

Year 8 Threshold Concepts and Support Guidance

Autumn Term

For the areas of learning within each subject we have identified the key knowledge and skills which students need to secure to give them a firm foundation on which to build further learning. We refer to these as threshold concepts and it is our intention that every student secures these threshold concepts to make outstanding progress through the curriculum.

We believe that the feedback and assessment that pupils receive is specifically related to the individual subject and so each department has a feedback and assessment policy, and teachers use a range of strategies to assess students' progress using the threshold concepts.

Below are the subject threshold concepts for the areas of learning covered during the Autumn Term. You can support your child's progress by regularly discussing the threshold concepts with them to recap what they have learnt.

In addition, you can support your child's areas for development that we have signposted using resources and links below.

Here is a link to the Knowledge Organisers for Year 8 Autumn Term: ([LINK](#))

Blended Learning:

Please visit each of your child's classes on Microsoft Teams for lesson resources and extended learning opportunities.



Year 8 Threshold Concepts – Autumn term

Unit guiding question: How does Orwell use Animal Farm as an allegory with a political purpose?

TC3 - Show understanding of the relationships between texts, and the contexts in which they were written

TC5 - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes, and audiences

TC6 - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

TC7 - Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling

TC9 – Spelling – SPAG

TC10 –Reading

How to support students' learning**Reading:**

For reading strategy support, please visit The National Literacy Trust:
[Improve your child's learning at home | Words for Life](#)

You can access the full text of 'Animal Farm' here: [myON® Animal Farm Whole Text](#)

Audiobook: [Animal Farm - audiobook with subtitles.](#)

- The following websites are links that students and parents can use to support understanding of the text: [Animal Farm - Oak National Academy](#)

Writing:

- The following websites are links that students and parents can use to support completion of written work around the text: [Animal Farm - Oak National Academy](#)

Speaking and Listening:

- Talk about the story at home and what students have learnt today.
- Watch the film version of 'Animal Farm' available free from YouTube.

Ratio and Scale

TC81 - Be able to determine one part, given the other part and the ratio

TC82 - Understand that ratios are an example of a multiplicative relationship and apply this understanding to a range of contexts.

Multiplicative change

TC84 - Understand that multiplicative relationships can be represented in a number of ways and connect and move between those different representations.

TC85 - Understand that fractions are an example of a multiplicative relationship and apply this understanding to a range of contexts.

TC86 - Use a double number line to represent a multiplicative relationship and connect to other known representations

Multiplying and dividing fractions

TC88 - Understand the process of simplifying fractions through dividing both numerator and denominator by common factors

TC89 - Understand the mathematical structures that underpin the multiplication of fractions

TC90 - Understand how to multiply unit, non-unit and improper fractions

Working in the Cartesian plane

TC91 - Know that a set of coordinates, constructed according to a mathematical rule, can be represented algebraically and graphically.

Representing data

TC92 - Use the different measures of central tendency and spread to compare two sets of data

TC93 - Given a statistical problem, choose appropriate statistical measures to explore that problem

Tables and probability

TC94 - Understand that the likelihood of outcomes can be determined by designing and carrying out a probability experiment

TC95 - Understand that probability is a measure of the likelihood of an event happening and that it can be assigned a numerical value

- Each of the units to the left have knowledge organisers to support your child in understanding the unit. These can be found by clicking the link on the front page which will take you to the school website.
- If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue.
- Sparx Maths can be used to support home learning. The system will send a weekly homework update. Please encourage your child to complete the homework to the best of their ability. The homework is a recap of the skills they have been taught.

