</li> <li>● Find unit ratios and understand how to use unit ratios to make comparison</li> </ul> | <ul style="list-style-type: none"> <li>● How a graph may show seasonal or other variations, but still show an upward or downward trend</li> <li>● How for some graphs it is more realistic to join data points with a curve than with straight lines, as a curve better represents the data.</li> </ul> <p><b>Decimals and Ratio</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● When it is more appropriate (and more accurate) to round to decimal places than significant figures (or vice versa)</li> <li>● The impact of rounding</li> <li>● Multiplying any number by 0.1 and 0.01</li> <li>● Multiplying larger numbers</li> <li>● Multiplying decimals with up to and including 2 decimal places</li> <li>● Applying the inverse relationship of multiplication and division to decimal calculations.</li> <li>● The relative sizes of answers to related decimal calculations</li> <li>● The same ‘rule’ which applies to simplifying ratios involving fractions as ratios involving decimals’</li> </ul> |
| <b>SCIENCE</b>  |  |
| <p>Pupils will have the opportunity to develop the following skills; Continue building on the Year 7 Working Scientifically skills and include:</p> <ul style="list-style-type: none"> <li>● Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions</li> </ul>   | <p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>● <b>Food and advertising</b> <ul style="list-style-type: none"> <li>- To assess how food advertising has changed over the years.</li> <li>- To investigate how health regulations have evolved over time.</li> </ul> </li> </ul>  |

- Present reasoned explanations, including explaining data in relation to predictions and hypotheses
- Evaluate data, showing awareness of potential sources of random and systematic error.

- To evaluate how old advertising could be misleading to the consumer.
- **Nutrients**
- To recall the nutrients we need in our diets.
- To interpret nutrition information labels.
- To recall the tests used to detect some nutrients.
- **Use of nutrients**
- To recall good sources of different nutrients.
- To describe how factors change the amount of energy we need.
- To describe what each nutrient does in the body.
- **Balanced diets**
- To describe the benefits of a balanced diet.
- To explain how different types of malnutrition are caused and their effects.
- **Digestion**
- To recall the parts of the digestive system and their functions.
- To explain why enzymes and bacteria are useful for digestion.
- **Absorption**
- To explain how diffusion enables absorption by the small intestine.
- To explain how the small intestine is adapted to its function.

#### **The Periodic Table**

- **Dalton's Atomic Model**
- To describe Dalton's atomic theory.
- To describe elements using physical properties.
- To write and identify the chemical symbols for elements.
- **Chemical properties**
- To explain the difference between physical and chemical changes in properties.

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|   | <ul style="list-style-type: none"> <li>- To use atomic theory to explain what happens during chemical reactions.</li> <li>- To write and interpret chemical formulae.</li> <li>● <b>Mendeleev’s Table</b></li> <li>- To use the periodic table to find elements with similar properties.</li> <li>- To describe some typical properties of alkali metals, halogens and noble gases.</li> <li>- To describe how the periodic table is arranged.</li> <li>● <b>Physical trends</b></li> <li>- To explain melting, freezing and boiling points and use them to predict the state of a substance.</li> <li>- To describe and identify trends in physical properties within the periodic table.</li> <li>- To identify metals and non-metals by their properties and position on the periodic table.</li> <li>● <b>Chemical trends</b></li> <li>- To describe the reactions of some elements with water and oxygen.</li> <li>- To identify trends and make predictions about chemical properties using the periodic table.</li> </ul> |
| <b>COMPUTING</b>  |  |
| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability.</li> <li>● Apply HTML tags to construct a web page structure from a provided design</li> <li>● Use CSS to style static web pages</li> <li>● Use search technologies effectively</li> </ul> | <p><b>Developing Web Pages</b> - throughout the term pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● What HTML is</li> <li>● How to use HTML to structure static web pages</li> <li>● Modifying HTML tags using inline styling to improve the appearance of web pages</li> <li>● How to display images within a web page</li> </ul>  |

