

# The Unicorn School

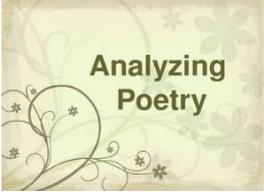
## Long Term Planning KS2 & 3

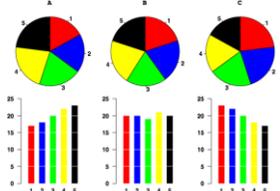


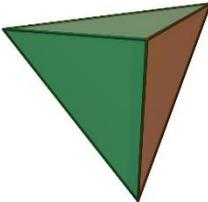
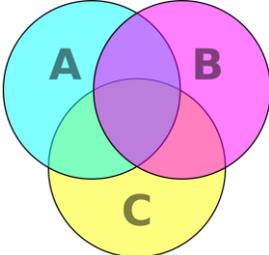
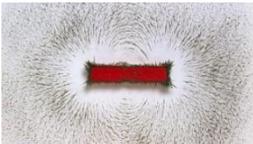
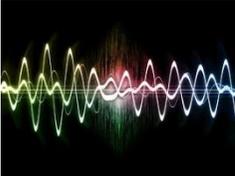
**Class:** YEAR 8

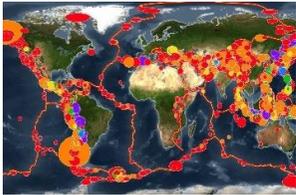
**Teacher(s):** Sarah Hunt

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Transactional Writing</b></p> <p>The students will explore transactional writing, focussing on superheroes and supervillains. The students will understand and be able to identify AFORESTRY and PATT and use these techniques in writing, presenting speeches, articles, leaflets, timelines and opinion articles.</p> <p>The students will develop clear communication; effectively and</p>	<p><b>Power and conflict poetry</b></p> <p>The children will be studying the first four poems from the GCSE English Literature Poetry Anthology.</p> <p>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</p>	<p><b>Lord of the flies</b></p> <p><i>Lord of the Flies</i> was William Golding's first great success making him one of the most acclaimed writers of the second half of the century.</p> <p>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</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 about</p>	<p><b>Gothic horror</b></p> <p>The students will develop an understanding of reading critically and writing about texts analytically. The students will learn the conventions of the Gothic horror genre and understand how descriptive techniques used creates tension and effect. 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, <i>There Will Come Soft Rains</i> and <i>A Sound of Thunder</i>.</p> <p>The students will explore the genres of dystopian and science fiction. They will analyse the plot and settings and write personal responses. The students will identify figurative language</p>

	<p>imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. The students will work on organising information and ideas to support coherence of texts.</p>  <p>Class book: The Diary of Anne Frank</p>	<p>the context of the poems. The students will learn about the form, 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>violence 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>Class book: Romeo and Juliet</p>	<p>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 challenging literature:</p> <p>Dorian Gray Dracula Frankenstein The Time Machine Yellow Wallpaper The Phantom coach Woman in the Graveyard Touch not the Cat.</p>  <p>Class book: The Curious Incident of the Dog in the Night-Time</p>	<p>used and the effect this has on the reader. The students will write their own short science fiction stories using the conventions they have explored.</p> 
<p><b>Maths</b></p>	<p><b>Place Value</b></p> <p>Write numbers in figures up to the millions. Compare and order decimals.</p>	<p><b>Rounding and Estimation</b></p> <p>Round numbers up to 1000. Round to a given number of decimals.</p>	<p><b>Algebraic manipulation</b></p> <p>Identify a term, expression, equation, formula and identity. Substitute positive integers into</p>	<p><b>Calculations with factors</b></p> <p>Recognise when two fractions are equivalent.</p>	<p><b>Angles</b></p> <p>Accurately measure angles in geometrical diagrams. Identify parallel and perpendicular lines.</p>	<p><b>Statistics</b></p> <p>Find and interpret the mean, mode, median and range from a list of data.</p>

