

Year 8 Curriculum

Subject	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Maths	Algebraic notation/manipulating terms Number key concepts 1 The Big Question: Why are the order of operations important?	Simplifying expressions Number key concepts 1 The Big Questions: How do we write really big or small numbers easily? What is the difference between expansion & factorisation?	Equality Number Key Concepts 2 The Big Questions: What do we mean by equality? What is the difference between equivalence & equality?	Inequalities Geometry in the cartesian plane The Big Questions: How many ways can you represent an inequality? What do we mean by parallel and perpendicular lines?	Algebraic fractions Formulae The Big Questions: What is the difference between an equation and a formulae?	Review and consolidation of "big" questions
English	The Adventures of Sherlock Holmes Crime in Victorian London; detectives; Watson; Holmes; deduction; scandal; dual-nature Mastery Writing 3: Narrative structures; temporal clauses; prepositional clauses; subordinating clauses; fragments Reading for Pleasure: 10 Minute Reads; Poetry The Big Question What was crime like in Victorian England?	The Adventures of Sherlock Holmes Crime in Victorian London; detectives; Watson; Holmes; deduction; scandal; dual-nature Mastery Writing 3: Narrative structures; temporal clauses; prepositional clauses; subordinating clauses; fragments Reading for Pleasure: 10 Minutes Reads; Reading Immersion Poetry The Big Question: How did Sherlock Holmes solve crimes?	The Tempest Shakespearean tragedy and comedy; colonialism; Prospero; Caliban's dual nature; the three plots Mastery Writing 3: Narrative structures; subject/verb agreement; comma splices; punctuating speech; apostrophes Descriptive Writing Reading for Pleasure: 10 Minutes Reads The Big Question: Who has power in The Tempest?	The Tempest Shakespearean tragedy and comedy; colonialism; Prospero; Caliban's dual nature; the three plots Mastery Writing 3: Narrative structures; subject/verb agreement; comma splices; punctuating speech; apostrophes Descriptive Writing Reading for Pleasure: 10 Minutes Reads; Reading Immersion The Big Question: Who are the victims in The Tempest?	Animal Farm Orwell; rebellion; allegory; Snowball; Napoleon; Squealer; Boxer; propaganda; cult of personality; corruption Mastery Writing 3: Creative writing; extended metaphor; writing character; describing settings; narrative structures; apostrophes of possession; pronouns Descriptive Writing Reading for Pleasure: Blood and Bone (ab) Northern Lights (cd) Orangeboy (ef) Refugee Boy (gi) The Luckiest Boy in the World (x) The Big Question: How does power corrupt?	Animal Farm Orwell; rebellion; allegory; Snowball; Napoleon; Squealer; Boxer; propaganda; cult of personality; corruption Mastery Writing 3: Creative writing; extended metaphor; writing character; describing settings; narrative structures; apostrophes of possession; pronouns Descriptive Writing Reading for Pleasure: Blood and Bone (ab) Northern Lights (cd) Orangeboy (ef) Refugee Boy (gi) The Luckiest Boy in the World (x) Reading Immersion The Big Question: How does power corrupt?
Science	Respiration Aerobic respiration, the heart, heart rate, structure of the lungs, Diffusion of gasses, blood and blood vessels The Big Question: Where do you get the energy to run a marathon? Food and Digestion Food groups, food tests, enzymes, digestive system, Case study: Obesity, deficiency diseases The Big Question: What should you eat to run a marathon?	Forces and motion Measuring forces, Moments, Levers, Speed, distance and time graphs, gravity The Big Question: How do forces allow us to travel on land, sea and air? Matter and Pressure States of matter, density of regular objects, density of irregular objects, ship building, gas pressure, atmospheric pressure, pressure in liquids, stress in solids The Big Question: Why doesn't an inflatable dinghy sink?	Acids and Alkalis Hazards of acids and alkali, indicators, universal indicator, Neutralisation, Neutralisation equations, neutralisation of carbonates, metals in acid, Acid strength The Big Question: Will vinegar treat both a wasp and bee sting? Elements, compounds and mixtures Elements, periodic table, compounds, Naming compounds, making compounds, mixtures, salt and boiling water, chemical formulae The Big Question: What's everything made up of?	Magnets Magnetic and non-magnetic, magnetic fields, compasses and magnets, making a magnet, electromagnets, electric bells, motors The Big Question: Why is the North pole not actually the North pole? Circuits What is electricity?, series circuits, parallel circuits, potential difference, how does potential difference affect current, resistance, equations, static The Big Question: Why do we make Christmas Tree lights in parallel rather than series circuits?	Reactivity series Metals in air, metals in water and acid, group 1 metals, displacement, Copper cycle, obtaining metals using carbon, obtaining results, catalysts The Big Question: Why can we wear gold jewelry but not magnesium? Combustion Fire triangle, fire extinguishers burning candles, complete and incomplete combustion, climate change, reducing climate change, thermal decomposition, conservation of mass	Microbes and disease Types of pathogen, clean hands, antibiotics, body defences, immune response, vaccinations, heart disease, smoking, drug development. The Big Question: Are plants useful in fighting disease? Plant Growth Photosynthesis, leaves, growing cress, testing a leaf for starch, factors affecting photosynthesis, moving water, plant hormones, plant diseases. The Big Question: Can we grow plants underground?