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| <ul style="list-style-type: none"> <li>● Create hyperlinks to allow users to navigate between multiple web pages</li> <li>● Implement navigation to complete a functioning website</li> </ul>  | <ul style="list-style-type: none"> <li>● What CSS is</li> <li>● The benefits of using CSS to style pages instead of in-line formatting</li> <li>● Search engines</li> <li>● How search engines ‘crawl’ through the World Wide Web and how they select and rank results</li> <li>● How search engines select and rank results when searches are made</li> <li>● The impact of search technologies and the issues that arise by the way they function and the way they are used</li> </ul>  |
| <b>HUMANITIES</b>  |   |
| <p><b>History</b> - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Make links within and across periods and explain connections.</li> <li>● Examine and begin to analyse the causes and consequences of events and changes.</li> <li>● Describe and begin to explain, different historical interpretations of events, people and changes.</li> <li>● Critically evaluate sources relating to the nature, origin and purpose of sources.</li> <li>● Reach a valid, informed and detailed conclusion to an independent enquiry.</li> </ul> | <p><b>The British Empire</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● <b>What was the British Empire?</b> <ul style="list-style-type: none"> <li>- To explain why the Empire grew.</li> <li>- To assess the growth of the British Empire.</li> <li>- To evaluate the success of the British Empire</li> </ul> </li> <li>● <b>Why did the British become Empire builders?</b> <ul style="list-style-type: none"> <li>- To explain what makes an Empire.</li> <li>- To assess the motives for building an empire.</li> <li>- To evaluate the most important motive to build an Empire.</li> </ul> </li> <li>● <b>Britain: Winning or losing the Empire?</b> <ul style="list-style-type: none"> <li>- To explain how and why Britain lost or won their colonies.</li> <li>- To assess whether the British Empire was a good thing.</li> <li>- To evaluate whether the British Empire was a good or bad thing.</li> </ul> </li> <li>● <b>What was India like before the British arrived?</b> <ul style="list-style-type: none"> <li>- To identify what India was like before the British took over.</li> <li>- To explain why India was so attractive to other nations.</li> <li>- To analyse why India would be a good colony.</li> </ul> </li> </ul> |

**Geographical Enquiry** - pupils will have the opportunity to develop the following skills:

- Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on resources in countries and regions throughout the world.
- Interpret a range of sources of geographical information, including maps, diagrams, tables, aerial photographs and satellite images.

- **Jewel in the Crown: A very British India?**

- To explain what impact the British had on India.
- To assess the impact the British had on India.
- To link in prior knowledge in order to come to a reasoned conclusion about the impact of the British.

- **Why did the British Leave India in 1947?**

- To identify and explain different factors that led to the independence of India -To weigh up the significance of Gandhi as well as other factors.

- **Taking Australia: Adventure or invasion?**

- To identify what impact the British had on Aboriginal Australians.
- To explain why different groups have had different ideas about the treatment of Aboriginal Australians.
- To assess the impact the British had on Aboriginal Australians, comparing the long term and short time impact.

**Geography - Global Development** - pupils will have the opportunity to develop their knowledge about:

- The concept of development and how it can be interpreted, measured and compared at a global scale.
- How we come to see the world and the complexities of development as a constantly changing concept. (The broader notion of 'quality of life' is used throughout the unit so that the understanding of development is not focused on economic terms.
- Where and why inequality occurs

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| <ul style="list-style-type: none"> <li>● Analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information e.g. use a Development Compass Rose to classify indicators of development.</li> <li>● Interpret statistics, Dollar Street website and choropleth maps to investigate patterns of development at different scales.</li> <li>● Communicate understanding of development and use new terminology.</li> <li>● Apply understanding of causes of poverty to Nepal.</li> </ul>   | <ul style="list-style-type: none"> <li>● The actions taken by individuals, governments and communities to aid development</li> <li>● Global patterns of development, locating countries in different states of development</li> <li>● Development priorities for Bolivia</li> <li>● The state of development in Nepal</li> <li>● Regional inequality in the UK.</li> <li>● How organisations work to support development</li> <li>● Finer details regarding the concept of sustainability, investigating sustainable development goals.</li> </ul> |
| <b>MFL – FRENCH</b>  |  |
| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Understand longer texts containing predictable information</li> <li>● Infer meaning from context or surrounding language of a limited amount of unfamiliar language</li> <li>● Use high frequency verb forms with a combination of different question words to produce new questions</li> <li>● Translate sentences into French</li> <li>● Adapt structures to add new language to express a range of simple, personal ideas and opinions</li> <li>● Write a short paragraph from memory.</li> </ul> | <p><b>Identities</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● How to talk about their identity</li> <li>● How to describe personalities and relationships</li> <li>● Describing music and clothes</li> <li>● How to describe social activities.</li> </ul>  |