| | | |
|---------------------------|---|---|
| Numeracy | <p>TC1 – Have a sense of the size of a number and where it fits in the number system</p> <p>TC2 – Know number bonds by heart e.g. tables, doubles and halves</p> <p>TC3 – Use what they know by heart to work out answers mentally</p> <p>TC4 – Calculate accurately & efficiently using a variety of strategies, both written & mental</p> <p>TC5 – Recognise when AND when not to use a calculator; using it efficiently if needs be</p> <p>TC6 – Make sense of number problems, including non-routine problems, and recognise the operations needed to solve them</p> <p>TC7 – Explain your methods and reasoning using correct mathematical terms</p> <p>TC8 – Judge whether your answers are reasonable, and have strategies for checking</p> <p>TC9 – Suggest suitable units for measuring</p> <p>TC10 – Make sensible estimates for measurements</p> <p>TC11 – Explain and interpret graphs, diagrams, charts and tables and use the numbers to predict</p> <p>TC12 – Use reason and application across all topics</p> | <ul style="list-style-type: none"> • Each of the skills here have resources on your child’s class Microsoft Teams that can support with their understanding. • If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue. • Sparx Maths can be used to support home learning. The system will send a weekly homework update. Please encourage your child to complete the homework to the best of their ability. The homework is a recap of the skills they have been taught. |
| Science (inc. RSE) | <p>Biology</p> <p>TC10 (B) - Understand the order of structures and relationships within an organism</p> <p>Physics</p> <p>TC8(P) – Understand that the Sun is at the centre of the Solar system and its effect.</p> <p>TC11(P) - Understand that electricity is the flow of electrons</p> | <p>Organisation</p> <p>Unit - Oak National Academy (thenational.academy)</p> <p>Unit - Oak National Academy (thenational.academy)</p> <p>Unit - Oak National Academy (thenational.academy)</p> <p>Organisation - GCSE Biology (Single Science) Revision - AQA - BBC Bitesize</p> <p>The whole of ORGANISATION. AQA 9-1 GCSE Biology or combined science for paper 1 - YouTube</p> <p>Space</p> <p>The solar system - Astronomy and space science - KS3 Physics Revision - BBC Bitesize</p> <p>Gravitational forces - Astronomy and space science - KS3 Physics Revision - BBC Bitesize</p> <p>What is the solar system? (thenational.academy)</p> <p>Electricity</p> <p>Unit - Oak National Academy (thenational.academy)</p> <p>Electricity - KS3 Physics - BBC Bitesize</p> |

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| <p>Chemistry</p> <p>TC9(C) - Understand that most metals have similar properties</p> <p>TC12(C) - Understand that rocks come in three different types (Sedimentary, Metamorphic and Igneous) some of which can change over time</p> <p>TC13(C) - Understand that the Earth's atmosphere is made of different gases</p> | <p>Metals</p> <p>Metals and non-metals on the periodic table - BBC Bitesize</p> <p>Metals and non-metals (thenational.academy)</p> <p>The reactivity series - Metals - KS3 Chemistry Revision - BBC Bitesize</p> <p>Rock cycle</p> <p>Rock cycle summary - The rock cycle - KS3 Chemistry Revision - BBC Bitesize</p> <p>Unit - Oak National Academy (thenational.academy)</p> <p>Atmosphere -</p> <p>Unit - Oak National Academy (thenational.academy)</p> <p>Composition of the atmosphere - BBC Bitesize</p> <p>The Earth's early atmosphere - Developing the atmosphere - AQA - Chemistry (Single Science) Revision - AQA - BBC Bitesize</p> |
| <p>RSE</p> <p>Unit guiding question: What is a Respectful Relationship?</p> <p>TC24-RSE - Know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>TC41-RSE – Know that there are similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>TC42-RSE - Know that there are differences between biological sex, gender identity and sexual orientation</p> <p>TC43-RSE - That prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice is unacceptable</p> <p>TC44-RSE - That there is a need to promote inclusion and challenge discrimination</p> <p>TC45-RSE - That bullying has an impact</p> | <p>RSE</p> <ul style="list-style-type: none"> • https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/healthy-unhealthy-relationships/ What is a healthy Relationship Article – Childline • https://www.stonewall.org.uk • www.rucomingout.com - A website that has an archive of coming out stories from people of all ages and backgrounds, as well as tips about coming out and interviews with inspiring LGBT people. • https://www.kooth.com Free Safe and Anonymous online support for young people • Website: www.stophateuk.org UK Charity • Childline - YouTube • https://www.childline.org.uk |

