



KS3 2022-23	Autumn 1 (7 weeks)  Main topic: Moving Things	Autumn 2 (8 weeks)  Main topic: Wizardry	Spring (7 weeks & 5 weeks)  Main topic: Inventors and Inventions	Summer (6 weeks & 6 weeks)  Main topic: Structures
<p style="text-align: center;"><b>Science</b> Harriet</p>	<p style="text-align: center;"><b><u>Forces</u></b></p> <p>In this topic, students will be exploring forces and the impact that they have on objects in our world. Students will develop their skills of carrying out experiments alongside the understanding of scientific vocabulary and using this when communicating their findings.</p> <p><b><u>Unit Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Exploring forces and the impact they have on objects such as push or pulls</li> <li>• Measuring force using a newton measure</li> <li>• Predicting and experimenting the impact a force may have on an object and concluding the results</li> <li>• Investigate forces associated with deforming objects</li> <li>• Investigate and research non-contact forces: gravity forces acting at a distance on Earth, and in space, forces between magnets, and forces due to static electricity.</li> <li>• Learn about the law that energy can neither be created nor destroyed</li> <li>• Use force arrows in diagrams</li> </ul>	<p style="text-align: center;"><b><u>States of Matter</u></b></p> <p>During this magical topic, students will use experiments and potions to understand chemical reactions and states of matter.</p> <p><b><u>Unit Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Observe reversible and irreversible changes</li> <li>• Sort and classify states of matter and communicate their differences</li> <li>• Communicate results of experiments with regards to reversible and irreversible changes</li> <li>• Use inference to work out which are reversible and irreversible changes.</li> <li>• Predict what mixtures are irreversible and which are reversible, and test using appropriate resources</li> <li>• Recap learning about states of matter including how to change materials between states</li> <li>• Conduct and plan a variety of chemical experiments in a 'fair' way</li> <li>• Children to take part in fair and unfair tests and infer why fair gives more reliable results.</li> <li>• Create solutions to predict and investigate reversible and irreversible changes.</li> </ul>	<p style="text-align: center;"><b><u>Evolution and Genetics</u></b></p> <p>This topic will develop students' understanding of family genetics and Charles Darwin's Theory of Evolution. We will also explore how some living things have had to adapt to survive in extreme circumstances.</p> <p><b><u>Unit Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Observe the changes that animals and humans have gone through through out the years</li> <li>• Observe what characteristics are passed down by parents.</li> <li>• Using inference to be able to predict what animals would look like if we bred them, what characteristics would they have?</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Be introduced to the idea that characteristics are passed from parents to their offspring</li> <li>• Appreciate that variation in offspring can make animals more or less able to survive in particular environments</li> <li>• Communicate natural selection and the variation between animal species</li> <li>• Research evolution theorists and the impact they have had</li> </ul>	<p style="text-align: center;"><b><u>The Human Body</u></b></p> <p>We will begin this topic by focusing on how our breathing is affected by exercise. Students will then learn about reproduction and the human life cycle. The focus of this topic is for students to understand their bodies and how it will change as they grow up.</p> <p><b><u>Unit Objectives</u></b></p> <p><b><u>Breathing and exercise</u></b></p> <ul style="list-style-type: none"> <li>• The mechanism of breathing to move air in and out of the lungs.</li> <li>• Name parts of the breathing system.</li> <li>• Take simple measurements of lung volume.</li> <li>• The impact of exercise, asthma on the human gas exchange system</li> </ul> <p><b><u>Reproduction</u></b></p> <ul style="list-style-type: none"> <li>• Name main parts of the female and male reproductive systems.</li> <li>• Notice and observe differences between the male and female body including growing up and changes in puberty.</li> <li>• The human life cycle including sexual reproduction, fertilization, birth and menstruation.</li> </ul>
<p style="text-align: center;"><b>Art</b> (teach for 1 term - autumn) Stacey</p>	<p style="text-align: center;"><b><u>Colour Theory with Kandinsky</u></b></p> <p><b><u>Intent</u></b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation.</p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• improve proficiency in drawing, painting and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b><u>Implementation</u></b> All Pupils will begin to</p> <ul style="list-style-type: none"> <li>• Understand and identify the work of Kandinsky</li> </ul>	<p style="text-align: center;"><b><u>Wizardry Artist – Gaudi</u></b></p> <p><b><u>Intent</u></b> Pupils learn how to make shapes out of clay that can be displayed in a tessellated pattern either as a tiled wall or floor panel. Lessons include mark making and observational drawing as well as looking at patterns. These elements can be expanded when other curriculum subjects overlap or be revisited when they do. It is suitable for all abilities and can be adapted accordingly.</p> <p><b><u>Implementation:</u></b> All Pupils will:</p> <ul style="list-style-type: none"> <li>• Be able to identify the work of Antoni Gaudi.</li> <li>• Recognise &amp; appreciate his inspiration.</li> <li>• Use a sketchbook to record my ideas</li> <li>• Complete observational drawings.</li> </ul>		



