

<p><u>History</u></p> <p>In this half term the learners will be exploring the tragic story of the Holocaust during WW2 and consider what it was like to live through that period of history.</p>	<p><u>DT</u></p> <p>This term, students will be learning about the basics of the iterative design process and how to use freehand sketching efficiently and the skills associated with it. Students will use the skills they have learned to design their own beach hut, before learning how to use a hot glue gun to make their design using different types of materials. Students will begin to learn about the properties of different materials and how they fit into their own material families.</p>
<p><u>PSHE</u></p> <p>Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, what makes a healthier relationship, Attraction, love or lust? pornography and the law, dealing with unwanted messages. Alcohol and the law.</p>	<p><u>Computing</u></p> <p>The aim of this unit and the following unit (Programming II) is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit. The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration.</p>
<p><u>RE</u></p> <p>Why is Islam the way it is? Muslim History focus.</p> <p>The three main traditions within Islam, and how they are understood culturally, religiously and politically</p> <p>The importance of the Prophet Muhammad. Outline the early life of Muhammad</p> <p>Describe why Allah chose Muhammad in the myth to become his prophet</p> <p>Create a fact file about the Prophet Muhammad.</p>	<p><u>Maths</u></p> <p>This half-term, we will revisit some Year 7 content to strengthen their confidence and secure their understanding of core skills. We will focus on: Place Value, Ordering and Rounding, where students will practise working with integers and decimals, comparing and ordering numbers, and rounding accurately in different contexts. We will then move on to the unit The Four Operations, developing fluency and problem-solving skills in addition, subtraction, multiplication, and division, including written methods, and applying these skills to real-life situations. Lessons will be carefully structured with clear modelling, step-by-step support, and opportunities for guided practice to ensure all students feel secure and successful in their learning.</p>

<p><u>English</u></p> <p>This term in Year 8 English, students will study the epic poem <i>Beowulf</i> while exploring Viking and Anglo-Saxon culture, developing skills in reading, analysis, writing, speaking, listening, research and creativity. Students will analyse characters, themes and context, learn how heroes are shaped by their time, write formal and informal invitations for a Viking feast, research swords in literature and their symbolism, design and create their own symbolic sword, and take part in discussion and performance activities. This unit links directly to the English curriculum by building skills in responding to challenging texts, writing for different purposes and audiences, presenting ideas clearly, and creating imaginative responses to literature, while encouraging teamwork, confidence and engagement with classic stories.</p>	<p><u>Geography:</u></p> <p>This half term year 8 will learn to distinguish the different between weather and climate. Describe temperature patterns in the UK. Explain the ways in which weather can be measure. Describe the hydrological cycle. Plot precipitation and temperature data on a graph. Interpret data to explain climate of an area. Categorise locations into global climatic zones. Understand what a hurricane is and how its impacts are measured. They will also explain the causes of wildfires. Analyse the impact climate change has had on weather in the UK and around the world. Finally, they will be learning to explain what a microclimate is and factors that influence one.</p>
<p><u>Art</u></p> <p>We will continue to look at the journals of Dan Eldon. As a journalist he reported on war zones in Africa. He was killed after a bomb strike hit a civilian target. He had among his possessions a few journals which catalogued his life and activities in the different countries he had visited during his short life. We will continue to create our own journals by collecting labels, tickets, images from the internet etc to catalogue our lives so far.</p>	<p><u>Outdoor Education</u></p> <p>This term at Forest School pupils will be exploring our little woodland as habitats for insects, mammals, birds and amphibians. We'll be looking at nocturnal and diurnal animals, whether they hibernate or migrate, where they feed and what they eat, and how they might build nests, dens, drays and sets. Pupils will also be using saws and bush knives to craft and build.</p>
<p><u>Drama</u></p> <p>In Drama, students will continue to develop key practical and creative skills through regular performance and exploration activities. This term we will also focus on working to a group performance. Lessons will focus on building confidence, cooperation and communication through group work, discussion and practical tasks. Students are learning to use voice, movement, facial expression and body language to</p>	<p><u>Citizenship</u></p> <p>In this unit, we will explore how citizens can take action in a democracy and what makes that action effective. We will learn about different ways individuals can participate, including speaking out, voting, campaigning, and engaging with decision-makers.</p> <p>We will examine how groups create change in society, focusing on the role of pressure groups and how</p>

create clear characters and convey meaning to an audience. They are also developing skills in improvisation, role play and responding to stimuli, as well as reflecting on their own work and the work of others using appropriate drama vocabulary. Emphasis is placed on teamwork, focus and resilience, helping students to rehearse, refine and perform with increasing independence. These skills support creativity, self-expression and confidence both on stage and in everyday situations.

collective action can influence laws, policies, and public opinion. We will also learn about **campaigning and influencing change**, identifying successful campaigns and understanding methods such as lobbying and raising awareness.

The unit will highlight the importance of **changemakers**, exploring how individuals and groups will play key roles in driving positive change both in the UK and globally. We will learn how their actions can strengthen democracy and improve society.

We will also explore the role of **select committees** in a democracy, understanding how they hold the government to account and why public participation and giving evidence are important.

Finally, we will consider **what effective change looks like**, identifying key features such as clear goals, public support, persistence, and impact, and why meaningful change is vital for a fair and democratic society.

Science

This half-term, students will be studying Chemistry: Changing Substances, where students will explore how substances can change through chemical reactions, including identifying evidence of reactions and understanding why these changes are important in everyday life. Throughout the unit, students will take part in structured, supportive practical experiments designed to develop their scientific thinking, confidence, and independence, while reinforcing the importance and relevance of science in their daily lives.

PE

Practical - This term pupils will be exploring a range of minority and inclusive games. They will develop teamwork skills through completion of several challenges and will be asked to work both individually and collaboratively to solve problems. They will develop knowledge of rules and tactics in each game played and will develop their coordination, accuracy and control of movements. Pupils will be encouraged to take turns and share ideas, playing both a team member and leadership role at times.

Theory- Pupils will begin to explore the social influences and cultural influences in sport this half term. They will explore topics such as leisure, recreation, sports development, media and global events. Their learning will focus on major sporting events and link to the winter games both Olympics and Paralympics taking place this term. Pupils will explore different career opportunities within each topic and factors which may affect someone's ability to participate or access sport.