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| <b>MUSIC (on return to school)</b>  |   |
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| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Perform some famous blues repertoire</li> <li>● Recognise pieces which use the 12 bar blues chord progression</li> <li>● Compose and record their own 12 bar blues piece</li> <li>● Play swung quaver rhythms</li> <li>● Recognise and perform syncopated rhythms.</li> </ul>   | <p><b>Blues Music</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● The history of Blues music</li> <li>● The difference between straight and swung rhythms.</li> <li>● What chords make up a 12 bar blues in the key of C major</li> <li>● How to compose a 12 bar blues song.</li> </ul>  |
| <b>PE</b>   |   |
| <p>Pupils will have the opportunity to develop the following skills:</p> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>● Pupils will focus on developing team attacking and defending strategies and techniques.</li> <li>● Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>● Pupils will demonstrate skills and agilities individually and in combination.</li> <li>● Pupils will incorporate control, precision and aesthetics into sequences showing creativity.</li> <li>● Students will evaluate and assess movements to improve sequences.</li> </ul> <p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>● Pupils will focus on replicating and developing techniques as well as implementing and refining strategic play to outwit opponents.</li> <li>● Pupils will be able to demonstrate the essential elements of attack and defence.</li> </ul> | <p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>● <b>Develop Passing/Pivoting &amp; Dribbling/Triple Threat</b> <ul style="list-style-type: none"> <li>- To be able to perform passing and receiving techniques and use to outwit opposition.</li> <li>- To be able to perform these in a small sided game with success.</li> <li>- To use dribbling technique correctly and understand what constitutes a double dribble and traveling.</li> </ul> </li> <li>● <b>Attacking and outwitting an opponent</b> <ul style="list-style-type: none"> <li>- To develop an understanding about attacking principles related to basketball.</li> <li>- To perform and accurately replicate a range of dribbling skills to outwit opponents.</li> <li>- To understand the need of tactical movements and strategies to invade opponents half.</li> <li>- To demonstrate a developing understanding of basketball.</li> </ul> </li> <li>● <b>Defence – Defending Skills</b> <ul style="list-style-type: none"> <li>- To be able to outwit opponents with the use of defending skills.<br/><i>i.e. interception, strip, side step.</i></li> </ul> </li> </ul> |

- In net games, it is the player aim to get the ball to land in the target area so that the opponent cannot return it.

- To be able to perform skills in a small sided game making decisions about how best to stop opposition.
- To develop an understanding about rebounding and accurately replicate.
- To develop knowledge of basketball rules (i.e. contact).

- **Recap Shooting – set shot, lay up**

- To understand and know the benefits of types of shots.
- To develop their understanding and knowledge of how to execute a successful set shot.
- To be able to outwit opponents using learnt skills and techniques.
- To develop an understanding of the importance of width and playing into space in order to attack.

- **Develop Shooting – jump shot**

- To perform the jump shot appreciating the outcome necessary.
- To develop their understanding and knowledge of how to outwit an opponent using accurate replication of shooting techniques.
- To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.

**Gymnastics**

- **Recap rotation and jumps**

- To be able to perform the replicate rotational movement skills.

- To improve pupils' ability to travel and jump effectively using a variety of techniques including forwards, backwards rolls & cart wheels.
- To be able to perform these movements in a small sequence.
- To develop pupils confidence in delivering safe stretching exercises.
- To understand health and safety aspects of gymnastics.
- **Recap balance – Individual/Partner work**
- To perform individual balances demonstrating control and body extension.
- To understand the need for good body tension when replicating movements.
- To be able to perform the partner balances showing an understanding about counter balance and tension.
- To be able to perform skills in a small sequence showing creativity.
- **Intro to basic vaulting**
- To be able to accurately replicate basic vaults *i.e. Ariel shapes off springboard.*
- To understand the importance of aesthetics during movements.
- To know and be able to describe the approach-take off-flight-landing phases of a jump.
- To be able to move safely and under control from the springboard onto matting.
- **Vaulting - low level apparatus**
- To be able to perform basic vaults with use of apparatus *i.e. straddle & through vault.*
- To develop their understanding and knowledge of body extension and aesthetics.

- To compose high quality sequences using flight, rotation & balance.
- To understand how to safely mount and dismount apparatus using the correct landing technique.

- **Vaulting – apparatus**

- To develop weight bearing vaults using flight.
- To replicate movements over apparatus demonstrating an understanding of support and rotation.
- To perform vaulting activities at their own differentiated levels. Performing controlled body shapes and fwds/bwds roles and building to hand springs.

**Badminton**

- **Introduce the Grip and ready position**

- To be able to demonstrate and use the correct grip and ready position.
- To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket.
- To understand the different lines and areas on the court and be able to move around between them quickly.
- To begin to outwit opponents with movement of the shuttle

- **Introduce the Overhead/Underarm Clear**

- To perform and replicate overhead and underarm clear with control and accuracy.
- To develop the skill of outwitting an opponent using a combination of shots.
- To be able to accurately replicate basic shots in a small sided game implementing basic strategies and tactics.

