The Unicorn School

Long Term Planning Key Stage 3 – Year 8

Class Tutors: Mrs. O Turnbull, Mr. C Scott

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Transactional Writing** Develop superhero and super villainous characters to use in their persuasive, informative and communicative writing. Understand, identify and use persuasive techniques in writing, speeches, articles, leaflets, timelines and opinion articles. Develop clear communication; effectively and	**GCSE War and conflict poetry** A study of 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.	**Noughts and Crosses by Malorie Blackman** Developing 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	**Noughts and Crosses continued** Identify themes and distinguish between themes; support a point of view by referring to evidence in the text. Analyse and evaluate how language (including figurative language), structure, form and presentation contribute to quality and impact. Write effectively about literature for a range of purposes	**Gothic literature** Develop an understanding of reading critically and writing about texts analytically. Conventions of the Gothic horror genre and understand how descriptive techniques used creates tension and effect. Use these techniques effectively in their own work. A range of challenging literature extracts: • Dorian Gray • The Monkey's Paw • Yellow Wallpaper • The Phantom Coach	**Science Fiction** **Short stories by author** Ray Bradbury *There Will Come Soft Rains* and *A Sound of Thunder.* Explore the genres of dystopian and science fiction. Analyse the plot and settings and write personal responses. Identify figurative language used and the effect

	imaginatively, selecting and adapting tone, style and register for different purposes and audiences. They will work on organising information and ideas to support coherence of texts.	**Key content:** structure, rhetoric, imagery, use of senses, irony and figurative language in the poems. Reflect on the feelings and attitudes in the poems and develop personal responses.	motivation, sequence of events, and the relationship between actions or events. Link real life context with events portrayed in the novel.	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.	• Woman in the Graveyard. • Woman in Black Rebecca • Coraline • The Silent Companion.	this has on the reader. Write a short science fiction story using the conventions they have explored.
Maths	**Positive and negative numbers** Represent numbers on a number line. Compare and order negative and positive numbers. Interpret negative numbers in context.	**Angles** Accurately measure angles in geometrical diagrams. Identify parallel and perpendicular lines.	**Circles** Name parts of a circle. Calculate the circumference of a circle. Calculate the area of circles, semicircles and quarter circles.	**Solving equations** Solve missing number problems using inverse operations. Solve one/two-step linear equations. Use substitution. **Number properties** Recognise square and	**Functions** Recognise a function written in algebra and work out tables of values. Plot co-ordinates & recognise their x and y values. Plot sets of coordinates that follow rules, e.g. y = 5 and y = 3x – 1	**Statistics** Draw and interpret pictograms, bar charts and pie charts. Recognise how graphs can be misleading. Calculate the mean, median, mode and range of a set of listed data.

	Add, subtract, multiply and divide positive and negative numbers. Apply the order of operations. **Algebraic manipulation** 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.	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. **Formula** Write a formula to describe a relationship	Find the area of shaded regions and compound shapes. **3D shapes** 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. **Length and area**	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. **Sequences** Identify and use the term-to-term rules for arithmetic, geometric and Fibonacci style sequences. Generate sequences from an nth term rule. Find the nth term rule for an arithmetic sequence.	**Statistics** 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.	Work backwards from knowing an average to working out missing data items. **Probability** 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

		between variables. Substitute positive and negative numbers into formulae. Change the subject of a formula.	Find missing lengths of a given perimeter. Find perimeters of rectangles. Find areas of parallelograms, triangles and L shapes., trapeziums, compound shapes. Convert between metric measures of length.	Determine whether a particular number will appear in a sequence.		from a Venn diagram or a table.
Science	**Ecosystems** • Variation • Adaptation • Daily/seasonal adaptations • Food webs/interdependence	**Energy transfers** • Conduction • Convection • Radiation • Insulation **Food and Nutrition**	**Breathing and Respiration** • Anaerobic respiration • The lungs **Combustion** • Burning fuels • Oxidation • Fire triangle	**Metals and their uses** • Metal properties • Investigating catalysts • Corrosion of metals • Metals and water • Metals and acid	**Unicellular Organisms** • Microbes • Fungi • Bacteria • Protoctists • Decomposers **Light** • How light moves • Reflection	**Light cont.** **Plant reproduction** • Useful plants • Classification • Pollination • Fertilisation • Germination and growth

	Periodic table • Atoms and elements • Compounds and mixtures • Physical and chemical changes	• Testing for sugars • Nutrition in food • Deficiency diseases • Digestive system • Bacteria and absorption	• Candle investigation		• Refraction • Colour	
Art	**Collaborative Collage** The unicorn houses are represented by Mythical creatures. Students will work collaboratively in small groups to create a banner for each of our school houses. Whilst employing their creativity, imagination and artistic skills this task also encourages teamwork, compromise and listening skills. The students will be working with a range of mediums including acetate, tissue paper and pens and will need to		**Perspective** An introduction to landscape perspective, looking at vanishing points, line of horizon and atmospheric perspective.		**Sculpture** The students will learn about the wonderful world of doodle art as they study Fabric Lenny. Taking inspiration from his work they will design and create a mixed media relief painting which they will develop into a free-standing card sculpture. This term focusses on building skills, design and planning in order to overcome the technical challenges in creating imaginative free-	

	overcome technical challenges as they adapt designs to scale.		 As they create imaginative, landscapes the students will develop their knowledge of colour theory, looking at monochromatic colour schemes and colour values. Perspective is further explored through objects as the students explore how light and shade are used to gain depth and perspective. The students will experiment in a wide range of mediums and materials including pencils, acrylic and watercolour paint, soft pastels and collage.	standing sculptures. 
Digital Skills	**Digital Tools**	**Digital Ethics**	**Pupil Digital Leader Badges –** Collaboration Champion, Creative Communicator, Innovative Problem Solver, Digital Trailblazer	

