

# The Unicorn School

## Long Term Planning KS3

Class: Y8





Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Transactional Writing</b></p> <p>The students will explore transactional writing, developing superhero and super villainous characters to use in their persuasive, informative and communicative writing.</p> <p>The students will understand and be able to identify and use persuasive techniques in writing, speeches, articles, leaflets, timelines and opinion articles.</p>	<p><b>Power and conflict poetry</b></p> <p>The student's will be studying the first four poems from the GCSE English Literature Poetry Anthology: London by William Blake Poppies by Jane Weir The Emigree by Carol Rumens Kamikaze by Beatrice Garland.</p> <p>The students will study each poet and the context of the poems. They will learn about the form,</p>	<p><b>Lord of the flies</b></p> <p>Lord of the Flies was William Golding's first great success making him one of the most acclaimed writers of the second half of the century. Lord of the Flies tells the story of a group of English schoolboys marooned on a tropical island after their plane is shot down during the war. The novel explores of the idea of human evil, partly based on Golding's experience with the real-life violence</p>	<p><b>Lord of the flies continued</b></p> <p>The students will continue to identify the theme and distinguish between themes; support a point of view by referring to evidence in the text.</p> <p>They will analyse and evaluate how language (including figurative language), structure, form and presentation contribute to quality and impact.</p> <p>The students will write effectively</p>	<p><b>Gothic horror</b></p> <p>The students will develop an understanding of reading critically and writing about texts analytically.</p> <p>The students will learn the conventions of the Gothic horror genre and understand how descriptive techniques used creates tension and effect.</p> <p>The students will use these techniques effectively in their own work.</p>	<p><b>Short stories – science fiction</b></p> <p>The students will learn about the author Ray Bradbury and read two of his short stories, There Will Come Soft Rains and A Sound of Thunder.</p> <p>The students will explore the genres of dystopian and science fiction. They will analyse the plot and settings and write personal responses.</p> <p>There will be a particular focus on</p>

	<p>The students will develop clear communication; effectively and imaginatively, selecting and adapting tone, style and register for different purposes and audiences.</p> <p>They will work on organising information and ideas to support coherence of texts.</p>	<p>structure, rhetoric, imagery, use of senses, irony and figurative language in the poems.</p> <p>The students will reflect on the feelings and attitudes in the poems and develop personal responses.</p> 	<p>and brutality of World War II.</p> <p>In this unit the students will develop an understanding of word, phrase, sentence and whole text in context; explore aspects of plot, characterisation, events and settings; distinguish between what is stated explicitly and what is implied; explain motivation, sequence of events, and the relationship between actions or events.</p>	<p>about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references.</p> 	<p>This unit will give exposure to a range of challenging literature extracts:</p> <p>Dorian Gray The Monkey's Paw Frankenstein Yellow Wallpaper The Phantom Coach Woman in the Graveyard. Woman in Black Rebecca Coraline The Silent Companion.</p>	<p>identifying figurative language used and the effect this has on the reader and will write their own short science fiction stories using the conventions they have explored.</p> 
<b>Maths</b>	<p><b>Positive and negative numbers</b></p> <p>Represent numbers on a number line. Compare and order negative and positive numbers. Interpret negative numbers in context.</p>	<p><b>Angles</b></p> <p>Accurately measure angles in geometrical diagrams. Identify parallel and perpendicular lines.</p>	<p><b>Circles</b></p> <p>Name parts of a circle. Calculate the circumference of a circle. Calculate the area of circles, semi-circles and quarter circles.</p>	<p><b>Solving equations</b></p> <p>Solve missing number problems using inverse operations. Solve one/two-step linear equations. Use substitution.</p>	<p><b>Functions</b></p> <p>Recognise a function written in algebra and work out tables of values. Plot co-ordinates &amp; recognise their x and y values.</p>	<p><b>Statistics</b></p> <p>Draw and interpret pictograms, bar charts and pie charts. Recognise how graphs can be misleading. Calculate the mean, median, mode and</p>

