

Oak National Academy Art Teachers' Hub

<https://teachers.thenational.academy/subjects/art/key-stages/key-stage-3>

Y8 Autumn Term: Core Skills (Natural Forms)	
Linked Oaks Unit	Available Oaks Lessons
Introduction to art: understanding the basics - linking work to self	<p><u>Vincent Van Gogh (Part 1): Mark making</u> In today's lesson we are going to learn about Van Gogh's use of expressive marks and have a go yourself. https://classroom.thenational.academy/lessons/vincent-van-gogh-part-1-mark-making-ctgp8c</p>
	<p><u>Vincent Van Gogh (Part 2): My bedroom</u> In today's lesson we are going to learn about Van Gogh's life and create your dream bedroom. https://classroom.thenational.academy/lessons/vincent-van-gogh-part-2-my-bedroom-6cvk4c</p>
	<p><u>Vincent Van Gogh (Part 3): Self portrait</u> In today's lesson we are going to learn about Van Gogh's use of colour to create a self portrait that captures the essence of your soul. https://classroom.thenational.academy/lessons/vincent-van-gogh-part-3-self-portrait-crt34e</p>
	<p><u>Introduction to art: Drawing techniques</u> In today's lesson we will be understanding continuous line and two handed drawing. https://classroom.thenational.academy/lessons/introduction-to-art-drawing-techniques-61hker</p>
	<p><u>Approaches to drawing</u> In today's lesson we are going to explore different approaches to drawing. https://classroom.thenational.academy/lessons/approaches-to-drawing-cmv34e</p>

Drawing still life

In today's lesson we are going to use the skills we have been developing to begin drawing from still life.

<https://classroom.thenational.academy/lessons/drawing-still-life-c5h34c>

Introduction to art: Understanding colour

In today's lesson we will explore understanding colour through the media of paint.

<https://classroom.thenational.academy/lessons/introduction-to-art-understanding-colour-c4tkjc>

Introduction to art: Approaches to painting (Part 1)

In today's lesson we will explore and investigate the painting techniques; dry brush, sgraffito and impasto.

<https://classroom.thenational.academy/lessons/introduction-to-art-approaches-to-painting-part-1-c5hkct>

Introduction to art: Approaches to painting (Part 2)

In today's lesson we will be responding to an artist through the painting technique of impasto.

<https://classroom.thenational.academy/lessons/introduction-to-art-approaches-to-painting-part-2-6gu68c>

Alternative Approaches to Painting: Using Household Items as Painting Implements and Paint (Part 1)

In today's lesson we are going to use household items to create art with.

<https://classroom.thenational.academy/lessons/alternative-approaches-to-painting-using-household-items-as-painting-implements-and-paint-part-1-6gup2t>

Alternative Approaches to Painting: Using Household Items as Painting Implements and Paint (Part 2)

In today's lesson we are going to continue to use household items to create art with.

<https://classroom.thenational.academy/lessons/introduction-to-art-approaches-to-painting-part-2-6gu68c>

	<p><u>Introduction to art: Collage techniques</u> In today's lesson we will be exploring the techniques of collage. https://classroom.thenational.academy/lessons/introduction-to-art-collage-techniques-64vk2e</p> <p><u>Introduction to art: Analyse an artist's work</u> In today's lesson we will learn how to analyse an artists work. https://classroom.thenational.academy/lessons/introduction-to-art-analyse-an-artists-work-60r3gr</p> <p><u>Introduction to art: Annotate work</u> In today's lesson we will learn how to annotate work. https://classroom.thenational.academy/lessons/introduction-to-art-annotate-work-c5h3ad</p>
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Oak National Academy English Teachers' Hub

<https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3>

<p>English Oaks Content Y8 Non-fiction</p>	
<p>Linked Oaks Unit</p>	<p>Available Oaks Lessons</p>
<p>Change: Michelle Obama & Lennie James https://teachers.thenational.academy/units/change-michelle-obama-lennie-james-a821</p>	<p><u>Obama's use of rhetoric in a letter to her younger self</u> It's time to explore one of the most influential women of our time- Michelle Obama. We'll explore Obama's letter to self, and consider how rhetoric was used to help her reflect on some of the biggest challenges she's ever had to face.</p>