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	<ul style="list-style-type: none"> <li>• explore how Kandinsky combined media and used them to make art.</li> <li>• Use a sketchbook to test ideas and explore colour and mark making.</li> <li>• Understand primary and secondary colours</li> <li>• use paint to create tints, shades and creating colours by combing primary colours</li> </ul> <p>Some pupils will</p> <ul style="list-style-type: none"> <li>• Share their work with other; sharing their thoughts about the process and outcome.</li> <li>• Listen to feedback from staff and peers and take it onboard.</li> <li>• Appreciate the work of classmates enjoying the similarities and differences between the processes and outcomes.</li> <li>• Share feedback on peers work.</li> </ul> <p><b>Impact</b> Pupils will develop drawing and painting techniques: showing increasing control; using a wide range of materials; with creativity and experimentation; and an increasing awareness of diverse kinds of art.</p>	<ul style="list-style-type: none"> <li>• Present information in a way appropriate to the information and imagery selected.</li> <li>• Understand how a mosaic is made</li> <li>• Create a mosaic</li> </ul> <p>Some pupils will</p> <ul style="list-style-type: none"> <li>• Complete a study sheet about the work of Gaudi</li> <li>• Be able to observe and record the structure of a shell from 2 different view points.</li> <li>• Be able to observe and record the structure of a poppy seed head from 2 - 3 views using coloured pencil.</li> <li>• be able to blend coloured pencil to achieve tone.</li> <li>• To design a Gaudi-esque ceramic ball which is clearly inspired by the artist and their drawings of natural forms.</li> <li>• To be able to form a 3D sphere from clay (using 2 thumb pot technique)</li> <li>• To start to manipulate your clay sphere into your required design.</li> </ul> <p><b>Impact</b> Pupils will develop their techniques, control, and use of materials, with creativity, experimentation, and an increasing awareness of diverse kinds of art, craft, and design.</p>		
<p style="text-align: center;"><b>Design Technology</b> (teach for 1 term – spring) Stacey</p>			<p style="text-align: center;"><b>Inventors and Inventions</b> (mini-enterprise)</p> <p><b>Intent</b> Students will think creatively to solve problems as individual and as member of a team. Students are inspired to use their imagination to design and make products that solve and real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values.</p> <p><b>Implementation</b></p> <p>Pupils will learn -</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• using research and exploration, such as the study of different cultures, students will identify and understand user needs</li> <li>• identify and solve their own design problems and understand how to improve plans</li> <li>• develop specifications to inform the design of innovative, functional, appealing products</li> <li>• that respond to needs in a variety of situations</li> <li>• use a variety of approaches to generate creative ideas and avoid stereotypical responses</li> <li>• develop and communicate design ideas using annotated sketches, detailed plans, and a variety of ICT tools</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use specialist tools, techniques, processes, equipment, and machinery</li> <li>• select from and use a wider, more complex range of materials and components</li> <li>• consider the properties of the materials</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• analyse the work of past and present professionals and others to develop and broaden their understanding</li> <li>• investigate new and emerging technologies</li> <li>• Test, evaluate and refine their ideas and products against a specification, taking into</li> <li>• account the views of intended users and other interested groups</li> </ul>	



			<ul style="list-style-type: none"> <li>• understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers, and technologists</li> <li>•</li> </ul> <p><u>Some pupils will develop technical knowledge</u></p> <ul style="list-style-type: none"> <li>• understand and use the properties of materials</li> <li>• identify the performance of structural elements to achieve functioning solutions</li> <li>• understand how more advanced mechanical systems used in their products enable changes in movement and force</li> <li>• understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs].</li> </ul> <p><b>Impact</b> Students will develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Students will build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users. Students will be able to critique, evaluate and test their ideas and products and the work of others</p> <p><b>Mini-enterprise</b> <b>Intent</b> To design and make an enterprise product to sell to your target audience- building on the skills from the previous half terms DT work</p> <p><b>Implementation:</b> Pupils will</p> <ul style="list-style-type: none"> <li>• Use the Enterprise `Booklet to set up their chosen enterprise activity.</li> <li>• Complete tasks that involve: Product Design, material research, costing and pricing, identifying the target Market and aa creating marketing plan.</li> <li>• Make and sell their final outcomes to their target audience.</li> </ul> <p><b>Impact-</b> Students will develop entrepreneurial, life and employment skills to prepare them for life beyond school,</p>	