	<p>Add, subtract, multiply and divide positive and negative numbers. Apply the order of operations.</p> <p><b>Algebraic manipulation</b></p> <p>Identify a term, expression, equation, formula and identity. Substitute positive integers into expressions and formulae. Form expressions. Simplify expressions, involving multiplication and division. Multiply a single term over a single bracket. Take out common factors to factorise.</p>	<p>Accurately draw angles of a given size. Apply the sum of angles at a point, on a straight line and in a triangle. Find missing angles in triangles. Know the properties of polygons. Know alternate, corresponding and co-interior angles. Find the exterior angle of regular polygons.</p> <p><b>Formula</b></p> <p>Write a formula to describe a relationship between variables. Substitute positive and negative numbers into formulae. Change the subject of a formula.</p>	<p>Find the area of shaded regions and compound shapes.</p> <p><b>3D shapes</b></p> <p>Name 3D shapes. Recognise and complete 3D shapes. Interpret plans and elevations of 3D shapes. Calculate the volume of 3D shapes. Calculate the surface area of cubes and cuboids and prisms.</p>	<p><b>Number properties</b></p> <p>Recognise square and cubed numbers, square and cubed root numbers. Find multiples of a given number. Find the HCF and LCM of a set of numbers. Find integer powers and roots. List and define prime numbers.</p> <p><b>Sequences</b></p> <p>Identify and use the term-to-term rules for arithmetic, geometric and Fibonacci style sequences. Generate sequences from an <math>n</math>th term rule. Find the <math>n</math>th term rule for an arithmetic sequence. Determine whether a particular number</p>	<p>Plot sets of co-ordinates that follow rules, e.g. <math>y = 5</math> and <math>y = 3x - 1</math></p> <p><b>Statistics</b></p> <p>Recognise how surveys and sampling methods can be biased. Record raw data into frequency tables, including grouped frequency tables. Recognise discrete, continuous, qualitative and quantitative data types.</p>	<p>range of a set of listed data. Work backwards from knowing an average to working out missing data items.</p> <p><b>Probability</b></p> <p>Use terms likely, equally likely, fair, unfair, certain. Understand and use the probability scale from 0-1. Find probabilities based on equally likely outcomes. Systematically list outcomes. Calculate probabilities using a two-way table. Read and complete Venn diagrams. Find probabilities from a Venn diagram or a table.</p>
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		<b>Length and area</b> Find missing lengths of a given perimeter. Find perimeters of rectangles. Find areas of parallelograms, triangles and L shapes., trapeziums, compound shapes. Covert between metric measures of length.		will appear in a sequence.		
<b>Science</b>	<b>Mixtures and Separation</b>  Students learn about solutions, suspensions and colloids. They will consider how hot and cold can affect the solubility of a substance. Finally we look at how mixtures can be separated using filtration, distillation, and chromatography.	<b>Energy Transfers</b>  Students recall different types of energy stores and transfers and then consider how energy is transferred by conduction, convection, and radiation. We investigate the properties of insulators and introduce the idea of anomalies, as well as	<b>Breathing and Respiration</b>  Students learn that breathing and respiration are NOT the same thing! We consider what happens inside mitochondria to release energy with an overall word equation. Students learn about the circulatory system and structure of the lungs with associated technical	<b>Metals and their Uses</b>  We revisit and build upon understanding of the Periodic Table and consider how properties of different metals make them suitable for different uses. Students consider how metals react with water, with oxygen, and with acids, with further practice on writing word equations. We	<b>Ecosystems</b>  Students learn about the transfer of energy within food chains and food webs, understanding the role organisms play as producers and consumers. They learn about adaptations animals have to survive in particular habitats. We consider how pollutants can effect a food web and why	<b>Science Project</b>  Students are set a "big question" and given freedom to produce an interpretation / answer to the question. The project is a fusion between philosophy and science and we incorporate an educational visit to a place of scientific interest, such as the London Science Museum.

