



Topic Models

Year 8





MY TOPIC MODEL IN Yr 8

'Macbeth'

What I Will Be Do

- Research the life and times of Shakespeare
- Write an imaginative piece of writing pretending that you are a child in the 1600s
- Read extracts from 'Macbeth'
- Encounter the language of Shakespeare
- Explore the characters in 'Macbeth' and how they are presented

KEY TASKS:

- A diary entry entitled 'My Trip to The Theatre'
- Letter from Macbeth to Lady Macbeth
- Using quotations to answer set questions

Year 8 Unit: 'Macbeth'

TIME FRAME - 6 WEEKS

STRETCH and CHALLENGE

I can:

- ✓ Read the novel 'King of Shadows'
- ✓ Use the websites indicated to become familiar with other plays written by Shakespeare
- ✓ Write my own modern day version of 'Macbeth'

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Self Management | |

WHERE IS MY WORK AND ASSESSMENT

Google Classroom: [REDACTED]

USEFUL WEBSITES

<https://www.activityvillage.co.uk/william-shakespeare>

<https://www.bbc.co.uk/bitesize/topics/zksydcnm>

<https://www.twinkl.co.uk/search?term=macbeth>

By the end of this unit, I will be able to...

- ✓ Summarise the events in 'Macbeth'
- ✓ Show a good knowledge of what life was like in Shakespeare's time
- ✓ Answer questions on the play, using quotations
- ✓ Understand the language used by Shakespeare
- ✓ Make connections between Shakespearean England and the play



MY TOPIC MODEL IN Yr 8 English

WHERE IS MY WORK AND ASSESSMENT

KS3 English Cover Pack booklet

USEFUL WEBSITES

www.bbcbitessize.co.uk

GRAMMAR

I will be able to:

- use paragraphs correctly for a narrative.
- write in the correct tense throughout my writing tasks.
- use a variety of connectives in my writing.
- use a variety of modal verbs e.g 'should, could, must, will'
- Use imperatives, 'go, find, discover'.

KEY WORDS:

- | | |
|---------------|-----------------|
| > Narrative | > Non-Fiction |
| > Perspective | > Modal verb |
| > Character | > Imperative |
| > Tone | > Juxtaposition |
| > Genre | |
| > Structure | |

KS3 English Skills (English Cover Pack)

STRETCH and CHALLENGE

I will be able to:

- ✓ Read a variety of texts and analyse using some figurative language techniques.
- ✓ Write my own narratives using complex and detailed ideas and a variety of techniques.

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- ✓ Analyse a narrative
- ✓ Write my own narrative story.
- ✓ Analyse a non-fiction text.
- ✓ Write my own speech.
- ✓ Write an advice text.
- ✓ Analyse an unseen poem.
- ✓ Analyse a Shakespeare text.



MY TOPIC MODEL IN

Yr 8 English

Reading

I will be able to:

Read for enjoyment

Use a range of strategies to read with increasing independence

Understand and explore ideas, events and features of poetry

Use evidence to explain opinions

Writing

I will:

Talk about, plan and edit work

Develop, express and present ideas in a variety of forms

WHERE IS MY WORK AND ASSESSMENT

Poetry booklet

Google classroom : Class code

USEFUL WEBSITES

www.tes.com

www.bbc.co.uk/bitesize

Poetry Unit

STRETCH and CHALLENGE

- ✓ I will write a response to an unseen narrative poem
- ✓ I can identify words/ techniques used
- ✓ I can comment on their effect

TIME FRAME - 6 WEEKS

ASSESSMENT - To be added by teacher

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- Read a range of different poems including: Kennings, Haiku, Acrostic, Limericks and Narrative Poems
- Learn different poetic techniques including: similes, metaphors, personification, onomatopoeia and alliteration
- Use these techniques to write my own poetry

I will be able to respond to an unseen poem.



MY TOPIC MODEL IN Yr 8 French

GRAMMAR

I will be able to:

- recognise an -er verb
- use the correct -er verb endings with *je/tu/il/elle*
- use prepositions to say where things are
- use the pronoun *on* correctly
- use the correct ending with *on* for -er verbs
- use *ne ... pas* correctly
- use the correct ending with *ils/elles* for -er verbs

KEY WORDS:

You will find all of the core vocab in your key words book on Pgs 5,6
The keywords are laid out on Pg. 4 of the Homework booklet attached

Module 3 Chez-moi

STRETCH and CHALLENGE

I will be able to:

- ✓ Read short texts and give some detail
- ✓ Write a paragraph and give 3/4 sentences about each topic
- ✓ Use my grammar learning to write/ speak about the topic

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

WHERE IS MY WORK AND ASSESSMENT

Keywords book

Homework booklet

Google classroom : Classcode

USEFUL WEBSITES

www.tes.com

www.duolingo.com

www.babbel.com

By the end of this unit, I will be able to...