<https://classroom.thenational.academy/lessons/obamas-use-of-rhetoric-in-a-letter-to-her-younger-self-6mt3jd>

A continued exploration of Obama's letter to her younger self

Continuing on our journey with Michelle Obama's use of rhetoric, this lesson will consider how she uses rhetoric to give her younger self advice at times when she needed it the most. We will explore how rhetoric has been used to create a reassuring, personal tone by Obama, in a way that we have never seen rhetoric used before

<https://classroom.thenational.academy/lessons/a-continued-exploration-of-obamas-letter-to-her-younger-self-6rw3et>

Using rhetoric to write a letter to your younger self

Ever wondered what you could do if you could turn back time? In this lesson, rhetoric will allow us to do just that. We will apply our rhetoric mastery to write our own 'a letter to myself;' drawing from our experience of the rhetoric form so far. We will consider how to structure a response that would persuade our younger self to take our good advice and think about why people might write letters to themselves in times of difficulty.

<https://classroom.thenational.academy/lessons/using-rhetoric-to-write-a-letter-to-your-younger-self-c8w6cc>

James' use of rhetoric for change

A writer who uses rhetoric with advice and warning, Lennie James writes with a particular style to appeal to his audience in a unique and personal approach within his open letter on a topic that became more important with every second that passed. This lesson covers knife crime. If this is a sensitive topic to you, we recommend checking with a trusted adult before starting or doing the lesson with a trusted adult nearby.

<https://classroom.thenational.academy/lessons/james-use-of-rhetoric-for-change-75gp6d>

	<p><u>Comparing Obama and James' use of rhetoric in the letter form</u></p> <p>In this lesson, we will compare how Obama and James use the letter form in similar and different ways to encourage change. We will explore the key purpose of both letters, before a study of how both writers use rhetoric in similar or differing ways to reflect on the change that impacted themselves, others, and the world as a result. This lesson covers knife crime. If this is a sensitive topic to you, we recommend checking with a trusted adult before starting or doing the lesson with a trusted adult nearby.</p> <p>https://classroom.thenational.academy/lessons/comparing-obama-and-james-use-of-rhetoric-in-the-letter-form-c5h68t</p>
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<p>Oak Content English Grammar 1</p>	
<p>Linked Oaks Unit</p>	<p>Available Oaks Lessons</p>
<p>Recapping the basics: simple sentences, statements, paragraphs, capital letters and past simple verbs.</p> <p>https://teachers.thenational.academy/units/recapping-the-basics-simple-sentences-statements-paragraphs-capital-letters-and</p>	<p><u>Past simple verbs and capital letters</u></p> <p>This lesson introduces past tense verbs and how to use capital letters.</p> <p>https://classroom.thenational.academy/lessons/past-simple-verbs-and-capital-letters-6xk30e</p> <p><u>Subject verb agreement</u></p> <p>This lesson introduces the verb 'to be' and the subject of a sentence.</p> <p>https://classroom.thenational.academy/lessons/subject-verb-agreement-6wtp2c</p> <p><u>Capital letters and irregular verbs</u></p> <p>This lesson develops capital letter use and introduces irregular verbs.</p> <p>https://classroom.thenational.academy/lessons/capital-letters-and-irregular-verbs-6gvp8e</p>

	<p><u>Singular and plural subjects</u> This lesson introduces the concept of singular and plural subjects. https://classroom.thenational.academy/lessons/incomplete-sentences-and-tense-c8tp2d</p> <p><u>Fused sentences and capital letters</u> This lesson introduces the concept of fused sentences. https://classroom.thenational.academy/lessons/fused-sentences-and-capital-letters-75h3ge</p> <p><u>Incomplete sentences</u> This lesson develops comprehension of incomplete sentences. https://classroom.thenational.academy/lessons/incomplete-sentences-6gw38t</p>
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<p>Oak Content English Grammar 2</p>	
<p>Linked Oaks Unit</p>	<p>Available Oaks Lessons</p>
<p>Complex sentences, avoiding fragments and run-ons, capital letters https://teachers.thenational.academy/units/complex-sentences-avoiding-fragments-and-run-ons-capital-letters-1a77</p>	<p><u>Starting sentences with 'and'</u> This lesson develops understanding of capital letters and introduces prepositions. https://classroom.thenational.academy/lessons/starting-sentences-with-and-6rw34c</p> <p><u>When it happened</u> This lesson develops understanding of past tense and introduces how to join sentences with 'and'. https://classroom.thenational.academy/lessons/when-it-happened-6mw6ac</p>