Drawing Skills

TC1 - Understand the elements of art and how these can be used to create a piece of artwork

TC2 - Understand how measuring techniques can help with accuracy when drawing

The following websites are useful to reinforce the elements of Art:



Elements of Art -

<https://www.bbc.co.uk/bitesize/topics/z9kmhyc>

| | |
|---------|---|
| Line | https://www.youtube.com/watch?v=WTnnHYDco9g |
| Shape | https://www.youtube.com/watch?v=SsgT7j2-liE |
| Colour | https://www.youtube.com/watch?v=SH1kZeFOO70 |
| Form | https://www.youtube.com/watch?v=9PyYSZCBGE0 |
| Texture | https://www.youtube.com/watch?v=vTnOX5XXMlo |

Talk about how the different parts of the subject being drawn are the same size or smaller or larger.

When talking about a subject to be drawn consider how many of a smaller part can fit into a larger section e.g., how many head lengths fit in the height of a person.

Look at the heights of different features on the subject being drawn.



Measuring Techniques:

[Measuring with Pencil for Observational Drawing - YouTube](#)



Shoe drawing time lapse:

[Shoe Drawing Time-lapse #Drawing #Shoe #Sketch - YouTube](#)

Beautiful Bugs

Beautiful Bugs Drawing

TC14 - Understand how symmetry, simple geometric shapes and measuring techniques can help with accuracy when drawing

TC15 - Understand how to mix and create tonal values with colouring pencil

TC16 - Understand how to use different colouring pencil techniques

TC17 - Understand that art does not always have to have a blank background on which to work

TC18 - Understand how to use different art techniques to produce a recording (drawing) page

Talk about art at home and what students have learnt at school past and present. Talk about art that is in the news. Talk about careers in art.

Talk about different bugs that we see around us and the wide variety in our world. Use a search engine to research the many bugs on our planet.

Practise drawing different sized simple geometric shapes (squares, rectangles, triangles, circles, ellipses) as this will form the basic shapes of any drawing. Practise drawing symmetrical shapes that are regular and irregular. Talk about how the different parts of the subject being drawn are the same size or smaller or larger. When talking about a subject to be drawn consider how many of a smaller part can fit into a larger section e.g. how many heads fit in the length of a wing.



Practise producing tonal scales with different materials, e.g. a pencil, pen (biro), colouring pencil, paint etc. Pencil - <https://www.youtube.com/watch?v=-5DmCre-wWE>



Practise using a colouring pencil in different ways for different effects. <https://www.youtube.com/watch?v=p73ii5pKz78>



Practice producing texture boxes – creating tone [How to Use Mark Making to Create Tone- Art Demonstration- Pen and Pencil - YouTube](#)

Draw different shaped bugs using the skills learnt. Practise producing different backgrounds using collage etc. Draw a bug from an image (secondary sources) on top of the backgrounds using pencil and/or pen (biro).

Research the many artists on the internet who use bugs as inspiration for their art, e.g., Mister Finch, Abby Diamond

Mobile App Development – Understanding the development of a mobile application and the uses of HTML

TC1 - Digital Literacy - To find, evaluate and communicate using a range of digital mediums

TC2 - Data Representation - To understand that binary logic is the central concept in representing, processing and storing data

TC3 - Computational Thinking - To understand how to efficiently and effectively solve a problem using abstraction, decomposition, pattern recognition and algorithmic thinking

TC4 - Constructs - Understanding how to use Sequencing, Selection and Iteration to create algorithms

Computer systems – Understanding the use of Boolean logic in computers and the functions of hardware components

TC2 - Data Representation - To understand that binary logic is the central concept in representing, processing and storing data