	<p><b>The Periodic Table</b></p> <p>We learn about atoms, elements, compounds and mixtures, and how the periodic table is constructed, using evidence and observation. Students will investigate the properties of metals and non-metals.</p>	<p>repeated/reliable results. Students design an insulated gingerbread house and make one in time for the Christmas Fair 😊</p> <p><b>Food and Nutrition</b></p> <p>Students learn about food groups and balanced diets, and take on the role of a food technician to identify the different food groups/nutrients in food samples using laboratory testing.</p>	<p>vocabulary. We investigate the effect of exercise on breathing.</p> <p><b>Combustion</b></p> <p>Students build upon their knowledge of chemical energy and consider how burning fuels releases energy. We further practice writing word equations to represent chemical reactions, and investigate how candles burn in different sized jars. Students learn about the fire triangle and why we have different types of fire extinguishers. We finish by considering the greenhouse effect and how carbon dioxide levels in the atmosphere is</p>	<p>extend students to use symbol equations and consider how equations need "balancing."</p>	<p>conservation efforts are important.</p> <p><b>Unicellular Organisms.</b></p> <p>Students learn about microbes and how some can cause diseases. We use the Black Death as an example of how bacteria may spread across a population. Students compare the structure of a bacterial cell to an animal and plant cell.</p>	<p><b>Light</b></p> <p>Students investigate what happens in reflection and refraction. They consider the transparency and opacity of substances can affect the colour of an object. We find out briefly how eyes and cameras work.</p>
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			linked to global warming.			
<b>Geography</b>	<p><b>World population</b></p> <p>In this unit the students will explore enquiry questions and learn about population distributions and how countries attempt to control population change.</p> <p>They will learn about the types of migration and understand urbanisation and how cities evolve.</p> <p>Where does everyone live, and why?</p> <p>How can we describe the structure of a population?</p> <p>Can we control population size?</p>	<p><b>World population continued</b></p> <p>Why do people migrate?</p> <p>Where do people migrate to?</p> <p>What is urbanisation?</p> <p>How has urbanisation changed?</p> <p>Presentation on a Mega city.</p> <p>How are populations changing?</p> 	<p><b>Volcanoes and earthquakes</b></p> <p>Throughout this unit the students will study the locations, causes and consequences of the world's volcanoes and earthquakes, developing geographical skills.</p> <p>The students will consider and explore the following questions:</p> <p>Can we ever know enough about earthquakes and volcanoes to live safely?</p> <p>Do continents fit together like jigsaw pieces?</p> <p>Where are the world's</p>	<p><b>Volcanoes and earthquakes continued</b></p> <p>What is happening beneath our feet?</p> <p>What happens at plate boundaries?</p> <p>What do we know about earthquakes?</p> <p>Can people manage risk living in earthquake zones?</p> <p>What do we know about volcanoes?</p> <p>Can people manage risk living near volcanoes?</p>	<p><b>Africa</b></p> <p>In this unit the students will develop an understanding of the human and physical geography of Africa. The students will consider and explore the following questions:</p> <p>What are the challenges and opportunities facing Africa?</p> <p>What is the physical landscape of Africa?</p> <p>How has Africa's past shaped its present?</p> <p>How developed are African countries?</p>	<p><b>Africa continued</b></p> <p>What is the pattern of climate and biomes in Africa?</p> <p>Is there a future for the Sahel?</p> <p>What are the challenges and opportunities of population change in Africa?</p> <p>What are the challenges and opportunities of urbanisation in Africa?</p> 




			earthquakes, volcanoes and mountain belts?			
<b>History</b>	<p><b>World War II</b></p> <p>Students will learn and develop an understanding about the largest global conflict the world has ever seen.</p> <p>Pupils will analyse and explore the following key questions:</p> <p>What is fascism?</p> <p>What is a dictator?</p> <p>Who fought and died in the Second World War?</p> <p>What caused WWII?</p> <p>Who was to blame for WWII?</p>	<p><b>World War II continued</b></p> <p>What was the Blitz?</p> <p>What happened at the Battle of Britain?</p> <p>How did WWII change the role of women in Britain?</p> <p>Why was Germany defeated in WWII?</p> <p>Was America right to drop the atomic bomb?</p> <p>Concluding with a case study of Auschwitz-Birkenau?</p>	<p><b>The Russian Revolution</b></p> <p>This module will build on previous learning about WWI and WWII. Children will study the links between events.</p> <p>Students will analyse the historical basis for the revolution and look into the causes of the various revolts.</p> <p>Pupils will learn about the Romanov Tsars and debate the leadership qualities of Tsar Nicholas II.</p>	<p><b>The Russian Revolution continued</b></p> <p>Pupils to compare the beliefs and leadership styles of key figures such as Karl Marx, Lenin and Trotsky.</p> <p>Class to investigate the expansion of the Soviet Union under Stalin.</p> <p>Analysis of the standard of living of the general population of the USSR under Stalin and compare with the standard of living under Romanov Rule.</p>	<p><b>The English Civil War</b></p> <p>Students will learn about the Stuart monarchs and the changing relationships between England, Ireland and Scotland, and the powershifts between monarchy and parliament.</p> <p>Pupils will analyse the causes of the Civil War and will research key events and battles.</p> <p>They will look at the geography of the Civil War and plot maps of battles paying particular</p>	<p><b>English Civil War Continued.</b></p> <p>Who was Oliver Cromwell and was he a saviour or usurper.</p> <p>Should Charles I have been sentenced to death or exiled?</p> <p>What was life like in Britain during the Interregnum?</p> <p>Investigate the development of Church, state and society during this period.</p> <p>Pupils to analyse the conditions</p>