- ✓ talk about where people live
- ✓ describe my home
- ✓ describe my bedroom
- ✓ talk about what I do in the evening
- ✓ tell the time
- ✓ use prepositions to say where things are
- ✓ use the present tense of -er verbs
- ✓ use "on" to say what "we" do
- ✓ use "ils" and "elles" to say what "they" do



MY TOPIC MODEL IN Yr 8

Geography

KEY WORDS:

You will find all of the core vocab on the glossary pages on slides numbered 2 and 3 on Powerpoint

WHERE IS MY WORK AND ASSESSMENT

All work and assessments on PowerPoint presentation within Google Classroom

Google classroom : Classcode

USEFUL WEBSITES

www.tes.com

STRETCH and CHALLENGE

Extension tasks identified throughout activities

Opportunity for independent research on recent flooding events in the UK

- ✓ Date
- ✓ Causes (both human and physical)
- ✓ Cost
- ✓ Lives lost
- ✓ Government response
- ✓ Any other relevant information

Module 3

Rivers and Flooding

TIME FRAME - 8 WEEKS

ASSESSMENT - Investigate a river of the world task

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- ✓ Describe the water cycle
- ✓ Understand a river on its journey
- ✓ How rivers work
- ✓ Landforms created by the river
- ✓ What causes flooding
- ✓ Why did Tewkesbury flood?
- ✓ Bangladesh flooding case study
- ✓ The consequences of flooding

Learning Intentions:

Pupils will know:

- What Home Economics is.
- The behaviour expected of them in the Home Economics room.
- How prepare themselves for a practical lesson.
- The importance of personal hygiene and safety when cooking.

Stretch & Challenge:

I will be able to:

- Identify main skills developed in Home Economics and outline their importance.
- Outline numerous ways to keep oneself safe in the Home Economics room and their importance.
- Create an 'art spiral' to represent their thoughts on Home Economics.
- Explain why hygiene rules are important.

Where is my work and Assessment?

- Photocopied textbook that has already been given to you.
- Google classroom.
- Google classroom code [REDACTED].

Year 8

An introduction to Home Economics: Safety and Personal Hygiene

Time Frame: 2 weeks

Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self Management.

Key words:

- Skills
- Home
- Family Life
- Healthy Eating
- Independent living
- Behaviour
- Personal Hygiene
- Safety
- Bacteria
- Washing Up routine

Assessment:

Art spiral on 'What is Home Economics'
Getting ready for a practical lesson
Ranking the washing up routine
The Ross activities
Important rules in the Home Economics room





Learning Intentions:

Pupils will know:

- The various pieces of equipment in their cabinets.
- How each piece of equipment is used.
- The different types of cookers in the HE room.
- How to keep safe when using the cooker.

Stretch & Challenge:

I will be able to:

- Name and outline the use for pieces of equipment.
- Consider the equipment that may be required for a particular recipe.
- Describe the different forms of energy which cook food.

Where is my work and Assessment?

- Photocopied textbook that has already been given to you.
- Google classroom.
- Google classroom code: [redacted]

Year 8

An introduction to Home Economics: Equipment and the cooker

Time Frame:

2 weeks

Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self Management.

Key words:

- Equipment
- Use
- Cooker
- Electric
- Hob
- Oven
- Gas
- Ignition button
- Safety
- Grill

Assessment:

Equipment ICT task
Cooker questions



© Can Stock Photo - csp9026407

Learning Intentions:

Pupils will know:

- What is the Eat Well Guide is.
- The importance of each of the five food groups within the Eat Well Guide.
- The key messages the Eat Well Guide is portraying.
- The importance of following the guidance within the Eat Well Guide.

Stretch & Challenge:

I will be able to:

- State the five sections of the Eat Well Guide.
- Know the meanings or importance of the key words.
- Construct a detailed and colourful mind map on the Eat Well Guide.
- Create a detailed resource to educate teenagers on specific messages from the Eat Well Guide.

Where is my work and Assessment?

- Photocopied textbook that has already been given to you.
- Google classroom.
- Google classroom code: [redacted]

Year 8

Healthy Eating: An introduction to the Eat Well Guide

Time Frame: 2 weeks

Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Using ICT.
- Self Management.

Key words:

- Fruit & vegetables
- Starchy carbohydrates
- Protein
- Dairy and alternatives
- Oils and spreads
- Portions
- Sources
- Nutrient
- Function

Assessment:

Mind map activity
Eat Well Guide ICT resource activity



EAT THEM TO DEFEAT THEM

Learning Intentions:

Pupils will know:

- How to include fruit and vegetables in their daily diet.
- The importance of fruit and vegetables in the daily diet.