TC3 - Computational Thinking - To understand how to efficiently and effectively solve a problem using abstraction, decomposition, pattern recognition and algorithmic thinking

TC4 - Constructs - Understanding how to use Sequencing, Selection and Iteration to create algorithms

TC5 - Computer Systems - To recognise and understand the key hardware and software involved in simple and complex computer systems

Mobile App Development:

- BBC bitesize: <https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/4>
- YouTube videos
 - <https://youtu.be/boah9hNHhi0>
 - <https://youtu.be/DRdGWLZEuxw>
 - <https://youtu.be/oSq5FlmYyCQ>
- Discuss lessons to help reinforce knowledge
- Encourage students to use Hour of Code (links below to HTML)
 - <https://hourofcode.com/educodecake>
 - <https://hourofcode.com/bsdtrivia>
 - <https://hourofcode.com/codetribe>

Computer Systems:

- BBC bitesize: <https://www.bbc.co.uk/bitesize/guides/zqp9kqt/revision/1>
- Discuss history of computers/technology
- Discuss lessons to reinforce knowledge
- YouTube: <https://www.youtube.com/watch?v=hOfGE2aNrlk>

Food Technology

Unit guiding question: What is the relationship between food, the body and the world around us?

TC3(F) - The food choices that we make have an effect on our bodies and health and the world around us

Food Technology

- Understand that a variety of food is needed in the diet because different food contains different nutrients.
- Understand that different types of food are grown, reared or caught.
- Know that plant-based alternatives to meat and dairy products and locally grown, seasonal foods have a lower impact on the environment.
- Know and demonstrate a range of additional food skills and cooking techniques which enable a wide range of dishes to be made
- Understand that food can spoil and decay due to the action of micro-organisms (microbes), insects and other pests and that food needs to be stored properly and within its date mark.
- Know that different types of food provide different amounts of energy and to be healthy, energy balance should be achieved.



To better understand that food and drinks provide different nutrients in varying amounts, and that all nutrients have important functions in the body



To better understand where our food comes from



To better understand how the impact of our food choices on the environment, look for the origin labels on your favourite fruit and vegetables and use this website to work out how far it has travelled.



This website also explains the environmental impact of foods and their ingredients



Adapt and follow recipes from this website, to develop food skills and cooking techniques when making a healthy meal or snack at home.



Watch this video to see how food spoils over time.

- To better understand how to use food labelling to make informed food choices, use everyday experiences as learning opportunities. This might include looking at the nutritional labels on your favourite snacks. Use this website for easy ways to make a swap

Systems and Control

Unit guiding question: What is the purpose of a mechanism?

The threshold concept that is truly essential to enable pupils to access future learning is ...

- TC4 (S)** - Mechanisms convert one type of motion into another
- TC5 (S)** - Understand different types of motion and what mechanisms are used to convert them from one to another
- TC6 (S)** - Understanding that there are inputs processes and outputs for every mechanical system



Visit BBC bitesize to revise or study more about movement and mechanisms.

Resistant Materials



Unit guiding question: How is metal used to make products.




- TC1 (R)** - Understand that a metal is either Ferrous or Non- Ferrous and each can be used to create a wide variety of products.
- TC2 (R)** - Understand the environmental impact of using metals and the importance of recycling.
- TC 3 (R)** - Understand that correct size and proportion help make designs look realistic.
- TC 4 (R)** - Understand the benefits of using templates and jigs in the production of practical work.
- TC 5 (R)** – Understand that metal can be shaped and joined to allow us to manufacture complex objects.