					The Big Question: How are chemical reactions affecting the planet?	
Art	<p>Food Baseline test – Pine Cone Food item studies from secondary sources - experimenting with mark-making and media</p> <p>The Big Question: Does the subject matter make Art more or less important?</p>	<p>Food POP ART MOVEMENT -Roy Litchtensien sections - Andy Warhol print-making research and Print (<i>build on previous knowledge of pattern and abstraction</i>) Poly printing (KEY ASSESSMENT) - multiple colour layers</p> <p>The Big Question: Does the subject matter make Art more or less important?</p>	<p>Food Research and Still Life study based on Cezanne using oil pastel Modern Still Life photography Poster paint study - (Build on previous colour mixing experience)</p> <p>The Big Question: Does the subject matter make Art more or less important?</p>	<p>Art & Cultures Investigation into Aboriginal Art - the types of art, such as negative printing, and geometric pattern used to convey meaning Study of Aboriginal Art and creating own art works, colour ladder and collage, negative hand painting experiments, dot painting. Pattern and meaning related to African tribal tattoos.</p> <p>The Big Question: Should museums return their colonial artefacts?</p>	<p>Art & Cultures Research into African culture and tribes, and the purpose of African mask. Study of Chief Jimoh Buraimoh's work Creation of own coloured African mask inspired by CJB. Comparison to Chinese mask (design and purpose) Chinese theatre mask, Chinese Tibetan Masks.</p> <p>The Big Question: Should museums return their colonial artefacts?</p>	<p>Art & Cultures Students use Chief Jimoh Buraimoh inspired masks to create a card relief mask. Mask painting inspired by Chief Jimoh Buraimoh inspired piece.</p> <p>The Big Question: Should museums return their colonial artifacts?</p>
Music	<p>The Blues Introduction to history and origins of Blues music. This unit delves into this history of slavery, looking into the origins of Blues music. Through analysis, performance and composition the key stylistic features of the blues are learnt and developed. Analyzing blues music. Learn about the 12-bar blues. Develop knowledge of chord sequences. Learn the C blues scale. Introduce and develop improvisational skills. Create blues piece.</p> <p>The Big Question: Do you think Blues would exist if there was no slavery?</p>	<p>Film Music (Hooks & Riffs) Introduction and exploration of the key stylistic features of film music. Leitmotifs are an important aspect of film music and pupils explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the inter-related dimensions of music, these can be changed to suit different on-screen situations.</p> <p>The Big Question: Can the music in a film be more iconic than the film itself?</p>	<p>Theme and Variations The unit begins by exploring basic ways to vary an existing theme. Students learn a well-known melody to use as their theme, then develop their own variation by using the inter-related dimensions of music and simple musical devices in terms of changing: pitch (octave), timbre, articulation, tempo, dynamics, rhythm, key and adding: pedal, drone, ostinato, rhythm, decoration (passing notes).</p> <p>The Big Question: Is modern music more important than historical music?</p>	<p>Electronic Dance Music This unit takes an explorative look into EDM and the variety of different styles it represents. By exploring the main characteristic musical features of EDM students will develop their performance skills. They will also be introduced to DAW and create their own short EDM track using loops.</p> <p>The Big Question: Are electronic instruments real instruments?</p>	<p>Samba This unit introduces the polyrhythmic style of Latin-American Samba and revises and revisits many key concepts concerning rhythm, beat and pulse from student's learning including features such as polyrhythms, cyclic rhythms, syncopation, ostinato and call and response. The experience of performing together as a class or larger group ensemble aims to give pupils the exhilaration and physical impact of ensemble percussion music.</p> <p>The Big Question: Should Samba be performed outside of the carnival?</p>	<p>Exploring songs and arrangements Explore the different types and styles of songs from different times, places and styles. Understand how popular songs have been performed in different arrangements by different groups and artists. Develop learning about hooks and riffs and how these have been used in popular songs. Create own popular song that uses structure, instrumentation, lyrics, chords, melody and other features learned about.</p> <p>The Big Question: Aren't all cover songs an arrangement?</p>