<p>Convert between fractions and decimals. Use inequality symbols.</p> <p><b>Number properties</b> 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>Positive and negative numbers</b> Represent numbers on a number line. Compare and order negative and positive numbers. Interpret negative numbers in context. Add, subtract, multiply and divide positive and negative numbers.</p>	<p>Round to a given number of significant figures. Estimate roots.</p> <p><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. Solve complex problems.</p> <p><b>3D shapes</b> Name 3D shapes. Recognise and complete 3D shapes. Interpret plans and elevations of 3D shapes. Calculate the volume of 3D shapes.</p>	<p>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><b>Solving equations</b> Solve missing number problems using inverse operations. Solve one/two-step linear equations. Use substitution. Represent an inequality on a number line.</p> <p><b>Compound measures</b> Read time in 12 hour and 24-hour clock. Calculate speed, distance and time Read distance-time graphs. Calculate density, mass and volume. Calculate pressure, force and area.</p>	<p>Compare and order fractions with different denominators. Simply fractions. Convert between mixed number and an improper fraction. Add and subtract mixed numbers and improper numbers. Multiply and divide fractions and integers. Solve problems.</p> <p><b>Probability</b> 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.</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. Solve an angle problem. 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>Transformation</b> Transform 2D shapes by reflecting in vertical and horizontal mirror lines on a grid. Enlargement Rotation Basic transformation.</p>	<p>Make comparisons from two sets of data. Calculate the mean from a list of data. Complete and interpret a two-way table. Find data based on information given on the averages and range. Interpret bar charts. Solve problems. Construct, read and interpret a pie chart.</p> 
---	--	---	--	---	---

	Apply the order of operations.	Calculate the surface area of cubes and cuboids and prisms. 	Convert compound units.	Interpret probabilities from tables. 		
<b>Science</b>	<b>The Periodic Table</b> Elements Compounds Mixtures Chemical formulas 	<b>Energy &amp; Magnetic Forces</b> Types of Energy Heating solids, liquids, and gases Conduction Convection Insulation 	<b>Light &amp; Sound</b> The Eye Shadows Reflection and Refraction Spectrum Sound Ultrasound 	<b>Health &amp; the Human Body</b> A balanced diet Food tests Digestive system Aerobic respiration Anaerobic respiration 	<b>Earth Science</b> Types of rocks The rock cycle Weathering Global warming and ozone Acid Rain 1. The Structure of the Earth 	<b>Plants</b> Plant structure Photosynthesis Importance of plants – roots and minerals Competition and pesticides Deforestation 
<b>Topic</b>	<b>World War 2</b> The students will learn and develop an understanding about the largest global conflict the world has ever seen.	<b>World War 2 continued</b> What happened in the Blitz? Who were the soldiers of Empire?	<b>Volcanoes and earthquakes</b> Throughout this unit the students will study the locations, causes and consequences of the world's volcanoes and	<b>Volcanoes and earthquakes continued</b> What is happening beneath our feet? What happens at plate boundaries?	<b>Africa</b> In this unit the students will develop an understanding of the human and physical geography of Africa.	<b>Africa continued</b> What is the pattern of climate and biomes in Africa? Is there a future for the Sahel?

	<p>The students will analyse and explore the following key questions:</p> <p>Who fought and died in the Second World War?</p> <p>What caused the Second World War?</p> <p>Who was to blame for the Second World War?</p> <p>An overview of the Second World War.</p> <p>How successful was evacuation?</p> <p>How successful was Dunkirk?</p> <p>What happened in the Battle of Britain?</p>	<p>How did the Second World War change the role of women in Britain?</p> <p>How did the war change health and medicine?</p> <p>Why was Germany defeated in the Second World War?</p> <p>Was America right to drop the atomic bomb?</p> <p>Concluding with a case study of Auschwitz-Birkenau.</p> 	<p>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 earthquakes, volcanoes and mountain belts?</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>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>What are the challenges and opportunities of population change in Africa?</p> <p>What are the challenges and opportunities of urbanisation in Africa?</p> 
<b>PSHCE</b>	<p><b>Being Me</b></p> <p><b>Big question – Can I choose how I fit into the world?</b></p>	<p><b>Celebrating differences</b></p> <p><b>Big Question – How different are we really?</b></p>	<p><b>Dreams and goals</b></p> <p><b>Big Question – Can the choices I make now influence my future?</b></p>	<p><b>Healthy Me</b></p> <p><b>Big Question – Can I become more responsible for my health and happiness?</b></p>	<p><b>Relationships</b></p> <p><b>Big Question – Because I'm worth it...or am I?</b></p>	<p><b>Changing me</b></p> <p><b>Big Question – What factors can make an intimate</b></p>