Stretch & Challenge:

I will be able to:

- Identify different ways to include fruit and vegetables in their daily diet.
- Understand and outline the importance of including fruit and vegetables in the daily diet.
- Complete questions on fruit and vegetables.
- Design a tray mat that will promote the importance of including fruit and vegetables in their daily diet.
- Identify the nutrients that fruit and vegetables provide in the diet and explain how the body uses them.

Where is my work and Assessment?

- Photocopied textbook that has already been given to you.
- Google classroom.
- Google classroom code:

Year 8

Healthy Eating: Fruit and vegetables

Time Frame:

1 week

Skills I will develop in this unit:

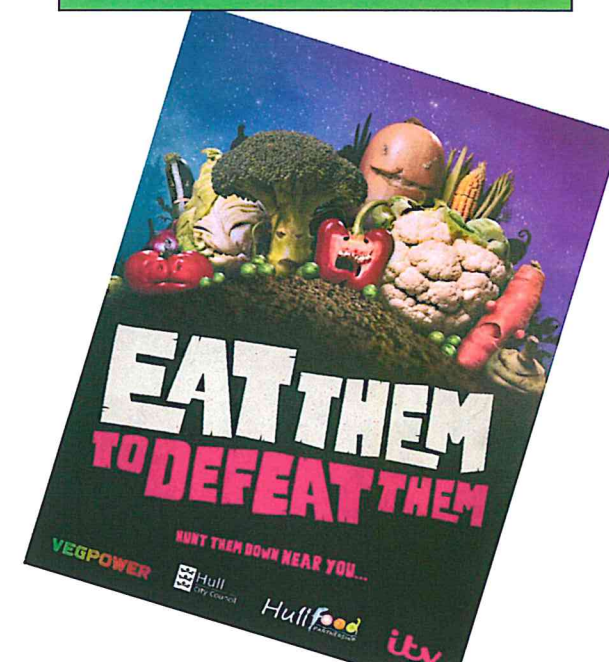
- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Using ICT.
- Self Management.

Key words:

- Fruit & Vegetables
- Portions
- Nutrients
- Varieties
- Vitamins
- Minerals
- Function
- Creatively
- Health benefits
-

Assessment:

Questions on fruit and vegetables.
Stretch and Challenge questions
Tray mat activity.





Learning Intentions:

Pupils will know:

- The nutritional needs of a child.
- The importance of meeting a child's nutritional needs.
- The importance of creating 'Happy Mealtimes'.
- The consequences of eating an unhealthy diet.

Stretch & Challenge:

I will be able to:

- Identify key nutrients required for a child.
- State their importance in the body.
- Identify and explain consequences of eating an unhealthy diet.
- Complete questions.
- Create a colourful resource to teach a 6 year old about the importance of looking after their teeth.

Where is my work and Assessment?

- Photocopied textbook that has already been given to you.
- Google classroom.
- Google classroom code: [redacted]

Year 8

Key essentials for a healthy childhood – The nutritional needs of a child

Time Frame:

2 weeks

Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self Management.

Key words:

- Nutritional needs
- Nutrients
- Function
- Consequences
- Obesity
- Diabetes
- Deficiencies
- Tooth decay

Assessment:

Nutritional needs of a child activity.
Nutritional needs of a child questions.
Tooth decay work sheet.
Tip top teeth resource to teach a 6 year old about the importance of looking after their teeth.





TOPIC MODEL : Yr 8 History

The Black People's of America

Guidance:

Documents have been uploaded and numbered. We would like the pupils to do each activity in chronological order.

You will see each activity includes different tasks eg. Source question, discussion questions, questions based on the topic and extension written activities.

KEY WORDS:

Plantation, Auction, Chains, Rebellion, Civil War, Abolish, Massacre, freedom, slavery, freedom, civilisations, colonies, plantation, civil rights movement.

The Black People's of America

TIME FRAME - 6 WEEKS

STRETCH and CHALLENGE

I will be able to :

- ✓ Students should begin to see the world from beyond their own perspective and be able to discuss this.
- ✓ Identify positives and negatives of the Civil Rights Movement in USA.
- ✓ What are the implications of the Civil Rights Movement
- ✓ How do we measure the success of Civil Rights?

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

WHERE IS MY WORK AND ASSESSMENT

All documents are online on google classroom.

Google classroom : Classcode

XXXX

USEFUL WEBSITES

<https://www.bbc.co.uk/bitesize/guides/zcpcwmn/revision/2>

<https://www.keystagehistory.co.uk/keystage-3/teaching-black-peoples-of-the-americas-and-slavery/>

By the end of this unit, I will be able to...