Drama	<p>Actor Tool Kit Revisit the fundamentals of acting skills and creating narrative. Continuation of building confidence in performing in front of peers through group exercises. Developing knowledge of how to use physical skills and how these can be used to communicate to an audience. Development of vocal skills and performance. Development of drama conventions and key terms.</p>	<p>'Blood Brothers' by Willy Russell Practical and theoretical/technical exploration into an extract of script. The start of Y8 is focusing on analysing performance and design elements as a holistic approach to theatre appreciation. The main focus is the script.</p> <p>The Big Question: What is the purpose of theatre and why does it exist?</p>	<p>The Woodsman' by James Ortiz. Digital Theatre Continuation of the focus of analysing performance and design elements as a holistic approach to theatre appreciation. This unit focuses on Live Performance.</p> <p>The Big Question: What is the purpose of theatre and why does it exist?</p>	<p>Commedia Del' arte Exploration of a style of improvised Italian Comedy that was popular between the 16th-18th century. Students will experiment with a range of exaggerated physical skills to demonstrate how the stock characters overcome the various predicaments they find themselves in.</p> <p>The Big Question: How do you think Commedia dell' Arte has influenced modern styles of theatre?</p>	<p>Dance in Adverts Exploration of various styles of dance and choreographic devices. Analysing repertoire (adverts) and understanding how choreography and specific styles can be used to market a product. Working in groups to choreograph and create an advert for a product.</p> <p>The Big Question: How can dance be used to draw an audience in and create a distinctive memory?</p>	<p>Performing a scripted extract 'Teachers' by John Godber. Use of vocal and physical skills to direct and perform a script - learning lines. At this stage and in preparation for Y9 students are asked to create, rehearse and perform taking on both the role of a director and performer. This is the point students are expected to learn a script - link to Comp 2.</p> <p>The Big Question: Who are the different characters we live</p>

	The Big Question: How can you express a character through vocal and physical skills?					amongst and how are they physically and vocally different?
ICT	<p>Developing for the web Using HTML and CSS to create webpages. Website building blocks, how to use HTML to create simple web pages, searching the web, creating a web page to summarise their learning of search techniques</p> <p>The Big Question: Will the internet slow down as it grows bigger and gets older?</p>	<p>Representations: from clay to silicon Representing numbers and text using binary digits, list examples of representations, convert between different units of representation size, measure the size of a bit sequence as the number of binary digits that it contains</p> <p>The Big Question: How can computers store and process everything in 1's and 0's?</p>	<p>Mobile App Development Identify the main stages in the systems life cycle, design a mobile app, create a prototype design for a mobile app in PPT.</p> <p>Media: vector graphics Draw basic shapes, manipulate individual objects and groups of objects, combine paths by applying operations, convert objects to paths, edit paths,</p> <p>The Big Question: How do media companies use computers to construct their products?</p>	<p>Mobile App Development Identify the main stages in the systems life cycle, design a mobile app, create a prototype design for a mobile app in PPT.</p> <p>Media: vector graphics Draw basic shapes, manipulate individual objects and groups of objects, combine paths by applying operations, convert objects to paths, edit paths,</p> <p>The Big Question: How do media companies use computers to construct their products?</p>	<p>Computing Systems Recall that a program is a sequence of instructions, explain the difference between a general-purpose computing system and a purpose build device, describe the functions of hardware components and how they work together to execute programs, describe how logical operators are used, use logic gates to construct simple logic gates</p> <p>The Big Question: How is the technology we used created?</p>	<p>Introduction to Python Programming Describe what algorithms are and the difference between algorithms and programs, use an IDE to write and execute a Python program using key programming constructs (selection, iteration, operators, logical operators)</p> <p>The Big Question: How to get a computer to follow human instructions?</p>