	<p>This unit explores:          'Who am I'          My 'family'          The power of the first impressions.          Faith and belief.</p> 	<p>This unit explores:          Prejudices and discrimination.          Inequality.          When things go right.          Bullying.          How can I make a difference?</p> 	<p>This unit explores:          Your long term goals.          What money can't buy.          Online safety.          Money and earnings.          The price of life.</p> 	<p>This unit explores:          Me and my health.          Healthy choices on managing stress.          Healthy choices on substances.          Healthy choices on substance misuse and exploitation.          Healthy choices on medicine and immunisation.</p> 	<p>This unit explores:          Being in control of myself.          Being in control of my relationships.          Being in control of personal space.          Managing control and coercion in relationships          Being in control of social media.</p> 	<p><b>relationship happy and healthy?</b></p> <p>This unit explores:          Different types of relationships.          What is in a relationship.          Looks and smiles.          Does watching pornography help people understand relationships?          Alcohol and risks.</p> 
<p><b>RE</b></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><b>Judaism continued</b></p> <p>A life study          Judaism in daily life</p> <p>The Jewish home and family</p> <p>Symbolism in Judaism</p> <p>The Jewish moral code</p>	<p><b>Sikhism</b></p> <p>In this unit the students will be introduced to Sikhism through the following topics:</p> <p>Key beliefs</p> <p>The first Guru – Guru Nanak</p>	<p><b>Sikhism continued</b></p> <p>The authority of the Guru Granth Sahib</p> <p>Key people within the Sikh community</p> <p>Living as a Sikh</p> <p>Sewa – service to others</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><b>Humanism</b></p> <p>In this unit the students will undertake independent research to explore the phenomenon of 'humanism'</p> <p>The students will research and present answers to:</p>

	<p>Key beliefs</p> <p>Key principles of living</p> <p>The holy books of Judaism</p> <p>A life study</p> <p>The synagogue</p> <p>Leadership in Judaism</p> <p>Founding Fathers – Abraham and Moses</p>	<p>Celebrations in Judaism – Sukkot</p> 	<p>The Tenth Guru – Guru Gobind Singh</p> <p>Becoming a Khalsa Sikh</p> <p>The gurdwara</p> <p>Sikh worship</p>	<p>Significant places – Amristar.</p> <p>Celebrations in Sikhism</p> 	<p>The students will explore the following topics:</p> <p>Arguments for the existence of God – the argument from design the argument from first cause the argument from morality</p> <p>Arguing against the existence of God</p> <p>The problem of evil and suffering</p> <p>Ideas of immortality</p> <p>Miracles</p> <p>Revelation</p>	<p>What is Humanism?</p> <p>What do Humanism believe?</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>State 3 key ideas that Humanists believe.</p> 
<p><b>ICT</b></p>	<p><b>Computing Systems</b></p> <p>This unit takes students on a tour through the different layers of computing</p>	<p><b>Developing for the web</b></p> <p>In this unit, students will explore the technologies that</p>	<p><b>Introduction to Python programming</b></p> <p>This unit introduces students to text-based programming with</p>	<p><b>Media – Vector graphics</b></p> <p>Vector graphics can be used to design anything from logos</p>	<p><b>Mobile app development</b></p> <p>Today, there’s an app for every possible need. This</p>	<p><b>Representations – from clay to silicon</b></p> <p>Humans use symbols to record, process and transmit</p>