<p><b>Music</b> (teach for 1 term - summer) Stacey</p>				<p><u><b>Charanga (music scheme of work)</b></u></p> <p><b>Summer 1</b> How Does Music Bring Us Closer Together? Developing Notation Skills</p> <p><b>Intent:</b> To understand that music is written with notation and how we can record the pulse, tempo, pitch and dynamics.</p> <p><b>Implementation</b> <b>Student will:</b></p> <ul style="list-style-type: none"> <li>• Experience different pieces of music from a range of genres</li> <li>• Share music they enjoy</li> <li>• Think about how music brings us together</li> <li>• Reflect on how music makes us feel</li> </ul>



				<ul style="list-style-type: none"> <li>• Explore the Foundational Elements of Music that build and deepen over time</li> <li>• Handle instruments carefully and respectfully</li> <li>• Practice playing a range of instruments</li> <li>• Perform a practiced piece of music</li> <li>• Practice reading notation in a range of forms</li> <li>• Improvise using instruments</li> <li>• Record and develop improvisations to compose a piece</li> <li>• To learn and sing well known and new songs</li> </ul> <p><u>Impact:</u> That students will be able to identify different ways in which music can be ‘written’. Students will develop their ability to use and read notation.</p> <p><u>Summer 2</u> What Stories Does Music Tell Us About the Past? Enjoying Improvisation</p> <p><u>Intent:</u> To understand that music is written with notation and how we can record the pulse, tempo, pitch and dynamics.</p> <p><u>Implementation</u> <u>Student will:</u></p> <ul style="list-style-type: none"> <li>• Experience different pieces of music from a range of genres</li> <li>• Share music they enjoy</li> <li>• Think about the way music and songs can tell stories</li> <li>• Reflect on how music makes us feel</li> <li>• Explore the Foundational Elements of Music that build and deepen over time</li> <li>• Handle instruments carefully and respectfully</li> <li>• Practice playing a range of instruments</li> <li>• Improvise using instruments</li> <li>• Record and develop improvisations to compose a piece</li> <li>• Understand that composing is like writing a story</li> <li>• Perform a practiced piece of music</li> <li>• Practice reading notation in a range of forms</li> <li>• To learn and sing well known and new songs</li> </ul> <p><u>Impact:</u> That students will understand that when someone improvises, they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again. If you write your improvisation down in any way, it becomes a composition and you can play it again with your friends</p>
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<p style="text-align: center;"><b>Food Technology</b> 1 term per class Stacey</p> <p><b>Each unit is 5-6 weeks of work so all students will cover the full range of skills</b></p>	<p style="text-align: center;"><b><u>Bread</u></b></p> <p><b>Intent</b> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p><b>implementation:</b> Pupils will</p> <ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and health</li> <li>understand how bread was developed</li> <li>Discover the wide range of breads that exist from around the world</li> <li>Understand where flour comes from and how it is used</li> <li>Follow a recipe to create their own bread</li> <li>Create a range of bread based meals using recipes they have researched and chosen</li> </ul> <p><b>Impact-</b> Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p><b><u>NB- gluten free options to be made available for student who require them.</u></b></p>	<p style="text-align: center;"><b><u>Soups</u></b></p> <p><b>Intent</b> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p><b>implementation:</b> Pupils will</p> <ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and health</li> <li>Research and explore the wide range of soups</li> <li>become competent in a range of cooking techniques, using utensils and electrical equipment; applying heat in different ways</li> <li>use their awareness of taste, texture and smell to decide how to season dishes and combine ingredients</li> <li>adapt and use their own recipes to make soup of their own design</li> <li>understand the source, seasonality and characteristics of a broad range of ingredients</li> <li>Compare a range of shop bought soups looking at cost and healthy living</li> </ul> <p><b>Impact-</b> Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p>	<p style="text-align: center;"><b><u>Healthy Eating</u></b></p> <p><b>Intent</b> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p><b>implementation:</b> Pupils will</p> <ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and health</li> <li>develop an understanding of food labelling</li> <li>cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</li> <li>become competent in a range of cooking techniques [for example, selecting and preparing ingredients</li> <li>Understand the principles of food hygiene and safety in the kitchen</li> </ul> <p><b>Impact-</b> Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life</p>	<p style="text-align: center;"><b><u>Homegrown</u></b></p> <p><b>Intent</b> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p><b>implementation:</b> Pupils will</p> <ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and health</li> <li>cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</li> <li>combine ingredients; adapting and using their own recipes</li> <li>understand the source, seasonality and characteristics of a broad range of ingredients!</li> <li>Grown their own ingredients and use them to enhance recipes</li> </ul> <p><b>Impact-</b> Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life</p>