MFL	<p>Home & neighbourhood (France) City - type, places in town (revisit names and greetings) Homelessness in France/Francophone world Where you go Directions/locations Where you went (simple perfect using aller)</p> <p>Grammar focus Tenses</p> <p>The Big Questions: Is living in France the same as living in England?</p>	<p>Home & Neighbourhood (France) Where you went (simple perfect using aller) Weekend plans (conditional)</p> <p>The Big Question: Is living in France the same as living in England?</p> <p>School (Senegal) Subjects Timetables (revisit time and routine)</p> <p>The Big Questions: Do French speaking Senegalese children learn English like we learn French?</p>	<p>School (Senegal) Facilities Clubs (revisit hobbies and sport) Future plans (revisit conditional and introduce simple future voy a + infinitives)</p> <p>The Big Questions: Do French speaking Senegalese children learn English like we learn French?</p> <p>What progress am I making? Assessment lessons covering the 4 skills (listening, speaking, reading, writing) covering content since September</p>	<p>Feedback & improvement lesson from assessment (1 lesson)</p> <p>Health and diet (Belgium) Eating and drinking - food & drink with common verbs and opinions, meals times/preferences Ordering food- eating out/transactional role play Diet - healthy or unhealthy?</p> <p>The Big Questions: What is a Belgian diet like? Grammar focus: Asking questions</p>	<p>Health and diet (Belgium) Body parts - pain Injury/illness - transactional role play (Drs) The Big Question: What is a Belgian diet like? Grammar focus: Asking Questions</p> <p>Holidays (Mauritius) Travel - countries and nationalities Transport - types/ transactional role plays Accommodation - different types/ transactional role plays Activities - revisit hobbies and sport</p> <p>The Big Question: What is there to do on holiday in Mauritius? Grammar Focus: Why accents matter</p>	<p>Holidays (Mauritius) Activities - revisit hobbies and sports Past holidays - revisit preterite so far plus any new topic specific verbs Dream holiday - revisit simple future and conditional</p> <p>The Big Question: What is there to do on holiday in Mauritius? Grammar Focus: Why accents matter?</p> <p>End of year exams - 4 lessons/4 skills (listening, speaking, reading and writing)</p>
Theology	<p>Philosophy and ethics What is philosophy? Logic What is ethics? Making choices</p> <p>The Big Question: Can philosophy and ethics help us to make the right choices?</p>	<p>Daily life Anti-Semitism The holocaust Big Quiz</p> <p>The Big Question: What does it mean to be Jewish?</p> <p>Pilgrimage Lourdes</p>	<p>Hajj Varnasi & Ganges</p> <p>The Big Question: What are the benefits of pilgrimage?</p> <p>Buddhism The life of Buddha Key beliefs Buddhist monks</p>	<p>The Big Question: What is Buddhism? worship Big Quiz</p> <p>Festivals Christmas and Easter Divali Ramadan Wesak</p>	<p>Sikhism Guru Nanak The Sikh code of conduct Worship in the gurdwara The 5 K's The virtues and the evils Karma and reincarnation</p>	<p>Sewa and service to others Gurmukh and Manmukh Gurpurbs The Big End of year Quiz. The 10 gurus</p> <p>The Big Question: How does a Sikh show that they are a good Sikh?</p>

	<p>The Jewish Religion Key beliefs Holy books</p> <p><i>The Big Question: What does it mean to be Jewish?</i></p>	Amritsar	Animal rights	<i>The Big Question: Are all religious festivals the same?</i>	<i>The Big Question: How does a Sikh show that they are a good Sikh?</i>	
PE	<p>Football, Netball, Rugby & Fitness</p> <p>Boys: Football x 5 weeks Girls: Netball x 5 weeks</p> <p>Boys: Rugby x 1 week Girls: Fitness x 1 week</p> <p>The Big Question: What are the fitness requirements for invasion players?</p>	<p>Rugby & Fitness</p> <p>Boys: Rugby x 4 weeks Girls: Fitness x 4 weeks</p> <p>Boys: Fitness x 3 weeks Girls: Rugby x 3 weeks</p> <p>The Big Question: What are the fitness requirements for invasion players?</p> <p><i>The Big Question: Is it better to perform simple movements that are aesthetically pleasing or complex movements that are inaesthetic?</i></p>	<p>Fitness, Rugby, Trampolining, Badminton</p> <p>Boys: Fitness x 2 weeks Girls: Rugby x 2 weeks</p> <p>Boys: Badminton x 5 weeks Girls: Trampolining x 5 weeks</p> <p>The Big Question: What are the fitness requirements for invasion players?</p> <p>Big Question: What are the key differences between attacking and defensive shots?</p> <p><i>The Big Question: Is it better to perform simple movements that are aesthetically pleasing or complex movements that are inaesthetic?