	<p>systems: from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of. The aim is to provide a concise overview of how computing systems operate, conveying the essentials and abstracting away the technical details that might confuse or put off students.</p>	<p>make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, students will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, students will have a functioning website.</p> 	<p>Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution. A range of pedagogical tools is employed throughout the unit, with the most prominent being pair programming, live coding, and worked examples.</p>	<p>and icons to posters, board games, and complex illustrations. Through this unit, students will be able to better understand the processes involved in creating such graphics and will be provided with the knowledge and tools to create their own.</p> 	<p>unit will take students through the entire process of creating their own mobile app, using App Lab from code.org. Building on the programming concepts students used in previous units, they will work in pairs to perform user research, design their app, write the code for it, before finally evaluating and publishing it for the world to use.</p>	<p>information. This unit introduces the students to binary digits as the symbols computers use to perform these tasks and focus on the representation of text and numbers.</p> 
<p><b>Performing Arts</b></p>	<p><u>Young Voices</u> During the term, the children will be learning the extensive material for the largest school choir in the world- Young Voices, which takes place in January.</p>  <p><u>Public Speaking</u></p>	<p><u>Romeo and Juliet</u> After the Young Voice concert in January, the children will move on to their annual performance with a production of Romeo and Juliet.</p> <p>Building on their skills for public speaking, the children will develop their acting and drama skills as well as backstage and production skills.</p>	<p><u>Class Band</u> During the summer term, the children will be playing instruments as part of a Class Band. They will learn to read graphic scores and follow simple melodies and chord structures to create collaborative music using keyboards and ukuleles with</p>			

	<p>The children will be developing their knowledge and skills of public speaking including breath, posture, harnessing nerves and presentation skills.</p> <p><u>Christmas Performance</u> The children will have the opportunity to take part in a performance during the end of term Christmas assembly.</p>	<p>Through games and analysis of plot and character, the children will either take on role on stage or backstage to create the play and will perform at the Unicorn Theatre.</p> 	<p>percussion instruments and singing to complete the band.</p> <p>The children will have the opportunity to compose music in small groups. They will also have the chance to perform their music.</p> 			
<p><b>Art</b></p>	<p><u>Perspective</u> 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 focus points in way of</p>	<p>This unit will be concluded by creating mixed media landscapes with collage and fabric. This term year 8 will be working in pencils, paint – acrylic and watercolour, soft pastels and mixed media.</p>	<p><u>Printing</u> During term 2 we will look at printing. Together we will look at Gytaku Fish Art and have a go at printing from fish and leaves. Year 8 will then be introduced to etching where they will create etched tree prints on a variety of surfaces.</p>	<p>Year 8 will experiment with a variety of materials and techniques as they develop the prints into finished pieces.</p> 	<p><u>Bugs</u> Using the fascinating world of bugs the students will develop their drawing and observational skills through detailed studies before designing and creating their own mini sculptures. Inspiration will be taken from a selection of artist who use bugs as a focus for their work</p>	

	<p>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>including Mike Libby and Rosalind Monks.</p>	
<p><b>PE</b></p>	<p><b>Football</b>          Creating space, being aware of where your team and opponents are.          Passing, learning different ways to pass and using all the correct techniques.          Being ready to receive the ball.          Learning to dribble.          Getting free from a defender to receive a ball in space.          Shooting; aiming practise, different techniques.          Communication, working in a team, being a team player, making sure we</p>	<p><b>Hockey</b>          How to hold the stick correctly          Learning how to dribble, but keeping head up.          Indian dribble          Push passing          Receiving a ball – cushioning.          Tackle – Jab tackle, blocking, what is a stick tackle          Passing a ball – different passes          Pass and move – creating space.          Dodging around a defender.</p>	<p><b>Tag Rugby</b>          How to hold a rugby ball.          Learning different passes – pop pass and pocket pass.          Tagging – how we tag safely          What is a try?          Passing on the move.          Passing both left and right.          Making sure we pass backwards.          Passing accurately.          ‘Dummy’ pass.          Defending – closing space to put pressure on.          What is a knock on?          Passing to players along the line.          What is a tap penalty?          What is offside?          Running onto the ball.</p>	<p><b>Netball/Tennis</b>          Different passes.          Receiving a ball.          How to signal to receive a ball.          General Rules.          Passing accurately.          Anticipating play, passing the ball quickly.          Footwork.          Shooting technique.          Landing and pivoting.          Shoulder pass accurately, with power.          Creating space.          Dodging.          Recapping the rules.          Rebounds.          House Matches</p>	<p><b>Rounders</b>          Catching with soft hands.          Throwing accurately.          Bowling.          Positions.          Hitting the ball.          Practicing fielding, bowling, backstopping and batting          Game play.</p> <p><b>Cricket</b>          Practicing fielding, bowling, backstopping and batting.          Game play.          Accurate Throwing.          Long barrier          Bowling practise.          House Matches</p>	<p><b>Athletics</b>          Long Jump          Hurdles          Javelin          Shot Put          Discuss          Long distance Running          Sprints</p>  <p>Sports Day</p>