- What is freedom/What is slavery? (Activity sheet 1)
- How were slaves captured and transported to the Americas? (Activity sheet 1)
- How were slaves sold in America? (Activity sheet 1)
- The Civil War 1861-1865 (Activity sheet 2)
- Ku Klux Klan (Activity sheet 3)
- Birth of Civil Rights Movement (Activity sheet 4)
- Murder of Emmet Till (Activity sheet 5)
- Rosa Parks (Activity sheet 5)
- Martin Luther King (Activity sheet 6)
- The US Civil Rights Story (Activity 7)



MY TOPIC MODEL IN KS3 Scratch

About the topic

Students will use scratch to develop game making programming skills.

Students will also gain a better understanding of Computational Thinking & Algorithms using 'unplugged' activities

KEY WORDS:

Sprites
Levels
Blocks
Backgrounds
Testing
Evaluating other students work

WHERE IS MY WORK AND ASSESSMENT

Fronter Classroom

Review a previous game (Shark Attack)

Complete a (Storyboard) Planning sheet about your game

Create your game which should include:

2 Levels

Point score board

Use of sprites

How the game begins/ends

Scratch Computational Thinking

STRETCH and CHALLENGE

I will be able to :

- ✓ Design a Game (paper plan / algorithm / pseudo)
- ✓ Create a Game
- ✓ Test a Game
- ✓ Evaluate their Game

TIME FRAME - 4 WEEKS

ASSESSMENT - link to completed game with storyboard upload

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- ✓ Think computationally about games
- ✓ Problem solving
- ✓ Structuring tasks into various parts
- ✓ Problem solving
- ✓ Various levels of imagination/creativity



MY TOPIC MODEL IN Yr 8 Irish

GRAMMAR

I will be able to:

- Past, present and future tense of the verb 'to be'
- Apply the eclipses rule with counties

KEY WORDS:

You will find all of the core vocab in your key words book on Pgs 68 - 95
Help with the keywords is in an attached document.
Home works are specified in the workbook.

WHERE IS MY WORK AND ASSESSMENT

Keywords book

Work booklet

Google classroom : Classcode

USEFUL WEBSITES

www.duolingo.com

www.babbel.com

Unit 5 Weather, days, months and seasons

STRETCH and CHALLENGE

I will be able to :

- ✓ Read short texts and give some detail
- ✓ Write a paragraph and give 3/4 sentences about each topic
- ✓ Use my grammar learning to write/ speak about the topic

TIME FRAME - 4 WEEKS

ASSESSMENT - Complete a weather diary for 5 consecutive days to include the weather, days of the week and month.

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- ✓ Describe the weather
- ✓ Talk about the weather using county names
- ✓ List days of the week
- ✓ List months of the year
- ✓ List the seasons
- ✓ Learn to spell days, months and seasons and weather vocabulary.
- ✓ Complete a weather diary to include

Learning Intentions

At the end of this unit **ALL** pupils should be able to:

- Identify horizontal, vertical, parallel and perpendicular lines.
- Describe the properties of a regular shape
- Recognise the properties of various quadrilaterals
- Identify common types of polygons.

At the end of this unit **MOST** pupils should be able to:

- Construct triangles with a ruler and protractor

At the end of this unit **SOME** pupils should be able to:

- Construct triangles with a ruler and compass

Useful Websites

www.keadymaths.co.uk

1. Classwork booklet
2. Corbertt Maths Questions and Answers
3. Corbertt Maths Videos
4. Formal homework

<https://www.bbc.co.uk/bitesize/subjects/zqhs34j>

<https://uk.ixl.com/math/>

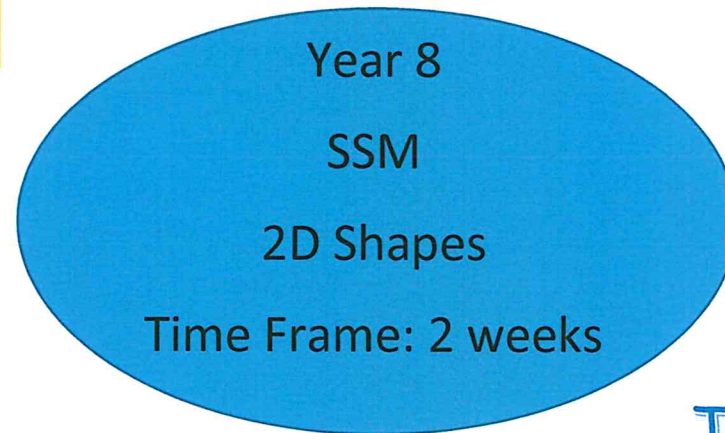
Assessment

Formal Homework

(www.keadymaths.co.uk)

Key Words

Horizontal	Square
Vertical	Rectangle
Parallel	Kite
Perpendicular	Rhombus
Quadrilateral	Parallelogram
Polygon	Trapezium
Protractor	Pentagon



Thinking Skills

Decide on the appropriate method and equipment to solve problems.

Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance

At the end of this unit **ALL** pupils should be able to:

- Work out the perimeter of simple shapes by adding all the given sides or using squared paper
- Calculate the perimeter of regular shapes with some missing but attainable sides
- Work out or estimate the area of a shape by counting squares
- Calculate the area of a square and rectangle
- Convert between metric units of length

Useful Websites

www.keadymaths.co.uk

1. Classwork booklet
2. Corbertt Maths Questions and Answers
3. Corbertt Maths Videos
4. Formal homework

<https://www.bbc.co.uk/bitesize/subje/cts/zqhs34j>

<https://uk.ixl.com/math/>

Learning Intentions

At the end of this unit **MOST** pupils should be able to:

- Calculate the perimeter of compound shapes with some missing but attainable sides
- Calculate the area of a triangle

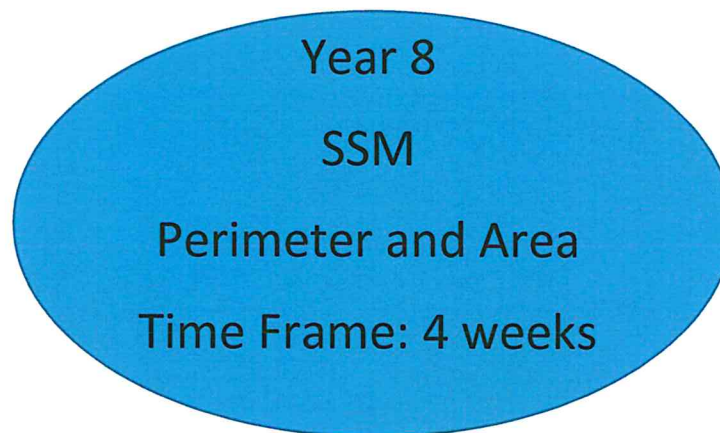
At the end of this unit **SOME** pupils should be able to:

- Find the length of a side of a square, given the area
- Find the length of a side of a rectangle, given the area and another side
- Calculate the area of a compound shape made from squares, rectangles and right angled triangles with missing but attainable sides
- Calculate the area of a parallelogram
- Calculate the area of a trapezium

Assessment

Formal Homework

(www.keadymaths.co.uk)



Key Words

Perimeter	Square
Area	Rectangle
Compound	Kite
Triangles	Rhombus
Metric	Parallelogram

Thinking Skills

Decide on the appropriate method and equipment to solve problems.

Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance



MY TOPIC MODEL IN

Year 8 Music-

Musical Notation

I will be able to:

- Recognise the letter names of the notes on the treble clef stave.
- Know the note name, shape and rhythmic value of the notes and rests.
- Know the key Italian terms for expression -dynamics and tempo.

STRETCH and CHALLENGE

I will be able to:

- ✓ Read music notation and recognise the letter names of the notes
- ✓ Complete a worksheet on the music notation learnt this topic.
- ✓ Listen to melodies and compose/sing simple melodies.

KEY WORDS:

You will find the important key terms for this topic in your exercise books.

They can also be seen in the PowerPoints

Module 4 Melody

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|--|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> Being Creative |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self-Management |

WHERE IS MY WORK AND ASSESSMENT

Exercise books

Google classroom : Classcode

USEFUL WEBSITES

www.tes.com

www.bbc.co.uk/bitesize/topics/z3dghyc/articles/z7n2qp3

By the end of this unit, I will be able to...

- ✓ Know that a melody is made up of notes & they move by steps & leaps.
- ✓ Know the basics of melodic notation
- ✓ Know that music is written on a stave.
- ✓ Know that notes are placed on a line or space
- ✓ Know that the letter names of the notes are A-G
- ✓ Compose/sing/play a simple melody -Q & A



MY TOPIC MODEL for KS3 P.E



Useful Websites:

- www.learninggaa.ie/footballskills
- www.joewicks.co.uk
- www.coachmag.co.uk
- www.pinterest.com

Daily Checklist:

Today I will have succeeded in:

At least 30min of **Physical** activity

I have spent time with my siblings
(**Emotional**)

I have taken the recommended daily intake of water - 2L

I have laughed and smiled at something today - (**Mental**)

KEY WORDS:

Pulse rate – (220 – your age = maximum heart rate)

Nutrition

Fun

Challenge

Flexibility

Strength

Water intake

Fitness

Movement

How do you feel after exercise?