</i></p>	<p>Trampolining, Badminton, Athletics, Striking and Fielding</p> <p>Boys: Trampolining x 5 weeks Girls: Badminton x 5 weeks</p> <p>Boys: Athletics x 1 week Girls: Striking and Fielding x 1 week</p> <p><i>The Big Question: What are the different ways of setting up your fielding positions and how does this affect the game?</i></p> <p>The Big Question: What are the key differences between attacking and defensive shots?</p> <p>The Big Question: What are the differences in rules for sprint events and longer distance events?</p>	<p>Athletics & Striking and Fielding</p> <p>Boys: Athletics x 5 weeks Girls: Striking and Fielding x 5 weeks</p> <p><i>The Big Question: What are the different ways of setting up your fielding positions and how does this affect the game?</i></p> <p>The Big Question: What are the differences in rules for sprint events and longer distance events?</p>	<p>Athletics & Striking & Fielding</p> <p>Boys: Striking and Fielding x 6 weeks Girls: Athletics x 6 weeks</p> <p>2 x weeks invasion CTF - Tactics and strategies.</p> <p><i>The Big Question: What are the different ways of setting up your fielding positions and how does this affect the game?</i></p> <p>The Big Question: What are the differences in rules for sprint events and longer distance events?</p>
Geography	<p>Can the Earth cope? What are the causes and effects of global warming/climate change? Why use renewable energy? Wind energy study. Oilville decision making exercise - Assessment</p> <p>Trash - Within the 'Can the Earth Cope unit'</p> <p>Imagine what life would be like on a dumpsite Is child labour still present today? Is education useful for children living on dumpsite? Is it fair for prisoners to live in squalor?</p>	<p>Comparison of the three main characters- Gardo, Raphael and Rat</p> <p>Assessment – Big Write – write an alternative ending to the novel.</p> <p>Can the Earth cope?</p> <p>What are the causes and effects of global warming/climate change? Why use renewable energy? Wind energy study. Oilville decision making exercise - Assessment</p> <p>What are the problems associated with food miles? How do are carbon footprint compare? How can we reduce our carbon footprint?</p>	<p>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 and volcanoes? What happens beneath our feet? What happens at plate boundaries? What do we know about Earthquakes? Can people manage the risk of living in Earthquake zones? Earthquake case study – Nepal What is a Tsunami? What do we know about Volcanoes?</p>	<p>Volcano case study - Iceland Can we ever know enough about earthquakes and volcanoes to live safely? Assessment</p> <p><i>The Big Question: Can we ever know enough about earthquakes and volcanoes to live safely?</i></p> <p>What is development? What is development? How is money spread around the world? What other ways can be used to measure development? How can development change over time?</p>	<p>Why is the weather changing? Can you identify different types of weather? How do we measure weather? What are clouds and why does it rain? What is air pressure and what weather does an anticyclone bring? What are depressions and how do they affect our weather? How do I conduct a weather enquiry? What is the climate of the UK? How does climate vary across the world? Why is the weather changing? Assessment</p>	<p>Why are rivers important? How does water flow into rivers? What work do rivers do? How do rivers change from source to mouth? How do rivers shape the land? How do I conduct a river fieldwork enquiry? How are rivers important to people? How do rivers create problems? How can flooding be managed?</p> <p>Why are rivers important? Assessment</p> <p><i>The Big Question: Why are rivers important?</i></p>

	<p>The Big Question: Can the Earth Cope?</p>	<p>Plastics pollution – how is it affecting our seas? Waste and waste disposal – which is the best option? What are the effects of the population explosion? Can the Earth Cope? Assessment</p> <p>The Big Question: Can the Earth cope?</p>	<p>Can people manage the risk of living in Volcano zones?</p> <p>The Big Question: Can we ever know enough about earthquakes and volcanoes to live safely?</p>	<p>What is the global development map missing? Why do people live in poverty? How can gender equality increase development? How do countries and organisation support development? What is development? Assessment</p> <p>The Big Question: What is development?</p>	<p>The Big Question: Why is the weather changing?</p>	