	<p><u>Capitalising 'I'</u> This lesson develops understanding of capital letter use and complete sentences.</p> <p><u>Avoiding run-on sentences</u> This lesson introduces the concept of run-on sentences and consolidates capital letter knowledge. https://classroom.thenational.academy/lessons/avoiding-run-on-sentences-c5h62t</p> <p><u>Avoiding fragments</u> This lesson introduces the concept of fragments and how to punctuate speech. https://classroom.thenational.academy/lessons/independent-clauses-c8vkje</p> <p><u>Independent clauses</u> This lesson introduces the concept of independent clauses https://classroom.thenational.academy/lessons/independent-clauses-c8vkje</p> <p><u>Subordinate clauses</u> This lesson introduces the concept of subordinate clauses https://classroom.thenational.academy/lessons/subordinate-clauses-64w3ac</p>
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Oak National Academy French Teachers' Hub

<https://teachers.thenational.academy/subjects/french/key-stages/key-stage-3>

ATLP French Curriculum –
Year 8. Autumn Term:

Oak National Academy Lessons – KS3 French

<p><i>Narrative for this unit of work</i></p> <p>Following on from their 'exchange trip' to Boulogne sur Mer, students and their families are now moving to Toulouse in France. During this unit of work, they will learn language to be able to</p> <ul style="list-style-type: none"> - understand what different regions in France have to offer - understand descriptions about Toulouse and how to get around the city - choose a place to live with their family and subsequently arrange trips out and about in their new hometown. <p>Students will consolidate their learning by writing home to their friends to talk about what they have done.</p>	<p>The year 7 and 8 French lessons on the Oak National academy website follow the NCELP year 7 / year 8 scheme of learning. This scheme of learning places phonics, vocabulary and explicit grammar teaching at its core without any reference to a specific theme. The Year 8 French lessons have the same phonics, vocabulary and grammar focus but the curriculum plan is a self-contained ab initio course with each lesson working as a stand-alone lesson. This allows teachers to dip in and dip out to meet their needs. There are no lessons which directly match the thematic content of the ATLP Yr 8 French curriculum. However, there are a number of Year 8 French (ab inito) lessons which introduce and offer structured practice in the grammatical concepts introduced within the ATLP scheme of learning. These lessons will feel different in their approach to the format of ATLP lessons but they will offer structured practice of core grammatical concepts giving students an opportunity to reinforce and at times extend their understanding whilst also seeing how the language they have learnt in school can also be applied in other contexts. These lessons will need to be supplemented with KO and retrieval grid work.</p>
<p>Where shall we live in France? Justified opinions</p>	<p>Year 8 French Unit 2. Say how many there are. Part 1. This lesson introduces 'il y a' with indefinite articles. https://classroom.thenational.academy/lessons/say-how-many-there-are-part-12-c5hk8t</p>