Resistant Materials

Study more about materials and working with metal by following the links below :

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| | <p>Health and Social Care</p> <p>TC1(H) – Understand how peoples physical, intellectual, emotional and social well-being are linked</p> <p>TC2(H) – Understand what influences our health and well-being</p> <p>TC3(H) - Understand the impact of healthy eating on our growth and development</p> <p>TC4(H) – Understand the impact of nurture on our growth and development</p> <p>TC5(H) - Understand the impact of life events and how we can manage them</p> | <p>Health and Social Care</p>  <p>Unit-1-Revision-Guide1.pdf (haberdashersabrahamdarby.co.uk)</p> <p>Healthy diet - Nutrition, digestion and excretion - KS3 Biology - BBC Bitesize - BBC Bitesize</p>  <p>Unit 1: Human lifespan development - Life stages & P.I.E.S (Health & social care BTEC Level 3) 🍽️🍽️ - YouTube</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p> | <p>Environmental Issues:</p> <p>TC6 - Understand the importance that a range of perspectives exist about an issue to be able to find the most appropriate solution</p> <p>TC5 - Recognise and understand that the Earth is constantly changing</p> <p>TC1 - Understands how to use and interpret a range of data, sources of geographical information and terminology, including maps, graphs, and photographs</p> <p>TC4 - Understands processes (physical and human) are key to explain what the Earth is like and why it is changing</p> <p>TC7 - Recognises and understands that sustainability is a key strategy in a range of geographical areas</p> | <ul style="list-style-type: none"> • Check out BBC Bitesize: Environment, Resources and Conflict: https://www.bbc.co.uk/bitesize/topics/zjsc87h • Check out BBC Bitesize: Global Biomes: https://www.bbc.co.uk/bitesize/topics/ztgw2hv • Check out BBC Bitesize: Geographical Skills: https://www.bbc.co.uk/bitesize/topics/zm38q6f • Watch a series of video clips on BBC Teach – Ecosystems and Biomes: https://www.bbc.co.uk/teach/class-clips-video/geography-ks3--gcse-ecosystems-and-biomes/zn7xgwx • BBC Teach – Climate Change: https://www.bbc.co.uk/teach/class-clips-video/geography-ks3-gcse-climate-change-ade-on-the-frontline/zp64g7h • Watch David Attenborough documentaries on the Natural Earth and Climate Change • Use the WWF website to check out key environmental issues: https://www.wwf.org.uk/ • Test yourself using the following quiz site: https://www.educationquizzes.com/gcse/geography/ • Watch regular news updates – national and international e.g. the BBC |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p> | <p>TC15 - Events can significantly impact different parts of society in different ways</p> <p>TC16 - The Industrial Revolution had a significant impact on our local history, national history, and global history</p> <p>TC17 - The Transatlantic Slave Trade had a significant impact on Britain’s development</p> <p>TC18 - The outlook on the significance of individuals and events will change over time</p> | <ul style="list-style-type: none"> • Use BBC Bitesize to develop students understanding of key historical events. <ol style="list-style-type: none"> 1) Industrial Revolution: https://www.bbc.co.uk/bitesize/topics/zm7qtfr 2) Transatlantic Slave trade: https://www.bbc.co.uk/bitesize/topics/z2qj6sg 3) Victorians: https://www.bbc.co.uk/bitesize/topics/zq9ysk7 • The History Detectives game on BBC bitesize is a great way to practice Historical skills to investigate a range of Historical events. https://www.bbc.co.uk/bitesize/topics/z6wg3j6/articles/z2h3ydm |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">MFL (French)</p> | <p><u>Module Topic: Town and Local Environment</u></p> <p>The following are the key grammar threshold concepts which underpin this module:</p> <p>TC10H&L - There are several variations of the prepositions “to” and “at” when referencing a place, which depend on the gender of the place and whether it is plural or singular</p> <p>TC11H&L - There is no present progressive tense in French. French only has the simple present tense, therefore “je vais” from the verb “aller” can mean both “I go” and “I am going”</p> <p>TC31 - Most French adjectives are positioned after the noun and agree with the gender of the noun they are describing</p> | <p>To be an independent language learner and to revise and practise the work completed on the topic of Town and Local Environment you should:</p> <ul style="list-style-type: none"> • Use the knowledge organisers to revise and practise essential knowledge and vocabulary. • Use class material on Class Teams to revise lessons. • Use www.memrise.com, www.linguascope.com (Username: Langleymfl, Password: Frenchmfl2) and www.languagesonline.org.uk to practise pronunciation. <p> This QR code will take you directly to a song to help recap the verb “aller” (to go) in the present tense: https://www.youtube.com/watch?v=y47eSILSxa0</p> <p> This QR code will take you directly to a BBC bitesize video explaining adjectives in French https://www.bbc.co.uk/bitesize/topics/z7t8kmn/articles/z4q28xs</p> <p> This QR code will take you to material on BBC bitesize about the preposition “à” https://www.bbc.co.uk/bitesize/guides/zms9hbk/revision/3</p> |