PSHE	<p>Risk and Safety: What do we mean by risk? How do we manage risky situations? Bullying & gambling.</p> <p>The Big Question: How do you manage risk?</p>	<p>Relationships: What are the different types of relationships? What is a healthy relationship? Communication skills. Is commitment important in relationships?</p> <p>The Big Question: Why do some relationships not work?</p>	<p>Relationships: Abuse in relationships.</p> <p>Alcohol, tobacco and other drugs: Drugs – What are they? Drugs and the law Alcohol</p> <p>The Big Question: What impact can substances have on my future life?</p>	<p>Alcohol, tobacco and other drugs: Smoking & what it does to your body. What is the impact of drug taking? How do I manage situations involving drugs?</p> <p>The Big Question: What impact can substances have on my future life?</p>	<p>Identity: Who am I and what does family mean to me? How do I contribute to family life? Gender identity. Stereotypes.</p> <p>The Big Question: Who am I and what are my rights and responsibilities?</p>	<p>Identity: Faith and values. How am I doing? What are my rights and responsibilities?</p> <p>The Big Question: Who am I and what are my rights and responsibilities?</p>
History	<p>What was the impact of slavery on the world? 1. Africa before the Slave Trade 2. The origins of the Slave Trade 3. How did the Slave Trade evolve? 4. Triangular Trade 5. Conditions on the middle passage 6. How were Africans sold into slavery? 7. Slave Auctions 8. Life on plantations 9. What was life like for slaves? 10. Slave resistance 11. Haiti</p> <p>The Big Question: What was the impact of slavery on the world?</p>	<p>11. How effective was Slave Resistance? 12. Why was the slave trade important to the development of British Towns and Cities? 13. What was the impact of the slave trade on Industry and Britain? 14. Why was there opposition to slavery? 15. William Wilberforce 16. How was slavery abolished in Britain? 17. Modern day slavery 18. Assessment and feedback. Summary of slavery.</p> <p>The Big Question: An age of revolution, 1745 to 1901 – did Britain grow or decline?</p> <p>An age of revolution, 1745 to 1901 – did Britain grow or decline? 1. Why did Britain develop an empire? 2. Why did the American colonies expand after 1713? 3. Why was the French-Indian War important to the American colonies?</p>	<p>4. Why was there tension between Britain and her American colonies by 1774? 5. Why did the American colonies win the war of Independence? 6. Life before 1750 in Britain 7. The Domestic system 8. Jobs in the Industrial Revolution 9. Child Labour 10. What was it like to work during the Industrial revolution? 11. Transport before 1750 12. Why were the railways important? 13. How did transport develop during the IR? 14. Living conditions in the Industrial cities</p> <p>The Big Question: An age of revolution, 1745 to 1901 – did Britain grow or decline?</p>	<p>15. What was life like in Hull c.1800? 16-17. Assessment and feedback</p> <p>Why should the Great War be remembered? 1. Introduction 2. What was Europe like before 1914? 3. Long-term causes 4. Short Term Cause (Sarajevo) 5. Who was to blame for the Great war?</p> <p>The Big Question: Why should the Great War be remembered?</p>	<p>6. Recruitment – did people volunteer to fight? 7. Local case study – Hull Pals 8. Black and Asian soldiers 9. Did all people support the war? 10. The trenches – including conditions and medicine. 11. What weapons were used in WW1? 12. The Battle of the Somme and Douglas Haig – Lions led by Donkeys? 13. Assessment</p> <p>The Big Question: Why should the Great War be remembered?</p>	<p>Why did women get the vote? 1. Why were women important in Victorian Britain? 2. What change did women want and why? 3. The Suffragists 4. The Suffragettes – including Mary Murdoch and the organization in Hull. 5. Emily Davison – did she plan on killing herself? 6. The Cat and Mouse Act 7. Opposition to votes for women 8. Women in WW1 – at home and on the front line 9. Why did women get the vote in 1918? 10. Assessment</p> <p>The Big Question: Why did women get the vote?</p>
Technology Textiles	<p>Recap/further development of understanding in Textiles/health and safety policies and practice,</p>	<p>Investigation/exploration of global environmental issues, sustainability, the impact of</p>	<p>Continuation of Project (sock monkey)- hand sewing skills, use of components and</p>	<p>Further in-depth analysis and construction of a specification, product analysis, design</p>	<p>Investigation and exploration of the context, investigation of new and emerging</p>	<p>Development of design ideas, finalising design ideas, collaborative working/practical</p>