<p>il y a (+ article) vs il n'a pas de / d' Comparatives</p>	<p>Year 8 French Unit 2. Say how many there are. Part 2. This lesson revisits 'il y a' with indefinite articles and introduces il y a with numbers. https://classroom.thenational.academy/lessons/say-how-many-there-are-part-22-6rv3ae</p> <p>Year 8 French Unit 3. Say people do not do something. Part 2. This lesson introduces il n'y a pas de – contrasting it with je n'ai pas de. https://classroom.thenational.academy/lessons/say-people-do-not-do-something-part-22-chjkge</p> <p>Year 8 French Unit 6. What is it like. Describe things. Part 1. This lesson introduces the comparative. <i>Will be available by October half term.</i></p>
<p>2. What is my new town like? Adjectives: agreement and position Modal verbs: devoir, falloir, pouvoir Comparatives Negatives</p>	<p>Year 8 French Unit 1. Describe a person or a thing. Part 2. Conjugate the verb être and learn how to make adjectives agree. https://classroom.thenational.academy/lessons/describe-a-person-or-a-thing-part-22-c4tpad</p> <p>Year 8 French Unit 3. Describe people or things. Part 1. This lesson looks at irregular feminine and plural adjective agreements for new, old and beautiful. https://classroom.thenational.academy/lessons/describe-people-and-things-part-12-c5k38t</p> <p>Year 8 French Unit 3. Describe people or things. Part 2. This lesson looks at position of irregular adjectives in sentences. https://classroom.thenational.academy/lessons/describe-people-and-things-part-22-75hk6d</p> <p>Year 8 French Unit 4. Saying what you want to and what you must do. Part 1. This lesson introduces the verbs pouvoir and devoir with the infinitive. https://classroom.thenational.academy/lessons/say-what-you-want-to-and-what-you-must-do-part-12-64r3jt</p> <p>Year 8 French Unit 6. What is it like. Describe things. Part 1. This lesson introduces the comparative. If setting this, check your class haven't already done it in core question 1. <i>Will be available by October half term.</i></p>

<p>How do I get around Toulouse? Near future tense</p>	<p>Year 8 French Unit 3. Express future intentions. Part 1. This lesson introduces aller + infinitive (full paradigm) to express future intentions. https://classroom.thenational.academy/lessons/express-future-intentions-part-12-61k3je</p> <p>Year 8 French Unit 3. Express future intentions. Part 2. In this lesson we revisit aller + infinitive and use ne....pas to express future intentions. https://classroom.thenational.academy/lessons/express-future-intentions-part-22-6gw3ee</p> <p>Year 8 French Unit 6. What is it like. Describe things. Part 1. This lesson introduces the comparative. If setting this, check your class haven't already done it in core question 1 or 2. <i>Will be available by October half term.</i></p>
<p>What are French houses like? Adjectival agreement Prepositions (chez, à, dans, en) Negatives: il n'y a pas + de/d' Possessive pronouns</p>	<p>Year 8 French Unit 1. Describe a person or a thing. Part 2. Conjugate the verb être and learn how to make adjectives agree. If setting this, check your class haven't already done it in core question 2 https://classroom.thenational.academy/lessons/describe-a-person-or-a-thing-part-22-c4tpad</p> <p>Year 8 French Unit 3. Say where people go Part 2. This lesson reinforces the verb aller and introduces the prepositions à, en and chez. https://classroom.thenational.academy/lessons/say-where-people-are-going-part-22-crv3ed</p> <p>Year 8 French Unit 3. Say people do not do something. Part 2. This lesson introduces il n'y a pas de – contrasting it with je n'ai pas de. If setting this, check your class haven't already done it in core question 1 https://classroom.thenational.academy/lessons/say-people-do-not-do-something-part-22-chjkge</p> <p>Year 8 French Unit 2. Talk about things important to me. Part 1. This lesson introduces mon / ma / mes https://classroom.thenational.academy/lessons/talk-about-important-things-to-me-part-12-chh68d</p>

<p>How do I plan a day trip to Cité de L’Espace? Adjective agreement. Modal verbs</p>	<p>Year 8 French Unit 1. Describe a person or a thing. Part 2. Conjugate the verb être and learn how to make adjectives agree. If setting this, check your class haven’t already done it in core question 2 or 4. https://classroom.thenational.academy/lessons/describe-a-person-or-a-thing-part-22-c4tpad</p> <p>Year 8 French Unit 4. Saying what you want to and what you must do. Part 1. This lesson introduces the verbs pouvoir and devoir with the infinitive. If setting this, check your class haven’t already done it in core question 2. https://classroom.thenational.academy/lessons/say-what-you-want-to-and-what-you-must-do-part-12-64r3jt</p>
<p>Can I write a letter home to my friends about my experiences? (Perfect tense)</p>	<p>Perfect tense Unit 6. Talk about what has happened at a specific time vs general. Part 1 and Part 2. This lesson introduces regular ER verbs in the perfect tense. <i>Available after October half term.</i></p> <p>Perfect tense Unit 6. Ask about what others have done at a specific time. Part 1 and Part 2. This lesson introduces irregular past participles. <i>Available after October half term.</i></p> <p>Perfect tense Unit 6. Talk about where you went. Part 1 and Part 2. This lesson introduces the perfect tense with être. <i>Available after October half term.</i></p>
<p>How do I buy presents at a Christmas market? (transactional Vocab + Culture) Indefinite articles</p>	<p>No Oak content</p>