Unit guiding question: How can you create tension and atmosphere within a performance?

Performing

Characterisation Skills

TC6 - Understanding and portraying a character throughout a performance

Performance Skills

TC4 - Knowledge of performance skills (body language, facial expressions, voice, awareness of the audience) and knowing how to apply them

Production Skills

TC9 - Understanding of how a play gets staged

Creating

Collaboration and Communication

TC10 - Working effectively as part of a group, sharing ideas

Devising Skills

TC13 - Creating short performances to a brief

Responding

Interpretation of texts/Stimuli

TC16 - Effectively responding to a script

Evaluation Skills

TC17 - Evaluating and improving own work and when evaluating the work of others suggesting areas for improvement

- Encourage your child to attend extra-curricular activities. There are Clubs on every night in the Performing Arts Department and opportunities to perform at events and concerts.
- Watch theatre productions. - Local Theatres - [Theatre Severn](#) , [The Place Telford](#) .
- We are also a subscriber of the National Theatre Collection.
Login: <https://www.dramaonlinelibrary.com/custom-browse?docid=nationalTheatreCollections12>
Username: CKFGUG Password: YBGHUA
- KS3/KS4 BBC Bitesize - A website designed to help learn about topics covered at KS3 and KS4, support learning and find out about careers in music [KS3 Drama - BBC Teach](#), [Drama - BBC Bitesize](#), [Drama - BBC Bitesize](#)

Unit guiding question: How do you play a ukulele?

Performing

Playing (Instrumental)

TC5 - Playing simple rhythms and melodies accurately and fluently

Creating

Composing

TC11 - Composing a chord progression

Responding

Critical Engagement

TC27 - Evaluating own work and work of others making improvements where necessary

- Try to expose your child to as wide a variety of music as you can. Attend music concerts of all types and introduce your child to choirs and orchestras.
- Ask your child to listen to the music played while you are out in shops, restaurants and other public places. Do they notice any differences between the types of music played in different places?
- All students in KS3 learn to sing and play a range of instruments in class, but many pupils wish to extend their musical experience through in-depth study of a particular instrument or the voice by taking Instrumental / Vocal Lessons. If your child is interested in learning an instrument/singing please see Mrs Williams for a letter.
- Undertaking extra-curricular activities has far-ranging benefits including learning new skills, boosting academic performance, developing broader social skills and improving time management. There are Clubs on every night in the Performing Arts Department and opportunities to perform at events and concerts.
- Bandlab for Education - An award winning online music platform where students can embark on a music-learning journey that unleashes their creativity and foster collaboration with peers. <https://edu.bandlab.com/>
- BBC 10 Pieces - BBC Ten Pieces consists of ten performances of classical music which aim to open up the world of classical music to 7-14 year-olds across the UK and inspire them to develop their own creative responses to the music <https://www.bbc.co.uk/teach/ten-pieces/all-resources/zdg3t39>
- KS3 Music Bitesize - A website designed to help learn about topics covered at KS3, support learning and find out about careers in music <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>
- Little Kids Rock Jam Zone - Learn to play your favourite band skills instruments and songs. <https://jamzone.littlekidsrock.org/>
- Telford and Wrekin Music Service is our local music service hub. They offer a wide range of ensembles that you can join as well as offering instrumental hire and invaluable experience for young people with high musical aspirations. [Telford & Wrekin Music \(telfordandwrekinmusic.co.uk\)](http://telfordandwrekinmusic.co.uk)
- Music Theory - Free online lessons and exercises to help learn about the theory behind music <https://www.musictheory.net/>

Unit guiding question: How do you become a confident performer in physical activity and sport?