	<p>What was Blitzkrieg?</p> <p>How successful was the allied evacuation at Dunkirk?</p> <p>Who were the soldiers of Empire?</p>	<p>What happened to Germany at the end of WWII</p>	<p>Class to research the political ideologies of communism and capitalism (also feudalism and socialism).</p> <p>Who was Rasputin and what was his role in the revolution?</p>	<p>Examine the legacy of the Russian Revolution.</p>	<p>attention to local history.</p> <p>Who were the Royalists/Cavaliers and the Parliamentarians/Round heads.</p> <p>What was the New Model Army and why was it so effective?</p>	<p>which led to the Restoration.</p> <p>Consider the effects of the Restoration on the British economy and culture, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature.</p>
<b>PSHE</b>	<p><b>Being Me</b></p> <p>Big question – Can I choose how I fit into the world?</p> <p>This unit explores:</p> <p>‘Who am I’ My ‘family’</p> <p>The power of the first impressions.</p> <p>Faith and belief.</p>	<p><b>Celebrating differences</b></p> <p>Big Question –</p> <p>How different are we really?</p> <p>This unit explores:</p> <p>Prejudices and discrimination.</p> <p>Inequality.</p>	<p><b>Dreams and goals</b></p> <p>Big Question –</p> <p>Can the choices I make now influence my future?</p> <p>This unit explores:</p> <p>Your long term goals.</p> <p>What money can’t buy.</p> <p>Online safety.</p>	<p><b>Healthy Me</b></p> <p>Big Question –</p> <p>Can I become more responsible for my health and happiness?</p> <p>This unit explores:</p> <p>Me and my health.</p> <p>Healthy choices on managing stress.</p>	<p><b>Relationships</b></p> <p>Big Question –</p> <p>Because I’m worth it...or am I?</p> <p>This unit explores:</p> <p>Being in control of myself.</p> <p>Being in control of my relationships.</p> <p>Being in control of personal space.</p>	<p><b>Changing Me</b></p> <p>Big Question –</p> <p>What factors can make an intimate relationship happy and healthy?</p> <p>This unit explores:</p> <p>Different types of relationships.</p> <p>What is in a relationship.</p>



		<p>When things go right.</p> <p>Bullying.</p> <p>How can I make a difference?</p>	<p>Money and earnings.</p> <p>The price of life.</p> 	<p>Healthy choices on substances.</p> <p>Healthy choices on substance misuse and exploitation.</p> <p>Healthy choices on medicine and immunisation.</p>	<p>Managing control and coercion in relationships.</p> <p>Being in control of social media.</p> 	<p>Looks and smiles.</p> <p>Does watching pornography help people understand relationships?</p> <p>Alcohol and risks.</p>
RE	<p><b>Islam</b></p> <p>In this unit the students will be Identifying facts about Islam, focussing on:</p> <p>The Five Pillars and describe how the Pillars encourage Muslims to be charitable.</p> <p>Code of conduct taken from the Qur'an.</p>	<p><b>Judaism</b></p> <p>In this unit the students will be introduced to Judaism through the following topics:</p> <p>Judaism in the World today</p> <p>Different groups of Jewish people</p> <p>Key beliefs Key principles of living</p> <p>The holy books of Judaism</p>	<p><b>Philosophy</b></p> <p>In this unit the students will understand that philosophy tries to explain the nature of life through the use of reason and argument.</p> <p>The students will explore the following topics:</p> <p>Arguments for the existence of God</p>	<p><b>Philosophy continued</b></p> <p>The argument from morality</p> <p>Arguing against the existence of God</p> <p>The problem of evil and suffering</p> 	<p><b>Humanism</b></p> <p>In this unit the students will undertake independent research to explore the phenomenon of 'humanism'.</p> <p>Using Padlet, the students will research and present answers to:</p> <p>What is Humanism?</p> <p>What do Humanism believe?</p>	<p><b>Humanism Continued</b></p> <p>What do we think about Humanism ethics?</p> <p>Who are some famous Humanists?</p> <p>What is the symbol for Humanism?</p> 