*Now more than ever our
Physical, Emotional and
Mental health is so
important each day.*

Alphabet Fitness Challenge:

Choose a word / name every day and do your exercises accordingly:

- A - 20 Burpees
- B - 20 lunges
- C - Run up / down stairs – 10 times
- D - 20 sit ups
- E - 20 press ups
- F - Hold plank – 60 seconds
- F - Wall sit – 60 seconds
- G - Shuttle runs x 10
- H - See how far you can walk in 3 minutes (distance covered)
- I - See how far you run in 3 min
- J - 20 Squats
- K - 20 mountain climbers
- L - 50 Steps up
- M - Tricep dips x 20 (chair)
- N - Star Jumps x 20
- O - High knees – 60 seconds
- P - 20 leg lifts
- Q - 10 knee to elbow plank
- R - Russian twists
- S - 10 arm circles – each arm
- T - 30 Toe touches
- U - 50 ball bounces
- V - Skipping – 60 seconds
- W - Hurdle jump x 20 (using your school bag)
- X - 1 leg balance for 30 seconds
- Y - Tuck jump – 30 seconds
- Z - Side plank – 30 seconds

Hurling and Camogie Challenge:

How many you can do in 30 or 60 seconds of each of these?

- ✓ Jab / roll lift
- ✓ Hand pass against a wall
- ✓ Strike against a wall (left / right side)
- ✓ Bin challenge - See how many times you can score into your wheelie bin
- ✓ Foot flick and strike - use tennis ball

GAA Challenge:

- ✓ 20 Solo's right foot
- ✓ 20 Solo's Left foot
- ✓ 20 Pick-up – Right foot
- ✓ 20 Pick-up – Left foot
- ✓ 20 Fist pass right hand
- ✓ 20 Fist pass right hand
- ✓ 20 High / body catches

❖ **Aim for 75% MHR during exercise:**

For example: age = 15

220 – 15 = 205 MHR

75% = 160 RPM Approx



MY TOPIC MODEL IN Yr 8 RE

WHERE IS MY WORK AND ASSESSMENT

Life in Palestine Booklet- includes all activities and written homework

Google classroom : Classcode [redacted]

USEFUL WEBSITES

www.tes.com

Learning Intentions

- Develop an awareness of life in Palestine.
- Develop a knowledge and understanding of the religious, political and social life at the time of Jesus.

Glossary:

You will find all the key terms in Google Drive.

STRETCH and CHALLENGE

I will be able to :

- ✓ Name any places where there is war and tension at the moment
- ✓ Write a report describing the Zealots for the Roman authorities- inc. the difficulties these groups are causing.
- ✓ Explain the importance of the Sabbath day for Jews.
- ✓ Describe the main similarities between the Jewish Sabbath meal and the Christian Eucharist.
- ✓ Write a paragraph explaining why I think it is good that Sunday is not the same as other days in the week.
- ✓ Explain two reasons why Bar or Bat Mitzvah is important for Jews.

Life in Palestine

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- ✓ recall key dates and events in the time of Jesus;
- ✓ explain why there was tension between the Jews and the Romans;
- ✓ explain who the Zealots were
- ✓ identify the main regions and features of the land of Palestine in the time of Jesus;
- ✓ recall key facts about the main towns/villages/cities/rivers/lakes/places in Palestine in the time of Jesus.
- ✓ understand the importance of the Sabbath day for Jews;
- ✓ label a diagram of a synagogue;
- ✓ outline what happens in a Sabbath day service in the synagogue.
- ✓ label a diagram of the Temple
- ✓ Appreciate the importance of the Temple in the history and the worship of the Jews.
- ✓ describe the main religious groups/leaders in the time of Jesus;
- ✓ explain the main beliefs of the various religious groups in the time of Jesus.
- ✓ describe the interior of a typical house
- ✓ explain the term 'Mezuzah' and recite the Shema prayer
- ✓ describe what school was like in the time of Jesus
- ✓ explain the term 'Bar Mitzvah' and outline the main responsibilities of a 'Son of the Law'.



MY TOPIC MODEL IN Yr 8 SCIENCE

WHERE IS MY WORK AND ASSESSMENT

Google classroom : Classcode



Year 8 workbook and powerpoint provided on the google classroom.