<p style="text-align: center;"><b>History</b> (teach for 1 term - autumn) Martha</p>	<p style="text-align: center;"><b><u>Myths and Legends</u></b></p> <ul style="list-style-type: none"> <li>Students will learn about Myths and Legends relating to Leicestershire, specifically 'Black Annis, the tale of the Leicester legend'.</li> <li>Students will compare and contrast a myth from Michael Morpurgo's Myths and Legends.</li> <li>Students will learn that myths contain gods and goddesses that reflect different aspects of life. Whereas legends involve heroic characters that teach morals of one's culture through their actions in a story.</li> <li>Students will explore how some Historical figures may or may not have existed.</li> <li>Students will explore how the tradition of retelling classical myths shifts in the choice of pretext and in the age of the intended audience.</li> </ul>	<p style="text-align: center;"><b><u>Inventions</u></b></p> <ul style="list-style-type: none"> <li>Students will learn about different things that were invented in Leicestershire.</li> <li>Students will learn about British inventors including Alan Turing and Hertha Ayrton (Phoebe Sarah Marks).</li> <li>Students will explore what inventors have in common e.g. they are curious about the world and they like to learn and explore and use their imaginations.</li> </ul> <p>Pupils will explore some of the biggest inventions of all time.</p> <p>This will include the telephone in 1876: Alexander Graham Bell.</p> <p>The Airplane in 1903: Orville and Wilbur Wright.</p> <p>Electric Light in 1879: Thomas Edison.</p>		
<p style="text-align: center;"><b>R.E</b> (teach for 1 term - spring) Martha</p>			<p style="text-align: center;"><b><u>Why do some people think life is a journey?</u></b></p> <p>Students will explore why different religions think life is a journey including Christianity, Judaism and Hinduism.</p> <p>Students will-</p> <ul style="list-style-type: none"> <li>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</li> <li>Explain similarities and differences between ceremonies of commitment.</li> <li>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today.</li> </ul>	



			<ul style="list-style-type: none"> <li>• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</li> <li>• Recall and name some of the ways religions mark milestones of commitment (including marriage).</li> <li>• Identify at least two promises made by believers at these ceremonies and say why they are important.</li> </ul>	
<p style="text-align: center;"><b>Geography</b> (teach for 1 term - summer) Martha</p>				<p style="text-align: center;"><b><u>Exploring Africa- Summer 1</u></b></p> <ul style="list-style-type: none"> <li>• Students will begin this unit by learning the makeup of our own continent and comparing this with Africa.</li> <li>• Students will locate the continent of Africa on a world map and gain an understanding that the continent of Africa is made up of 54 countries.</li> <li>• They will then use an eight-point compass to help them identify, name and locate each of these countries on a map.</li> <li>• Students will compare the different biomes of each of the African regions. Pupils will think about the plants and animals that can be found in each one.</li> </ul> <p>Introduce the Global goals with a focus on-</p> <ol style="list-style-type: none"> <li>1. End poverty in all its forms everywhere</li> <li>2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture</li> </ol> <p style="text-align: center;"><b><u>Natural resources- Summer 2</u></b></p> <ul style="list-style-type: none"> <li>• Students will look at non-renewable resources and focus on The Snibston Colliery coal mine that was closed in 1985 after more than 150 years of coal extraction.</li> <li>• Students will look at the similarities and differences between how fossil fuels such as coal and gas are produced over the world.</li> <li>• Students will learn which renewable resources we use in the UK and will research the different types of renewable energy.</li> </ul> <p>Introduce the Global goals with a focus on-</p> <p>SDG 11 - Make cities and human settlements inclusive, safe, resilient, and sustainable.</p> <p>SDG 7 - Ensure access to affordable, reliable, sustainable, and modern energy for all.</p>
<p style="text-align: center;"><b>Forest Schools</b> Ben W</p>	<p><b><u>Intent</u></b> Forest School Aims to: promote the wellbeing of all learners in a holistic outdoor setting; inspire a lifelong love of recreation and learning in the outdoors; develop learners’ social and emotional development through measured, constructive risk taking; develop learners’ awareness of their place in the natural world; promote environmental awareness, encouraging sustainability and responsible land use; ensuring children encounter a wide range of opportunities to communicate and interact ↓</p> <p><b><u>Implementation:</u></b> Pupils will</p> <ul style="list-style-type: none"> <li>• Use the ‘Wild Warriors Handbook’ to choose a challenge that interests them</li> <li>• Complete tasks that involve knowledge, skills and holistic development.</li> </ul> <p><b><u>Impact-</u></b> Students gain badges as they develop their knowledge, skills and holistic skills</p>			