Oak National Academy Geography Teachers' Hub

<https://teachers.thenational.academy/subjects/geography/key-stages/key-stage-3>

Population	
1.	https://classroom.thenational.academy/lessons/what-are-the-factors-that-influence-population-distribution-6dhk0c
2.	https://classroom.thenational.academy/lessons/what-is-the-population-explosion-65gk2r
3.	https://classroom.thenational.academy/lessons/what-are-the-potential-consequences-of-overpopulation-74rp2d
4.	https://classroom.thenational.academy/lessons/how-do-population-structures-change-over-time-70wker
5.	https://classroom.thenational.academy/lessons/how-does-the-population-structure-change-as-a-country-develops-6mr30t

Oak National Academy History Teachers' Hub

<https://teachers.thenational.academy/subjects/history/key-stages/key-stage-3>

Focus on the “Linked Oaks Unit” and to enhance your learning you can then look at the supplementary lessons.

Y8 Autumn Term
Why was World War I a significant event?

ATLP Titles	Linked Oaks Unit	Available Oaks Lessons
<p>1. What was Europe like in 1900?</p> <p>2. What were the MAIN long-term causes of WW1? Part 1 Alliance</p> <p>3. What were the MAIN long-term causes of WW1? Part 1 Militarism</p> <p>4. What were the MAIN long-term causes of WW1? Part 1 Nationalism</p> <p>5. Progress Check - What were the MAIN causes of World War 1?</p> <p>6. What was the trigger</p>	<p>Did tensions over Africa make a European war more likely?</p> <p>https://teachers.thenational.academy/units/did-tensions-over-africa-make-a-european-war-more-likely-3b7d</p> <p>How far did the assassination cause the First World War?</p> <p>https://teachers.thenational.academy/units/how-far-did-the-assassination-cause-the-first-world-war-f270</p>	<p><u>Morocco</u> In this lesson, you will learn about the causes and impacts of European policies in Morocco. https://classroom.thenational.academy/lessons/morocco-6gt6ad</p> <p><u>Systems of Alliance</u> In this lesson you will learn about the different alliance systems which existed in Europe prior to 1914 and how they made a major war in Europe more likely. https://classroom.thenational.academy/lessons/systems-of-alliance-cmukgr</p> <p><u>The Schlieffen Plan</u> In this lesson you will learn about the different military plans which European nations had for war, and how Germany's plans in particular accelerated events leading to the outbreak of war. https://classroom.thenational.academy/lessons/the-schlieffen-plan-ccr64e</p> <p><u>Imperial Rivalries</u> In this lesson you will learn about the background to the war, for example what smaller conflicts and rivalries between European nations, had set them against one and other. https://classroom.thenational.academy/lessons/imperial-rivalries-cdhkae</p> <p><u>Nationalism and Militarism</u></p>