USEFUL WEBSITES

www.tes.com

www.bbc.co.uk/bitesize

SCIENTIFIC SKILLS

I will be able to:

- State the variables (independent, dependent and controlled) in an experiment
- I can draw a table of results from those given in prose.
- Draw a graph to represent results.
- Use the results of an experiment to state the conclusion.
- Use the graph to make predictions/trends in an experiment
- Refine/evaluate a practical method in order to minimise errors/anomalous points

KEY WORDS:

- | | |
|-----------------|----------------|
| • Heat | • Sound |
| • Light | • Kinetic |
| • Nuclear | • Fossil fuels |
| • Chemical | • Solar |
| • Electrical | • Wind |
| • Gravitational | • Hydro |
| • Plastic | • Biomass |

Topic 3 Energy

TIME FRAME - 4 WEEKS

ASSESSMENT - Tracking Homework/Test

STRETCH and CHALLENGE

I will be able to :

- ✓ Use equations to calculate efficiency and work done.
- ✓ answer higher level questions, which are close to GCSE SA/DA Standard

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- ✓ List the different types of energy.
- ✓ Explain that energy cannot be created or destroyed but stored or transferred.
- ✓ Understand that not all energy is transferred in a useful form.
- ✓ Give examples of non-renewable energy sources.
- ✓ Give examples of renewable energy sources



MY TOPIC MODEL IN Yr 8 SCIENCE

SCIENTIFIC SKILLS

I will be able to:

- State the variables (independent, dependent and controlled) in an experiment
- Plot cooling curves in the form of a line graph, fulfilling the success criteria for plotting graphs (labels, scales, titles etc.)
- Use the results of an experiment to state the conclusion
- Use the graph to make predictions/trends in an experiment
- Refine/evaluate a practical method in order to minimise errors/anomalous points

STRETCH and CHALLENGE

I will be able to:

- ✓ answer higher level questions, which are close to GCSE SA/DA Standard

KEY WORDS:

- | | |
|---|---|
| <ul style="list-style-type: none">• Conduction• Convection• Degrees Celsius• Global Warming• Heat• Infra-red (IR)• Insulation | <ul style="list-style-type: none">• Radiation• Temperature• Thermometer |
|---|---|

Topic 4: Heat transfer

TIME FRAME - 4 WEEKS

ASSESSMENT - Tracking Homework/Test

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

WHERE IS MY WORK AND ASSESSMENT

Quick test, Key words,
Comprehension, Testing
Understanding, Skills Practice
Google classroom : Classcode

USEFUL WEBSITES

www.tes.com

[KS3 Science - BBC Bitesize](#)

By the end of this unit, I will be able to...

- ✓ Describe & explain the expansion of solids, liquids & gases when heated, and contraction when cooled
- ✓ State the difference between heat and temperature
- ✓ Describe & explain simple experiments to show the transfer of heat energy by conduction, convection & radiation
- ✓ Appreciate that all hot bodies radiate heat
- ✓ Identify good and bad conductors, convectors and radiators of heat
- ✓ Compare insulating ability of different materials & apply to methods of insulation in the home



MY TOPIC MODEL IN Yr 8 SCIENCE

WHERE IS MY WORK AND ASSESSMENT

Quick test, Key words,
Comprehension, Testing
Understanding, Skills Practice,
Workbook Questions

Google classroom : Classcode

USEFUL WEBSITES

www.tes.com

[KS3 Science - BBC Bitesize](#)

SCIENTIFIC SKILLS

I will be able to:

- Work out the change between two results
- State the variables (independent, dependent and controlled) in an experiment
- Plot results in the form of a bar chart, fulfilling the success criteria for plotting graphs (labels, scales, titles etc.)
- Use the results of an experiment to state the conclusion
- Use the graph to make predictions/trends in an experiment
- Refine/evaluate a practical method in order to minimise errors/anomalous points

KEY WORDS:

- | | |
|---------------------|---------------------|
| • Boiling | • Hydrochloric Acid |
| • Calcium Carbonate | • Irreversible |
| • Chemical reaction | • Limewater |
| • Cobalt Chloride | • Melting |
| • Condense | • Oxide |
| • Corrosive | • Product |
| • Fizzing | • Reactant |
| • Fuel | • Reversible |
| | • Temperature |

Topic 5: Simple chemical reactions

TIME FRAME - 4 WEEKS

ASSESSMENT - Tracking Homework/Test

STRETCH and CHALLENGE

I will be able to:

- ✓ answer higher level questions, which are close to GCSE SA/DA Standard

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- ✓ Identify the different stages of a chemical reaction
- ✓ Recognise the signs that a chemical reaction taking place
- ✓ State the difference between a physical change & a chemical change
- ✓ Describe & explain what happens when a metal is added to an acid
- ✓ Describe & explain what happens when a metal is added to an acid
- ✓ Describe & explain what happens when a substance is burned in combustion
- ✓ Identify the different parts of the fire triangle
- ✓ Know the different gas tests for hydrogen, oxygen & carbon dioxide
- ✓ Write word equations for basic chemical reactions