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<p><b>Careers</b> (teach for 1 term – autumn) Tim</p>	<p><b>Talentino – Unit 1A</b> 1 lesson to be delivered by the Department for Work and Pensions. <b>Unit 1A – What Is Work?</b> <b>Intent:</b> For pupils to develop a greater depth of understanding around what work, jobs and a career might look like to them. To understand a range of extrinsic and intrinsic benefits that result from having a job. To understand the distinction between work, jobs and careers <b>Implementation:</b> Pupils will learn-</p> <ul style="list-style-type: none"> <li>• What is a job and what is good about having one?</li> <li>• The good things about getting a job.</li> <li>• Pay and benefits that can come with a job</li> <li>• To identify personal strengths, hobbies and what I am good at.</li> <li>• To identify my aspirations for the future.</li> <li>• To identify local labour market information.</li> <li>• To know what the hot and cold jobs in the local area of Leicestershire are.</li> </ul> <p><b>Impact:</b> This scheme of work aims to give pupils a clearer understanding of the skill sets and personal strengths relevant to being a productive member of the working community.</p>	<p><b>Talentino – Unit 2B2</b> 1 lesson to be delivered by the Department for Work and Pensions <b>Unit 2B – There is a job for me!</b> <b>Intent:</b> For pupils to develop an understanding of the relationship between work and earnings and identify the importance of budgeting. To explore and understand how they might feel in pursuing and maintaining employment. To understand some of the challenges faced in pursuing and maintaining employment. <b>Implementation:</b> Pupils will learn-</p> <ul style="list-style-type: none"> <li>• What sort of jobs are there for me?</li> <li>• To understand the term budget.</li> <li>• To know why it is important budget when earning or gaining money.</li> <li>• To identify what types of jobs exist.</li> <li>• To understand that work can be take different forms full time, part time and voluntary etc.</li> <li>• To know what a college is and what happens at a college.</li> <li>• To research what college options exist</li> </ul> <p><b>Impact:</b> This scheme of work aims to give pupils the skills to develop a greater understanding of the types of jobs available and a greater understanding of the impact of earning money and budgeting.</p>		
<p><b>Skills Builder</b> (teach for 1 term – spring) Tim</p>			<p><b>Staying Positive/ Problem Solving</b> Follow objectives on Skills Builder <b>Unit 5 – Staying Positive</b> <b>Intent:</b> For pupils to develop a skill set to support themselves in remaining more positive and being able to better deal with issues that might arise in the future. <b>Implementation:</b> Pupils will learn-</p> <ul style="list-style-type: none"> <li>• Learners can tell when they feel positive or negative.</li> <li>• Learners can tell when others feel positive or negative.</li> <li>• Learners keep trying when something goes wrong.</li> <li>• Learners keep trying and stay calm when something goes wrong.</li> <li>• Learners keep trying when something goes wrong and think about what happened.</li> <li>• Learners keep trying when something goes wrong and encourage others to keep trying too.</li> <li>• Learners look for opportunities in difficult situations</li> </ul> <p><b>Impact:</b> This scheme of work aims to support pupils to have developed a greater skill set to manage positive and negative feelings in himself and others.</p> <p><b>Unit 3 – Problem Solving</b> <b>Intent:</b> To support pupils in developing more effective strategies around managing and dealing with personal or social issues they may face in the future. <b>Implementation:</b> Pupils will learn-</p> <ul style="list-style-type: none"> <li>• Learner’s complete tasks by following instructions.</li> <li>• Learner’s complete tasks by finding someone to help if they need them.</li> <li>• Learner’s complete tasks by finding information they need themselves.</li> <li>• Learners explore problems by creating different possible solutions.</li> <li>• Learners explore problems by thinking about the pros and cons of possible solutions.</li> </ul> <p><b>Impact:</b> This scheme of work aims to give pupils experience of a greater range of personal problem-solving strategies in which to manage more complex issues in the future.</p>	
<p><b>Computing</b> (teach for 1 term – summer) Tim</p>				<p><b>Modelling stimulations – creating and publishing</b> <b>Computing - Online Safety</b> <b>Intent:</b> We want our pupils to be able to use technology and online services as safely and independently as they can, in readiness for life beyond school. This scheme of work is progressive, building upon previous learning, to allow pupils to learn about Online Safety in a manner that is appropriate to both their level of online usage and their level of understanding. <b>Implementation:</b> Pupils will learn-</p>