<p>cause of World War 1?</p> <p>7. What is trench warfare?</p> <p>8. What was life like in a World War 1 trench?</p> <p>9. Why did young men join the army?</p> <p>10. Why did conscription affect the lives of men and women in Britain?</p> <p>11. Why were there food shortages during World War One?</p> <p>12. Was the Battle of the Somme worth the sacrifice?</p>	<p>What do the stories of the 'often forgotten armies' reveal about the Western Front? https://teachers.thenational.academy/units/what-do-the-stories-of-the-often-forgotten-armies-reveal-about-the-western-front</p> <p>Why did WWI end in November 1918? https://teachers.thenational.academy/units/why-did-wwi-end-in-november-1918-13e5</p>	<p>In this lesson you will learn about the role played by growing nationalism and militarism in increasing the likelihood of a conflict in Europe. https://classroom.thenational.academy/lessons/nationalism-and-militarism-c8w66r</p> <p><u>What really caused the outbreak of WWI?</u> In this lesson you will review the different causes of WWI and come to a judgement as to their relative importance. https://classroom.thenational.academy/lessons/what-really-caused-the-outbreak-of-wwi-cgwk2d</p> <p><u>Introduction to the Western Front</u> In this lesson you will learn about what the Western Front was and what the traditional interpretation of it is. https://classroom.thenational.academy/lessons/introduction-to-the-western-front-c8vk8e</p> <p><u>Ganga Singh</u> In this lesson you will learn about what the story of Ganga Singh, an Indian soldier, can reveal to us about the Western Front. https://classroom.thenational.academy/lessons/ganga-singh-69jp4d</p> <p><u>The Eastern Front and the Russian Revolution, 1917</u> In this lesson you will look at the fighting that took place on the Eastern Front during WWI before examining the reasons for and impact of the Russian Revolution on the Great War. https://classroom.thenational.academy/lessons/the-eastern-front-and-the-russian-revolution-1917-cth3jr</p> <p><u>The US enters the war, 1917</u></p>
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<p>Background lesson</p> <p>13. Was the Battle of the Somme worth the sacrifice? Assessment lesson</p> <p>14. How did The Great War finally come to an end?</p> <p>15. What is the history of Black servicemen during WW1?</p> <p>16. What can we learn from Sassoon's poem 'They'?</p> <p>17. What medical developments took place during WW1?</p>		<p>This lesson examines the reasons for the US involvement in WWI in 1917 and its role in the conflict prior to their joining. You will learn about the impact of US resources and troops on the course of the war before considering the factor's importance for our enquiry question. https://classroom.thenational.academy/lessons/the-us-enters-the-war-1917-cgwkjr</p> <p><u>The Spring Offensive, 1918</u> This lesson looks at the conditions on the German homefront during WWI before examining the events and outcomes of the Spring Offensive of 1918. https://classroom.thenational.academy/lessons/the-spring-offensive-1918-6mr3cr</p> <p><u>The Armistice, 1918</u> This lesson will examine the events leading up to the Armistice of 1918 before pulling together all the material from this series of lessons to answer our enquiry question. https://classroom.thenational.academy/lessons/the-armistice-1918-6cvkcr</p>
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Oak National Academy Mathematics Education Teachers' Hub

<https://teachers.thenational.academy/subjects/maths/key-stages/key-stage-3>

Teachers will set you work via Hegarty. Please use your login details for this - if you do not have them email enquiry@jws.bham.sch.uk

Ks3 Curriculum Content	Oak National Academy links to lessons
Numbers and numerals	https://teachers.thenational.academy/units/numbers-and-numerals-6c2e
Axioms and arrays	https://teachers.thenational.academy/units/axioms-and-arrays-0b24
Factors and multiples	https://teachers.thenational.academy/units/factors-and-multiples-18a4
Orders and operations	https://teachers.thenational.academy/units/order-of-operations-6616
Positive and negative numbers	https://teachers.thenational.academy/units/positive-and-negative-numbers-6c53
Expressions, equations & inequalities	https://teachers.thenational.academy/units/expressions-equations-and-inequalities-7d65
Angles	https://teachers.thenational.academy/units/angles-3770
Classifying 2-D shapes	https://teachers.thenational.academy/units/classifying-2-d-shapes-fc45
Classifying triangles and quadrilaterals	https://teachers.thenational.academy/units/constructing-triangles-and-quadrilaterals-44b4
Coordinates	https://teachers.thenational.academy/units/coordinates-7ec1
Areas of 2-D shapes	https://teachers.thenational.academy/units/area-of-2-d-shapes-13b9
Transforming 2-D shapes	https://teachers.thenational.academy/units/transforming-2-d-figures-59ab
Prime factor decomposition	https://teachers.thenational.academy/units/prime-factor-decomposition-9030
Conceptualising and comparing fractions	https://teachers.thenational.academy/units/conceptualising-and-comparing-fractions-97e4
Manipulating and calculating with fractions	https://teachers.thenational.academy/units/manipulating-and-calculating-with-fractions-7bfa
Ratio	https://teachers.thenational.academy/units/ratio-e0c7
Percentages	https://teachers.thenational.academy/units/percentages-d6a2
Different number systems	https://teachers.thenational.academy/units/different-number-systems-77bd
Sequences	https://teachers.thenational.academy/units/sequences-2adc
Forming and solving equations	https://teachers.thenational.academy/units/forming-and-solving-inequalities-d6cf
Forming and solving inequalities	https://teachers.thenational.academy/units/forming-and-solving-inequalities-d6cf