MY TOPIC MODEL IN Yr 8 SCIENCE

WHERE IS MY WORK AND ASSESSMENT

Google classroom : Class code



Year 8 workbook and PowerPoint
provided on the google classroom.
USEFUL WEBSITES

www.tes.com

www.bbc.co.uk/bitesize

SCIENTIFIC SKILLS

I will be able to:

- Read a passage and extract the relevant information from it to answer a set of questions
- Plot results in the form of a bar chart, fulfilling the success criteria for plotting graphs (labels, scales, titles etc.)
- Extract information from this graph.
- I can discuss, analyse and debate critical issues.
- Produce summaries which are appropriately sequenced to show key ideas.

KEY WORDS:

- | | |
|-----------------|-------------------|
| • Reproduction | • Penis |
| • Fertilisation | • Vagina |
| • Eggs | • Cell division |
| • Sperm | • Menstrual cycle |
| • Ovaries | • Womb |
| • Testis | • Pregnancy |
| • Puberty | • Foetus |
| | • Birth |

Topic 6 Reproduction

TIME FRAME - 4 WEEKS

ASSESSMENT - Tracking Homework/Test

STRETCH and CHALLENGE

I will be able to:

- ✓ Answer higher level questions, which are close to GCSE SA/DA Standard

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- ✓ Know that different animals reproduce in different ways.
- ✓ Label the male and female reproductive systems.
- ✓ Know that females produce eggs and males produce sperm.
- ✓ Explain the process of fertilisation.
- ✓ Describe the changes that take place in boys and girls as they go through puberty.
- ✓ Explain the menstrual cycle.
- ✓ Explain the growth of a baby in the womb.
- ✓ List characteristics of a healthy pregnancy.



MY TOPIC MODEL IN Yr 8 SPANISH

GRAMMAR

I will be able to:

- ✓ Using possessive adjectives
mi(s), tu(s), su(s)
- ✓ Using adjectives after nouns
- ✓ Using the verb 'ser'

KEY WORDS:

You will find all of the core vocab in your key words book on Pgs 5-6

The keywords are laid out on Pg. 4 of the Homework booklet attached

Module 3 Mi Familia

STRETCH and CHALLENGE

I will be able to:

- ✓ Read short texts and give some detail
- ✓ Write a paragraph and give 3/4 sentences about each topic
- ✓ Use my grammar learning to write/ speak about the topic

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

WHERE IS MY WORK AND ASSESSMENT

Keywords book

Homework booklet

Google classroom : Classcode

USEFUL WEBSITES

www.tes.com

www.duolingo.com

www.babbel.com

By the end of this unit, I will be able to...

- Talking about brothers and sisters
- Talking about your family
- Numbers 1-100
- Colours
- Talking about pets
- Talking about appearance and character
- Talking about eyes and hair



MY TOPIC MODEL IN Yr 8

Technology & Design

WHERE IS MY WORK AND ASSESSMENT?

Push along toy Booklet. Google Classroom.

Google Classroom Code :

USEFUL WEBSITES

www.tes.com

www.technologystudent.com

<http://the-warren.org>

Learning Outcomes

I will be able to:

- Know the four different types of motion and give examples.
- Name 3 types of CAM.
- Understand how a CAM changes rotary motion into reciprocating.
- Name 3 types of followers and what cam they should be used with.
- Know the properties of Pine wood.
- Sketch and render toy designs.

KEY WORDS:

Motion

Linear
Reciprocating
Oscillating
Rotary

Cams and Followers

Circular/Eccentric
Pear shaped
Heart Shaped

Flat
Point
Roller

Materials/Tools

Soft Wood
Pine
Scre
Try Square
Marking Gauge
Wood Plane
Glass-paper

Topic 2

Push Along Toy

STRETCH and CHALLENGE

I will be able to:

- ✓ Use graphic skills to sketch and annotate toy designs.
- ✓ Develop a relevant specification.
- ✓ Accurately follow a series of manufacturing steps independently, using relevant hand tools and equipment.
- ✓ Critically evaluate my own work and others.

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

Thinking skill ☐

ICT ☐

Problem solving ☐

Managing information
Self Management ☐

By the end of this unit, I will be able to...

- ✓ Know the difference in all four types of motion.
- ✓ Fully understand CAM technology.
- ✓ Give plenty of real life examples which represent motion and the different types.
- ✓ Give examples of real life products with more than one type of motion.
- ✓ Identify the tools needed for woodwork.