				<ul style="list-style-type: none"> <li>• Using online services responsibly and in a way that is kind and beneficial to other users.</li> <li>• To understand the impact inappropriate online contact has and know what to do if they are a victim or see somebody else being a victim.</li> <li>• To understand the terms 'online fraud' and 'scam', know how to recognise when these are occurring and what action to take when they do.</li> <li>• To understand that their identity can be copied by another person and take measures to minimise the risk of this happening.</li> <li>• To know who they should be sharing information, including photographs, with and how to keep their data secure.</li> <li>• To begin to understand the impact technology can have on their health, wellbeing and lifestyle.</li> </ul> <p><b>Impact:</b> This scheme of work aims to give our pupils the skills, knowledge, and strategies they need to protect their safety, reputation and wellbeing when using online technology and services in the home and workplace.</p> <p style="text-align: center;"><b>Unit 4 – Technology in our Lives</b></p> <p><b>Intent:</b> Technology is ubiquitous in all our lives. This strand helps pupils understand how computers and technology are used in their world and how they can be used as tools. Pupils learn about the Internet, communicating using technology (including creating and saving documents), and the fundamentals of what a computer is and how to set one up.</p> <p><b>Implementation:</b> Pupils will learn-</p> <ul style="list-style-type: none"> <li>• Recognise the basic parts of a computer, e.g., mouse/touchpad, screen, keyboard.</li> <li>• Name, recognise and use a range of digital devices for a range of purposes.</li> <li>• Understand that we use a web browser to access information stored on the Internet.</li> <li>• Use applications and devices in order to communicate ideas, work, and messages.</li> <li>• Understand that information and media can be stored on a digital device., e.g. they ask to view a photo that has been taken on a tablet.</li> <li>• Know how to copy text and images into another document.</li> </ul> <p><b>Impact:</b> This scheme of work aims to give our pupils the skills, knowledge and strategies they need to protect their safety, reputation and wellbeing when using online technology and services in the home and workplace.</p>
<p><b>PSHE – Physical and mental health (Y2 rotation)</b> Tim <b>Red = former separate PSHE curriculum links</b></p>	<p style="text-align: center;"><b>What makes me sad?</b></p> <p><b>Intent:</b> Is to educate pupils that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p><b>Implementation:</b> Pupils will learn-</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• Talk about the impact of isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> </ul> <p><b>Recognising emotions, social, emotional and mental needs, self care</b></p> <p><b>Impact:</b> This scheme of work aims to give pupils a greater ability to identify emotions more effectively in himself and others and be aware of some of the dangers and implications on their mental health if they are not aware of the importance of emotional regulation.</p>	<p style="text-align: center;"><b>The needs of my body</b></p> <p><b>Intent:</b> Is to educate pupils that managing good physical health is an important part of maintaining an overall happier and healthier lifestyle.</p> <p><b>Implementation:</b> Pupils will learn-</p> <ul style="list-style-type: none"> <li>• Identify what a healthy body needs.</li> <li>• Common types of mental ill health (e.g. anxiety and depression)</li> <li>• The positive associations between physical activity and promotion of mental wellbeing</li> <li>• The positive associations between physical activity as an approach to combat stress.</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, including cancer and cardiovascular ill-health.</li> <li>• How to maintain healthy eating as part of a healthy lifestyle, what is a healthy diet.</li> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul> <p><b>hygiene, deodorant, showering, clothing, basic scientific needs, social, emotional and mental health needs.</b></p> <p><b>Impact:</b> This scheme of work aims to give pupils a better understanding of the key aspects our body needs to maintain a healthy lifestyle.</p>	<p style="text-align: center;"><b>Spring 1: Adolescence – physical and emotional changes</b></p> <p><b>Intent:</b> To support pupils in developing a better understanding of the physical and emotional changes during puberty.</p> <p><b>Implementation:</b> Pupils will learn-</p> <ul style="list-style-type: none"> <li>• The Human life cycles.</li> <li>• key facts about puberty and the changing adolescent body.</li> <li>• key facts about puberty menstrual wellbeing.</li> <li>• The main changes which take place in females.</li> <li>• The main changes which take place in males.</li> <li>• The implications for puberty on our emotional health.</li> <li>• The implications for puberty on our physical health</li> </ul> <p><b>Puberty, human lifecycle, private parts and names, hygiene, deodorant, showering, clothing</b></p> <p><b>Impact:</b> This scheme of work aims to give pupils a better understanding of the impact and changes that occurred during puberty.</p> <p style="text-align: center;"><b>Spring 2: Personal information</b></p> <p><b>Intent:</b> To support pupils in identification of impact personal information or data can be used when accessing online services.