- To understand court marking and basic scoring. i.e. winning points and gaining serve.
- **Introduce the Drop shot**
  - To be able to outwit opponents using simple drop shot.
  - To understand the importance of movement and shuttle placement in order to attack.
  - To begin to develop strategic and tactical play during a rally.
  - To confidently score a game of singles.
  - To know where the drop should be aimed for, for it to be most productive and why.
- **Introduce the Smash**
  - To be able to accurately replicate a smash shot.
  - To understand the importance of movement and preparation for an effective smash.
  - To know that the Smash is an attacking shot and why.
  - To appreciate how to adjust shot selection based on opponents positioning.
  - To understand full badminton court markings.
- **Doubles and singles tactics**
  - To develop their understanding and knowledge of basic outwitting strategies.
  - To understand and develop the notion of shuttle movement into space and refining tactics based on opponents weaknesses.
  - To understand and appreciate the need to make decisions about choice of strategy depending on whether attacking of defending.

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|  | <ul style="list-style-type: none"> <li>- To be able to assess &amp; evaluate own performance and weaknesses.</li> </ul>  |
| <b>PSHE</b>  |  |
| <p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Developing ambition in all aspects of life.</li> <li>● Further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback.</li> <li>● To accept helpful feedback or reject unhelpful criticism.</li> <li>● To recognise signs of mental wellbeing concerns.</li> </ul>                  | <p><b>Dreams and Goals</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● The importance of planning for their future</li> <li>● Laws around employment for teenagers</li> <li>● Enterprise and developing products for target groups in society</li> <li>● What makes a successful ‘pitch’ when advertising a new product.</li> </ul> <p><b>Mental Wellbeing: Recognising Concerns</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● The importance of positive mental health and explore how to recognise the physical and behavioural outwards signs of mental wellbeing concerns</li> <li>● Subtle signs of mental wellbeing concerns</li> <li>● What action to take to minimise mental wellbeing concerns in themselves and others</li> <li>● Early interventions to address mental wellbeing concerns.</li> </ul> |
| <b>RELIGIOUS EDUCATION</b>   |  |
| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Discuss the importance of Christianity in the UK today</li> <li>● Assess whether Christianity has relevance today</li> <li>● Reflect on the importance of Jesus’ birth</li> <li>● Reflect upon the meaning of Jesus’ miracles</li> <li>● Reflect upon how useful parables can be</li> <li>● Reflect on how strongly being religious affects behaviour</li> </ul> | <p><b>Christianity</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● The foundations of Christianity.</li> <li>● Religious language specific to Christianity.</li> <li>● How Christianity developed into a worldwide religion.</li> <li>● The Christian concept of the Trinity.</li> <li>● The stories of Jesus’ birth found in Matthew and Luke</li> </ul>  |

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| <ul style="list-style-type: none"> <li>● Review evidence for Jesus being a man of peace or a man of conflict</li> <li>● Reflect on how events at the end of Jesus’ life might have been different</li> <li>● Explore the idea that what we are and do now affects what we will be in the afterlife</li> <li>● Reflect on the influence of the Easter celebration on non-Christians</li> <li>● Consider the belief in God’s mercy in terms of the afterlife.</li> </ul> | <ul style="list-style-type: none"> <li>● The miracles Jesus performed</li> <li>● Parables</li> <li>● The two Great Commandments of Jesus</li> <li>● The Christian Moral Code</li> <li>● The events leading up to the death and resurrection of Jesus</li> <li>● Christian beliefs about life after death</li> </ul>  |
| <p><b>TECHNOLOGY (FOOD)</b><br/> <i>We are following guidelines from the CLEAPSS GL344 Guidance on practical work:</i></p>   |  |
| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Food Safety and hygiene awareness</li> <li>● Practical cooking and baking</li> <li>● Observe video demonstrations</li> </ul> <p>Practical work in school will include:</p> <ul style="list-style-type: none"> <li>● Use of kitchen equipment such as food mixers, the grill and the blender.</li> </ul>  | <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Rediscovering The Eatwell Guide</li> <li>● Gadgets in the kitchen, knife safety, menu planning and using leftovers, British cuisine, healthy food choices</li> <li>● “What Not To Do In The Kitchen”</li> <li>● Starchy carbohydrates and dextrinization</li> <li>● Religion and food choices</li> <li>● Using the oven</li> </ul> <ul style="list-style-type: none"> <li>● The Maillard reaction and creating bruschetta, designing and creating fruit smoothies, the rubbing-in method and fruit crumble or scones, shortbread</li> </ul> |
| <p><b>TECHNOLOGY (ART DESIGN)</b></p>  |  |
| <p><b>Capture this...</b><br/> Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Analyse other artists’ work critically and technically.</li> <li>● Consider the historical and technological influence of photography and printing as artistic media and the resultant societal impact.</li> </ul>   | <p><b>Capture this...</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● The history, technology and use of photography and printing as artistic media, and the impact they have on society.</li> </ul>   |

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- Balance visual elements to compose a photograph.
- Produce a repeat pattern using different printing methods.

- Different forms of photography and printing including digital reproduction and surface pattern.