Linear graphs	https://teachers.thenational.academy/units/linear-graphs-3380
Accuracy and estimation	https://teachers.thenational.academy/units/accuracy-and-estimation-cf98
Algebra and problem solving	https://teachers.thenational.academy/units/algebra-and-problem-solving-bd38
Ratio, real life graphs and rates of change	https://teachers.thenational.academy/units/ratio-real-life-graphs-and-rates-of-change-c5d2
Direct and indirect proportion	https://teachers.thenational.academy/units/direct-and-indirect-proportion-e7d4
Univariate data	https://teachers.thenational.academy/units/univariate-data-606c
Bivariate data	https://teachers.thenational.academy/units/bivariate-data-5d0d
Angles in polygons	https://teachers.thenational.academy/units/angles-in-polygons-de90
Bearings	https://teachers.thenational.academy/units/bearings-08aa
Volume and surface area of prisms	https://teachers.thenational.academy/units/volume-and-surface-area-of-prisms-7967
Circles	https://teachers.thenational.academy/units/circles-a020
Probability	https://teachers.thenational.academy/units/probability-d4b5
Sets, Venn and sample space diagrams	https://teachers.thenational.academy/units/sets-venn-and-sample-space-diagrams-f890
Solving linear simultaneous equations algebraically	https://teachers.thenational.academy/units/solving-linear-simultaneous-equations-algebraically-21b2
Solving linear simultaneous equations graphically	https://teachers.thenational.academy/units/solving-linear-simultaneous-equations-graphically-cfe7

Oak National Academy Music Education Teachers' Hub

<https://teachers.thenational.academy/subjects/music/key-stages/key-stage-3>

Year 8 Autumn and Summer Term: Live Lounge/The Blues	
Linked Oaks Unit	Available Oaks Lessons
Band Musicianship 2: The Blues	<p><u>To be able to perform and transpose a 12-bar blues bass line</u></p> <p>In this lesson, we are going to learn about the origin of blues music and how to play and transpose a 12-bar blues bass line.</p>

<https://classroom.thenational.academy/lessons/to-be-able-to-perform-and-transpose-a-12-bar-blues-bass-line-64tp8d>

To understand how to build primary chords from a bass/root note, and the function of a turnaround chord

In this lesson, you will understand why primary chords are so special, and what a turnaround chord is. You will enjoy performing a 12 bar blues chord sequence.

<https://classroom.thenational.academy/lessons/to-understand-how-to-build-primary-chords-from-a-bassroot-note-and-the-function-of-a-turnaround-chord-ctk62t>

To be able to perform blues rhythms and walking basslines

Can you 'walk' a bassline? Which rhythms are used in the blues?

<https://classroom.thenational.academy/lessons/to-be-able-to-perform-blues-rhythms-and-walking-basslines-61h3et>

To be able to perform a jazz head

In this lesson, we will look at how a main melody or theme is used in blues music and learn how to play a very famous 'head'.

<https://classroom.thenational.academy/lessons/to-be-able-to-perform-a-jazz-head-69h68e>

To explore a blues scale through improvisation

In this lesson, we will explore how blues' musicians create interesting improvisations.

<https://classroom.thenational.academy/lessons/to-explore-a-blues-scale-through-improvisation-6gtkcd>

To review the structure and tonality of some blues

If you're feeling blue, remembering just how much you've learnt about the blues will cheer you up!

<https://classroom.thenational.academy/lessons/to-review-the-structure-and-tonality-of-some-blues-6nhk6t>

To understand how to improvise longer phrases

In this lesson, we will understand why improvisation in blues music is so important. You will learn how to improvise confidently in longer musical phrases.