</p> <p><b>Implementation:</b> Pupils will learn-</p> <ul style="list-style-type: none"> <li>• The similarities and differences between the online world and the physical world, including: ), how people may curate a specific image of their life online.</li> <li>• How advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• How information and data is generated, collected, shared and used online.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> </ul> <p><b>Impact:</b> This scheme of work aims to give pupils a greater ability to identify the importance placed upon personal information used within the online environment.</p>	<p style="text-align: center;"><b>Summer 1: Danger awareness</b></p> <p><b>Intent:</b> To support pupils in developing a greater understanding of some of the key dangers present in society. To educate pupils in developing more effective communication skills around supporting their own personal safety.</p> <p><b>Implementation:</b> Pupils will learn-</p> <ul style="list-style-type: none"> <li>• How to respond safely and appropriately to adults they may encounter in the real life whom they do not know.</li> <li>• How to respond safely and appropriately to adults they may encounter in online whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b>Dangers in the kitchen</b> <b>Environmental dangers</b> <b>Stranger danger</b> <b>Road safety</b> <b>Online behaviour</b> <b>What being safe means</b></p> <p><b>Impact:</b> This scheme of work aims to give pupils more effective communication tools in which to deal with and be aware of the dangers presented within the wider environment.</p> <p style="text-align: center;"><b>Summer 2: Exercise and confidence</b></p> <p><b>Intent:</b> To promote pupils to develop a greater understanding of the impact of exercise and personal confidence that can be gained through supporting and helping their local community.</p> <p><b>Implementation:</b> Pupils will learn-</p> <ul style="list-style-type: none"> <li>• To identify the benefits of physical exercise and team building.</li> <li>• To identify the benefits of time outdoors has on your mental wellbeing.</li> <li>• To understand the importance of community participation.</li> <li>• To experience the importance of community participation through voluntary on mental wellbeing.</li> </ul>



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				<ul style="list-style-type: none"> <li>To experience the importance of community participation of service-based activity on mental wellbeing and happiness.</li> </ul> <p><b>Impact:</b> This scheme of work aims to give pupils the knowledge to identify the benefits of exercise and personal confidence upon their own mental well-being and happiness.</p>
<p><b>RSHE</b> <b>(Y2 rotation)</b> Martha</p>	<p><u>My extended family</u></p> <p>Pupils will learn-</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> <li>the characteristics of healthy family life including commitment to each other, through times of difficulty, protection and care for children and other family members.</li> <li>the importance of spending time together and sharing each other's lives</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p>Different types of committed relationships, how relationships contribute to happiness</p>	<p><u>Bullying</u></p> <p>Pupils will learn-</p> <ul style="list-style-type: none"> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. <ul style="list-style-type: none"> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>what constitutes harassment and violence and why these are always unacceptable.</li> </ul> </li> </ul> <p>Being a good friend, online behaviour, identifying positive and negative relationships, interacting with peers, unacceptable language and behaviour. How my behaviour affects others.</p> <p>Tolerance, bullying and how to get help</p>	<p><u>Spring 1: Reproduction in animals</u></p> <ul style="list-style-type: none"> <li>Students will begin this unit by looking at the key features of mammals, focusing on the fact mammals give birth to live young.</li> <li>Students will understand that humans are mammals, and we also give birth to live young.</li> <li>Students will look at the human's journey from birth to death.</li> <li>Students will learn that females produce an egg and males produce sperm and this is needed to create a baby.</li> </ul> <p>Private parts and names, puberty,</p> <p><u>Spring 2: Personal information</u></p> <p>Pupils will learn their own-</p> <p>Name Address Emergency phone number</p> <ul style="list-style-type: none"> <li>Students will understand what an email is and experience sending their own emails.</li> <li>Students will understand what a password is, privacy of a password and how to make the password secure.</li> <li>Students will understand will learn about banking, specifically related to pin codes.</li> </ul> <p>Online safety, what being safe means, appropriate behaviour</p>	<p><u>Summer 1: Who can help me? (personal care)</u></p> <p>Students will learn how to keep clean including-</p> <p>Washing body Washing hair Brushing teeth Deodorant</p> <ul style="list-style-type: none"> <li>Students will learn about the importance of personal hygiene.</li> <li>Students will learn about the importance of washing clothes and explore how this is done.</li> <li>Students will know who helps them to complete this and who is a safe adult to trust.</li> </ul> <p>hygiene, deodorant, showering, clothing, private parts and names, appropriate relationships</p> <p><u>Summer 2: Body parts (reproductive parts)</u></p> <p>Pupils will learn-</p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 11 through to age 14, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle</li> <li>The correct name and Makaton signs for male and female private parts.</li> </ul> <p>private parts and names, appropriate relationships, puberty</p>