Pupils will learn some of these Threshold Concepts. This will depend on the activity they are completing and their stage of learning in that activity.

TC17 - Understand the benefits of following an active healthy lifestyle

TC19 - Recognise key rules and consequences in a sport

TC22 - Design a group routine

TC23 - Be respectful and positive to staff and other students

TC24 - Be self motivated and inspire others to participate

TC27 - Can effectively express emotions

TC28 - Consistently perform a variety of skills in competitive situations

TC31 - To anticipate changes in situations in physical activity and sport

TC32 - Perform an advanced sequence with expression and timing

Benefits of physical activity - [Physical, emotional and social wellbeing - Health and wellbeing - WJEC - GCSE Physical Education Revision - WJEC - BBC Bitesize](#)

Key rules –



Badminton



Football



Rugby



Netball



Gymnastics



Basketball

Key skills –

Badminton [12 Basic Badminton Techniques that you MUST Know - Introduction – YouTube](#)

Football [10 BEST 1v1 SKILLS in Soccer/Football – YouTube](#)

Rugby [The BEST video for teaching Rugby in your PE lessons 🏉 – YouTube](#)

Netball [Netball Attacking Skills – YouTube](#)

Gymnastics – [Easy to Hard Gymnastics Skills | KTGymnasticsFan - YouTube](#)

Basketball - [Basic Skills in Basketball - YouTube](#)

Unit guiding question: What is Health and Wellbeing?

TC5-PSHE - Know that choices you make can affect your mental and physical health

Unit guiding question: How Do We Keep Safe?

TC6-PSHE - Know how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TC7-PSHE - Know 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

TC8-PSHE - Know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships

- [KS2 PSHE, Relationships Education, and Health Education - BBC Teach](#)
- <https://www.childline.org.uk> Has support for growing up – Boys & Girls
- <https://kidshealth.org/#cattake-care> Information on a variety of topics
- WWW.NHS.UK/LIVE-WELL (ADVICE TO HELP YOU MAKE THE BEST CHOICES ABOUT YOUR HEALTH AND WELLBEING)
- VISIT WWW.BE-BEAUTIFUL-ONLINE.CO.UK
- www.mind.org.uk/
- www.mentalhealth.org.uk/
- www.knifefree.co.uk To find out more about the campaign and for more information on how to live knife free
- Fearless (crime stoppers) – www.fearless.org For advice and a way to anonymously report crime
- Victim support – www.victimsupport.org.uk For support for anyone who has been a victim of crime
- The Mix – a multi-channel service offering support to people under 25, enabling them to make informed choices about their wellbeing: www.themix.org.uk
- Youth Access – an advice and counselling network striving to improve services for young people in the UK: www.youthaccess.org.uk
- Relate – the UK's largest provider of support in helping people strengthen their relationships: www.relate.org.uk (Help for children and young people section)
- [Childline - YouTube](#)
- <https://www.childline.org.uk>

Religious Studies

TC6 - To understand the influence key beliefs, teachings and practices have on religious believers, and at times non-religious believers, today (individuals, society and community)

TC1 - To understand that religious beliefs are interpreted differently, even with in the same religion or denomination

TC8 - To understand the symbolisms found within religion

TC3 - To understand that misconceptions exist surrounding religious beliefs and practices that need addressing

TC2 - To understand that religious practices have varying levels of adoption

- [Sikhism - KS3 Religious Studies - BBC Bitesize](#)
- [Religious Studies KS2: What is Sikhism? - BBC Teach](#) - Scroll down for other videos