	Managing files, creating posts, sending emails, accessibility tools, use of Satchel One, ToDo lists	Copyright, AI tools, misinformation				
Geography	**World population** In this unit the students will explore enquiry questions and learn about population distributions and how countries attempt to control population change. They will learn about the types of migration and understand urbanisation and how cities evolve. Where does everyone live, and why?	**World population continued** Why do people migrate? Where do people migrate to? What is urbanisation? How has urbanisation changed? Presentation on a Mega city. How are populations changing?	**Volcanoes and earthquakes** Throughout this unit the students will study the locations, causes and consequences of the world's volcanoes and earthquakes, developing geographical skills. The students will consider and explore the	**Volcanoes and earthquakes continued** What is happening beneath our feet? What happens at plate boundaries? What do we know about earthquakes? Can people manage risk living in earthquake zones? What do we know about volcanoes? Can people manage risk living near volcanoes?	**Africa** 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: What are the challenges and opportunities facing Africa? What is the physical landscape of Africa? How has Africa's past shaped its present?	**Africa continued** What is the pattern of climate and biomes in Africa? Is there a future for the Sahel? What are the challenges and opportunities of population change in Africa? What are the challenges and opportunities of urbanisation in Africa?

	How can we describe the structure of a population? Can we control population size?		following questions: Can we ever know enough about earthquakes and volcanoes to live safely? Do continents fit together like jigsaw pieces? Where are the world's earthquakes, volcanoes and mountain belts?		How developed are African countries?	
History	**World War II** Students will learn and develop and understanding about the largest global conflict the World has ever seen.	**World War II** Who was to blame for WWII? What happened in the Blitz and	**Russian Revolution** Pupils to learn about the Romanov Tsars and debate if Tsar Nicolas II	**Russian Revolution** Students will learn about some key figures involved in the Russian Revolution such as: Tsar Nicolas II Gregor Rasputin	**English Civil War** Pupils will be introduced to the Stuart Kings and evaluate the efficacy of Charles I as King.	**English Civil War** Children will look at the rules and regulations of the New Model Army and consider its part in winning the Civil War.

	The students will analyse and explore the following key questions: Who fought and died in WWII? What caused WWII?	who were 'The Few'? How did the Second World War change the role of women in Britain? Why was Germany defeated in WWII?	was an effective Tsar. Students to analyse the causes of The Russian Revolution. Pupils to develop understanding about political systems and ideologies such as: Democracy Capitalism Communism Socialism Dictatorship	Karl Marx Vladimir Lenin Leon Trotsky Joseph Stalin	Students will examine the causes of the English Civil War. Pupils to look at the strategies of key battles of the Civil War such as Edgehill, Naseby and Marston Moor.	Pupils will learn about Oliver Cromwell and consider their own opinions about whether he was a 'hero or a usurper'. Pupils to look at the facts about Charles I's trial and argue whether they believe it to have been a 'fair' or a 'show' trial.
PSHE	**Being Me in My World**	**Celebrating Differences**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**

	Big Question: How do I fit into the world I live in? Who am I? Self-identity My influences Peer pressure and belonging My online identity What are the consequences of what I say and do online?	Big Question: Do we need to feel 'the same as' to belong? Challenging prejudice and discrimination Challenging stereotypes Discrimination in schools Bullying	Big Question: Can my choices affect my dreams and goals? Identifying dreams and goals Steps to achievement Managing setbacks How responsible and irresponsible choices can affect our dreams and goals	Big Question: To what extent am I responsible for my mental and physical health? Physical and emotional health How to recognise and deal with anxiety and stress Taking responsibility for health and sleep Substances and their effects Nutrition	Big Question: What can make a relationship healthy or unhealthy? Positive qualities of healthy relationships Changing supportive relationships Getting on and falling out External factors in relationships	Big Question: How do I feel about becoming an adult? My changing body Puberty Having a baby Types of relationships Image and self- esteem Changing feelings
RE	**Judaism** In this unit the students will be introduced to Judaism through the following topics:	**Judaism continued** The synagogue Leadership in Judaism.	**Isam** In this unit the students will be Identifying facts about Islam, focussing on:	Why is Mecca such an important place for Muslims. Identity the different Types of Islamic dress. Celebrations in Islam.	**Philosophy** In this unit the students will understand that philosophy tries to explain the nature of life through	**Philosophy** **continued** The argument from morality