	<p>Why is Mecca such an important place for Muslims. I</p> <p>Identity the different Types of Islamic dress.</p> <p>Celebrations in Islam.</p> 	<p>The synagogue Leadership in Judaism.</p> <p>The Jewish home and family</p> <p>Symbolism in Judaism</p> <p>Celebrations in Judaism – Sukkot</p>	<p>The argument from design</p> <p>The argument from first cause</p>			
<b>Digital Skills</b>	<p>Review of Microsoft Office suite. Advanced Excel: pivot tables, conditional formatting. E-safety: social media privacy settings, safe online shopping.</p>	<p>Continued coding with Microsoft MakeCode. Introduction to Office 365 cloud collaboration features. E-safety: understanding online scams and fraud.</p>	<p>Introduction to Outlook: email etiquette, calendar management. E-safety: avoiding malware, protecting personal information online.</p>			
<b>Performing Arts</b>	 <p><u>Philosophy and Group Speech</u></p> <p>In the Autumn Term, year 8 will be working on group speech through</p>	 <p><u>Shakespeare</u></p> <p>In the Spring Term, Key Stage 3 will be looking at popular works of Shakespeare</p>	 <p><u>Class Band</u></p> <p>In the Summer Term, Key Stage 3 will be creating a class band, working on popular</p>			

	Philosophy 4 Children from The Philosophy Man and material from the LAMDA (London Academy of Music and Dramatic Art) Group syllabus.	and examining plotlines, characters and staging to help bring Shakespeare's unique and timeless language to life.	songs played on keyboards, ukuleles and percussion to create a class performance.
<b>Art</b>	 <p>This term year 8 will be working in pencils, paint – acrylic and watercolour, soft pastels and mixed media.</p> <p><b>Perspective</b></p> <p>An introduction to landscape perspective, looking at vanishing points, line of horizon, atmospheric perspective and foregrounds, midgrounds and backgrounds. As the students put these elements together we will incorporate detail and points of focus in way of natural surroundings and buildings. As we create imaginative, contemporary landscapes the students will develop their knowledge of colour theory, looking at monochromatic and other colour schemes.</p>	 <p>This term focusses on printing techniques and experimentation.</p> <p><b>Printing</b></p> <p>The students will learn about different types of printing techniques as they experiment with surface and colour. Graffiti artist, Banksy, will provide inspiration as they learn about stencil art, developing their own graffiti style, as they create colourful mini fence panels.</p>	<p>This term focusses on building skills, design and planning in order to overcome the technical challenges in creating imaginative free-standing sculptures.</p>  <p><b>Sculpture</b></p> <p>The students will learn about the wonderful world of doodle art as they study Fabric Lenny. Taking inspiration from his work they will design create a mixed media painting which they will develop into a free standing card sculpture.</p>

## PE

### Football

Focusing on specific techniques including passing, dribbling and shooting. Learning how to play as a team and practising for school fixtures/interhouse games



### Hockey

How to work together as a team in interhouse matches and school fixtures.



### Tag Rugby

Working together as a team in interhouse matches.



### Netball

Combining these skills into matches against other schools.



### Tennis

Using these skills to play more competitive matches and rallies. Developing this into games to encourage team work.



### Athletics

Making sure that all students know rules and are comfortable going into sports day