	<p>fibres and fabrics research and introduction into fabric construction, exploration/investigation into their fibre properties in relation to their construction, secondary research.</p> <p>The Big Question: Is upcycling our solution?</p>	<p>industries and climate change, analysis of the brief, constructing a specification, developing advanced hand embroidery skills, Main Project construction (Sock Monkeys)</p> <p>The Big Question: Is upcycling our solution?</p>	<p>decorative techniques, user needs/evaluation and testing. Investigation of global issues, climate change & sustainability, designer responsibilities, exploration and secondary research into upcycling.</p> <p>The Big Question: Is upcycling our solution?</p>	<p>development, bag design & construction - hand/machine sewing skills, use of components and decorative techniques. Manufacturing specification & further depth into industry Evaluation/testing.</p> <p>The Big Question: Sustainability or quality?</p>	<p>technologies, drawing techniques - bag design & construction - hand/machine sewing skills, use of components and decorative techniques. Evaluation/testing. Designer responsibilities/industry. Anthropometrics and Ergonomics & Design/Fashion Cycles/Trends and production methods. Smart/Technical and Composite Materials. Celebration of cultures.</p> <p>The Big Question: Sustainability or quality?</p>	<p>work, evaluation & testing. Designer responsibilities/industry. Anthropometrics and Ergonomics & Design/Fashion Cycles/Trends and production methods. Smart/Technical and Composite Materials. Celebration of cultures.</p> <p>The Big Question: Sustainability or quality?</p>
<p>Technology Food</p>	<p>Health and safety and Food Hygiene, Macro and Micro Nutrients PRACTICAL COOK 1 Chicken Korma</p> <p>The Big Question: "Dr Oetker VS Homemade"</p>	<p>PRACTICAL COOK 2 Bacon & tomato pasta Cooking method and heat transfer, Assessment Lesson</p> <p>The Big Question: "Dr Oetker VS Homemade"</p>	<p>PRACTICAL COOK 3 Ginger Cakes Seasonality and sustainability production, organic and food miles</p> <p>The Big Question: "Can culture and religion dictate our diet?"</p>	<p>PRACTICAL COOK 4 Flatbread PRACTICAL COOK 5 Pastry jam tarts Manufacturing specification Function and chemical properties of nutrients.</p> <p>The Big Question: "Can culture and religion dictate our diet?"</p>	<p>PRACTICAL COOK 6 CHINESE CHICKEN Cultures & Food Choice Manufacturing specification Function and chemical properties of nutrients. Assessment Lesson</p> <p>The Big Question "Organic or every day value?"</p>	<p>PRACTICAL COOK 9 Marble cake Food Farming Design brief and specification.</p> <p>The Big Question: Organic or every day value?</p>
<p>Engineering</p>	<p>Clock Project Recap of essential Health and Safety in the workshop Analysis of the design Brief, developing a specification, identifying and solving design problems,</p> <p>The Big Question: "Does material classification determine success?"</p>	<p>Clock Project Researching the product around a theme, investigation into user needs, the study of different cultures and analysing the work of past and present professionals and others – with an emphasis on the Memphis theme, to develop and broaden their understanding.</p> <p>The Big Question: "Does material classification determine success?"</p>	<p>Clock Project Designing: The iterative design process; Developing and communicating design ideas using annotated sketches, detailed plans, 3-Dand mathematical modelling, oral and digital presentations and computer-based tools, Use of 2D Design in order to draw and laser cut the centre face of the clock. Testing: Testing, evaluating and refining their ideas and products against a specification.</p> <p>The Big Question: "Does material classification determine success?"</p>	<p>Clock Project Modelling: critique, evaluate and test their ideas and products and the work of other, constructing a prototype, understanding developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists, engineering materials and selecting from and using specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.</p> <p>The Big Question: "Does material classification determine success?"</p>	<p>Clock Project Making: Selecting from and using specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture, engineering materials, Environmental impact of materials and mechanical systems: Understanding how more advanced mechanical systems used in their products enable changes in movement and force (clock mechanism/pendulum/gears).</p> <p>The Big Question: "Does material classification determine success?"</p>	<p>Clock Project Making: Selecting from and using specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture, electronic and electrical systems relating to a clock: light/sound and movement as inputs and outputs, applying computing and use electronics to embed intelligence in products that respond to inputs, testing/evaluating and refining designs</p> <p>The Big Question: "Does material classification determine success?"</p>