<p><b>PE</b> <b>(New scheme of work)</b> Stacey</p>	<p><u>Gymnastics</u></p> <p>To rehearse and consolidate a wider range of movements confidently and fluently.</p> <p>To systematically use and evaluate gymnastic routines and sequences safely on a range of apparatus.</p> <p>To consolidate learning related to rolls and jumps and compare and analyse personal and peer performances.</p> <p>To transfer and apply skills in fluency, transitions, and fundamental movements into original individual or group artistic gymnastics performances.</p> <p><u>Invasion Games</u></p> <p>To develop attacking skills into sport specific skills of movement and driving forward.</p> <p>To develop defending skills into sport specific skills of different styles and types of marking.</p> <p>To further transfer attacking skills into sport specific skills of shooting.</p> <p>To adopt a range of tactics and strategies into different contents of gameplay.</p> <p>To consolidate to apply fundamental movement skills, into more sport related activities</p>	<p><u>Fitness and endurance training</u></p> <p>To practise and experience a range of exercises to work on developing different muscular groups (core strength, upper body and lower body etc).</p> <p>To continue to experience muscle and body fatigue and implement intrinsic motivation techniques.</p> <p>To begin to implement video analysis into learning, to develop individual and peer technique.</p> <p><u>Net Games</u></p> <p>To transfer attacking skills into movement skills of both single and double play; promoting teamwork.</p> <p>To transfer defending skills into forcing errors for other players and other defending related skills.</p> <p>To begin to apply range of tactics and strategies into different contents of gameplay.</p> <p>To consolidate fundamental movement skills into more table tennis related activities.</p>	<p><u>Invasion Games</u></p> <p>To begin to transfer fundamental movement skills, into attacking practises related to sport specific skills.</p> <p>To begin to transfer fundamental movement skills into defending practises related to sport specific skills.</p> <p>To begin to transfer fundamental movement skills into sport specific skills.</p> <p>To develop an understanding of the rules of a variety of invasion games into sport specific skills.</p> <p><u>Striking games</u></p> <p>To begin to implement the fundamental movement skills of co-ordination and reaction time into throwing net related activities.</p> <p>To begin to implement the fundamental movement skills: speed and balance into net game movement practises.</p> <p>To begin to understand the basic concepts of net games (two teams, a net, scoring system).</p> <p>To begin to practise a variety of serves and passes.</p> <p>To begin to develop emotional resilience regarding the concept of winning and losing</p>	<p><u>Athletics</u></p> <p>To apply fundamental movement skills, into a range of athletic based activities.</p> <p>To practise and apply a variety of skills for athletic throwing disciplines, including grip, body positioning, pace and release.</p> <p>To practise and apply a variety of running techniques for a range of short and long-distance athletic track events, including coordination, running fluency, body positioning, stride, pace and acceleration.</p> <p>To practise and apply a variety of techniques in a range of jumping events, including, take off and landing, explosive power, body positioning, jumping from height and a range of apparatus.</p> <p>To begin to evaluate and analyse individual performance to improve athletic ability and personal bests.</p> <p><u>Outdoor Adventurous activities</u></p> <p>To develop confidence in using a range of orienteering-based practises (compass reading, map reading and teambuilding skills).</p> <p>To continue to respond to and give directional based instructions, including 'left' and 'right'.</p> <p>To experience outdoor activities in a range of different settings, including the community.</p> <p>To continue to develop boundaries and safety precautions, regarding the community and roads.</p>
<p><b>Clubs -Friday pm</b> <b>(ideas for clubs for each term)</b> Martha</p>	<p>Computing Team building games (communication) Hair and Beauty Craft club</p>	<p>Computing Board Games (communication) Relaxation Creative Sensory</p>	<p>Dodgeball Tea and chat (communication) Hair and Beauty Gardening</p>	<p>Football Lego therapy (communication) Relaxation Gardening</p>

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<b>Trip ideas</b>	Hermitage mini railway Coalville Firestation  Visit from Emergency Service vehicles	Visit from the Quidditch team Belviour castle  Visit from the inflatable planetarium	Museum- History (Inventions) Local Church- Martha has a link with Christ Church in Coalville! Trip to the farm- mammals	Walk to King Ed field to see the wind turbine.. Leicester Medical School  Beach trip at end of year
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