	Judaism in the World today Different groups of Jewish people Key beliefs Key principles of living The holy books of Judaism	The Jewish home and family Symbolism in Judaism Celebrations in Judaism – Sukkot	The Five Pillars Describe how the Pillars encourage Muslims to be charitable. Code of conduct taken from the Qur'an.		the use of reason and argument. The students will explore the following topics: Arguments for the existence of God The argument from design The argument from first cause	Arguing against the existence of God The problem of evil and suffering
PE	**Football** Focusing on specific techniques including passing, dribbling and shooting. Learning the different types of passes while improving their own techniques. How to receive the ball so that you are	**Hockey** Making sure that the students know how to hold the stick correctly and the rules within hockey. Highlight different types of passes in	**Tag Rugby** Starting off by getting to grips with a rugby ball and how to hold it. Learning passing technique and practising passing between each other.	**Netball** Learning about the different passes in netball. How to perform a chest pass, bounce pass and a shoulder pass. Looking at how to receive the ball correctly. Timing your runs and passes.	**Tennis** Making sure that the students know how to underarm serve. Practising our forehand technique in pairs. Being able to keep a rally going using our forehand	**Athletics** Starting with learning throwing techniques. Specifically at Javelin, shotput and discus. Practising other events like long jump and standing long jump.

	ready for the next movement. Close control of the football while practising dribbling. Combining the passing and dribbling techniques together to form game related sequences. Learning different shooting techniques and practising to improve Small sided games to put passing, dribbling and shooting in practice while adding a competitive element. The importance of communication and good teamwork.	hockey like a push pass. How to receive the ball and dribbling technique. Looking at the importance of close control. Practice passing and moving to create space. Learning tackling techniques and the rules of tackling. Practise jab tackle and looking at what a stick tackle is. Practising shooting techniques and	Learning about the rules like passing backwords and offside. Looking at how a teams formation needs to line up. The importance of timing runs to stay onside Practising with 2 against 1 and 3 against 2. Looking into potential different passes like a pop pass. Making sure that we tag players correctly and know the rules.	Going over the general rules of netball, like footwork and blocking. How to anticipate a pass while landing and pivoting. Learning about the different positions on a netball court. What the positions are allowed to do. How to create space on the court with movement. Practising shooting techniques from within the dee. Combining these skills into matches against other schools.	Learning the correct technique for backhand shots. Practising this in pairs and implementing into rallies. Practising some target practise and being able to hit certain areas on the court. Using these skills to play more competitive matches and rallies. Developing this into games to encourage team work. 	Making sure to know the correct techniques. Running events including; 100m, 200m, 800m and relay races. Making sure that all students know rules and are comfortable going into sports day. 

	Learning how to play as a team and practising for school fixtures/interhouse games 	combining with passing and dribbling. Looking at how to beat a defender in attack vs defence. Small sided games to implement what has been learnt. How to work together as a team in interhouse matches and school fixtures.	How to attack effectively, using skills like a dummy. Identifying space on the pitch and knowing when to pass left or right. Working together as a team in interhouse matches. 			
Carousel	**DT Printing**	**Sailing** Sailors will learn to rig the boats and to know the	**Fitness**	**Food** Pupils will recall and apply the principles of The Eatwell guide and the 8	**Film** Pupils will understand the key production concept of film form. They will study	**Coding** Pupils will use MakeCode and Microbits to

	Pupils to explore different ways of Printing. Potato printing. Designing and building repeating patterns. Compare printing with a variety of vegetables. Printing with foam, experimenting with imprints and printing reverse images using printing inks and a roller Printing with natural shapes such as flowers and leaves. Printing with rubber stamps and inks. Printing and building shapes with string. Wooden block printing on fabric.	names of all the different parts. They will learn how to work cooperatively, helping each other out when needed. They will understand the importance of safety whilst sailing and how to look after themselves and each other. They will learn how to sail the boat efficiently, how to change direction, capsizing safely and getting back into the boat afterwards. Most importantly of	Pupils will develop **netball skills** including: A variety of passes Ball drills Accuracy Strategic thinking Teamwork. High-five games **Beginners' yoga**: Pupils will develop controlled breathing techniques. Improve flexibility Strengthen core muscle groups.	tips for healthy eating, to their own diet; Pupils will discuss energy and how needs change through life; name the key nutrients, sources and functions; Pupils will acquire and demonstrate a range of food skills and techniques; Pupils will adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes, increasing in complexity; Pupils will acquire and demonstrate the principles of food hygiene and safety; Pupils will identify how and why people make	cinematography, editing, sound and mise en scene using clips from age appropriate films. The students will then create their own short productions in small groups to demonstrate their understanding. This will prepare them for the GCSE Film Studies course.	develop their understanding of algorithms and coding.

		all they will spend the afternoon outside in the fresh air, gain a huge amount of confidence and have fun.	Develop good balance. The pupils will become competent in: Downward Dog Balasana Shavasana Tree Pose Seated Forward Fold. Warrior Chair Pose	different food and drink choices; Pupils will demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making; Pupils will acquire and apply a knowledge and understanding of food science; Pupils will apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios; · track their progress using the 'My learning journey book' (cooking, nutrition, food provenance, ingredients and creativity).		