<https://classroom.thenational.academy/lessons/to-understand-how-to-improvise-longer-phrases-6gv36d>

To understand how blues singers communicate emotion, and how blues lyrics are structured

In this lesson, we will look at wonderful blues singing and how the artist can show the emotion of the lyrics through the way they sing. You will also have the opportunity to write your own blues verse.

<https://classroom.thenational.academy/lessons/to-understand-how-blues-singers-communicate-emotion-and-how-blues-lyrics-are-structured-60t36d>

To be inspired by "All Blues", and understand why it is a jazz standard

In this lesson we are going to analyse the jazz standard "All Blues" through performance.

<https://classroom.thenational.academy/lessons/to-be-inspired-by-all-blues-and-understand-why-it-is-a-jazz-standard-6ngp8c>

To be able to create a blues accompaniment

In this lesson you are going to use everything you have learned about blues music to compose your own blues accompaniment.

<https://classroom.thenational.academy/lessons/to-be-able-to-create-a-blues-accompaniment-71j3jr>

To be able to compose a structured blues melody

In this lesson you are going to create a structured blues melody above last lesson's accompaniment. You will make creative decisions about who from the 'band' improvises in your blues piece.

<https://classroom.thenational.academy/lessons/to-be-able-to-compose-a-structured-blues-melody-crck8c>

To understand how instrument playing techniques communicate the blues tradition

In this lesson, you will learn all about the different playing and singing techniques heard in blues music. You will be able to identify these different techniques by ear.

<https://classroom.thenational.academy/lessons/to-understand-how-instrument-playing-techniques-communicate-the-blues-tradition-6ww30d>

To understand how improvisers communicate and take turns when performing in a band

In this lesson you will consolidate your learning about band musicianship by examining how blues bands communicate with each other. You will learn about what makes a great blues musician and improviser, and how to improvise your own phrases within a structure.

<https://classroom.thenational.academy/lessons/to-understand-how-improvisers-communicate-and-take-turns-when-performing-in-a-band-68tpad>

Oak National Academy Religious Education Teachers' Hub

<https://teachers.thenational.academy/subjects/religious-education/key-stages/key-stage-3>

<https://teachers.thenational.academy/subjects/citizenship/key-stages/key-stage-3>

Oak National Academy Science Education Teachers' Hub

<https://teachers.thenational.academy/subjects/science/key-stages/key-stage-3>

The periodic table	1 Elements https://classroom.thenational.academy/lessons/elements-c4rkje	<ul style="list-style-type: none"> Define elements, name the two types of elements and locate them on the periodic table Recognize elements from drawings or names Describe the rules for writing chemical symbols
HA- Electronic structure	1 Electron configuration (9CR Reactivity) https://classroom.thenational.academy/lessons/electron-configuration-c5k36r	<ul style="list-style-type: none"> Use the periodic table to work out numbers of protons, neutrons and electrons Draw and write the electron configuration for given atoms Explain why most atoms react but group 0 do not
Group 1	8 Group 1 https://classroom.thenational.academy/lessons/group-1-60w3cc	<ul style="list-style-type: none"> Describe some of the properties of group 1 elements Describe trends in physical and chemical properties of group 1 Write word (or symbol) equations to represent their reaction with oxygen and water
Group 7	9 Group 7 https://classroom.thenational.academy/lessons/group-7-6gu62c	<ul style="list-style-type: none"> Describe trends in physical properties of group 7 Describe the trend in reactivity of group 7 Write word equations to represent their reaction with iron

Group 0	Group 7 https://classroom.thenational.academy/lessons/group-0-64wk4e	
	9 Group 7 displacement https://classroom.thenational.academy/lessons/group-7-displacement-69hk8r	<ul style="list-style-type: none"> ● Describe trends in physical properties of group 7 ● Describe the trend in reactivity of group 7 ● Write word equations to represent their reaction with iron
	10 Atoms and the periodic table revision https://classroom.thenational.academy/lessons/review-part-2-6gtpad	<p>Review 1</p> <ul style="list-style-type: none"> ● identify, with reasons, differences between atoms, elements and compounds ● represent chemical reactions as word equations and apply this to the idea of conservation of mass ● explain how an elements position in the periodic table links to its properties and reactivity (groups 1 and 7)