	<p>communicate during a game and drills.          'Triangles' - learning set plays and how to use triangles to create space.          Discipline – being respectful to players and referees, learning what a foul is and how to tackle correctly.          House matches.</p> <p>Matches outside of schools.</p> 	<p>Working with team mates to get around defenders.          Communicating with my team mates to help move the ball up the pitch.          House Matches.</p> 	<p>Making sure I can receive the ball on the run.          How to stretch the line of defence as an attacking team.          House Matches</p> 			
<p><b>Activities</b></p>	<p><b>Sailing at Farmoor/ Photography</b></p> <p>Photographer study:</p> <p><b>Robert Capa</b>          'First get close, then get closer'  <b>Joel Meyovits</b>          Street photographer  <b>Elliot Erwitt</b></p>	<p><b>Film making</b></p> <p>Reporting a news story</p> <p>The students will write a news report and deliver it to camera, working in groups of three.</p>	<p><b>Food and Nutrition</b></p> <p>In this unit the students will continue working from the Eatwell Guide and develop skills in the following areas:</p> <p>Knowledge of food and nutrition.          Food provenance.</p>	<p><b>STEM activities</b></p> <p>This unit provides fun activities for students to explore science, technology, engineering and math.</p> <p>The students will carry out the following activities:</p>	<p><b>Sailing at Farmoor/ First Aid</b></p> <p>The students will learn First Aid skills in the following areas:</p> <p><b>Allergies.</b> Identifying an allergic reaction</p>	<p><b>Sailing at Farmoor/ Orienteering and Outdoor cooking</b></p> <p>The students will develop map skills. Plan walking routes in and around Abingdon.</p> <p>Tent assembly.</p>

	<p>Dog photographer <b>Henri Cartier-Bresson</b> Capture a moment <b>Julia Margaret Cameron</b></p> <p><b>Portraiture</b> – composition, frame, viewpoint and background.</p> <p><b>Street photography</b> - Patterns, line, shape, colour.</p> <p><b>Landscape</b> – Frame, focal point, foreground, linear perspective.</p>	<p>The students will develop skills in the following:</p> <p>Researching a story Writing a script. Collaboration. Technical skills of filming and recording. Positioning on camera. Understand media conventions of news reporting. Delivery to camera. Editing report.</p>	<p>Food preparation techniques. Food hygiene and safety. Consumer choices. Make recipes and dishes for a wide range of people.</p> <p>The students will make the following recipes and dishes:</p> <p>Savoury rice Mini carrot cake Frittata Fruit scones Pasta dish Meat/veg curry</p>	<p>Make ice cream in a bag</p> <p>Build a paper roller coaster</p> <p>Build and fly a paper rocket</p> <p>Turn milk into plastic</p> <p>Build a pizza box solar oven</p> <p>Create a scaffold from straws</p> 	<p>and know what to do.</p> <p><b>Asthma.</b> The causes of asthma and what action to take.</p> <p><b>Basic Life Support.</b> Primary survey, recovery position, CPR, how to use an AED.</p> <p><b>Bleeding.</b> First aid for bleeding and shock.</p> <p><b>Choking.</b> What to do if a child, or adult is choking.</p> <p><b>Head Injuries.</b> First aid for minor and severe head injuries.</p> <p><b>Y7 and Y8 PGL residential in Dorset</b></p>	<p>Campfire safety</p> <p>Campfire cupcakes in oranges</p> <p>Campfire popcorn</p> <p>Campfire pancakes</p> <p>Campfire hotdogs</p> 
--	---	---	---	---	--	---