St Benedict's Catholic High School

1971

YEAR 8 CURRICULUM INFORMATION

2024 – 2025

Through love of Christ, delight in Virtue

St Benedict's Catholic High School
1971

OUR CURRICULUM

Our curriculum is designed to take pupils from the secure close-knit feel of good primary schooling to high levels of independent learning. We always have high aspirations for all our pupils, support them to progress during their time at St Benedict's, and encourage them to achieve the best that they are able to. We regularly review and refine our curriculum so that it meets the personal needs and interests of all our pupils, supporting and challenging each individual. Pupil progress is tracked across all years with regular reports sent home to provide information to parents and carers.

For any pupil who may not be reaching their full progression potential, we implement a series of interventions to ensure that pupils achieve their best. We believe that learning should be interesting and enjoyable. While we support pupils to develop their knowledge and skills, we encourage them to ask questions, develop their understanding and build confidence in their own abilities. We provide our pupils with a wide range of opportunities for them to develop, both during their time at school, and also externally. The values and virtues of the Roman Catholic Church are at the heart of everything we do at St Benedict's. We promote care and respect for all and expect high standards in all aspects of school life.

Our curriculum is designed to meet the needs of our young people, preparing them for adult and working life in the 21st century. It also enables them to be the best they can be by providing a secure learning environment, a rigorous academic and vocational curriculum, high expectations and best practice in teaching and learning, enhanced by wide-ranging extra-curricular opportunities and excellent pastoral care.

YEAR 8 CURRICULUM TIME

SUBJECT	NUMBER OF LESSONS A WEEK
RELIGIOUS EDUCATION	3
ENGLISH	4
MATHEMATICS	4
SCIENCE	3
COMPUTER SCIENCE	1
GEOGRAPHY	2
HISTORY	2
ART & DESIGN	1
DESIGN TECHNOLOGY: PRODUCT DESIGN	1
DESIGN TECHNOLOGY: TEXTILES AND CATERING	1
PHYSICAL EDUCATION	2
MUSIC	1
FRENCH	2
PERSONAL DEVELOPMENT (PSHE)	1

5
DAYS A WEEK

6
LESSONS A DAY MON-WED

5
LESSONS A DAY THU-FRI

28
LESSONS A WEEK

55
MINUTES A LESSON

TEACHING ORDER

The units shown on the following pages are taught in order as they appear i.e. the unit at the top of the page is the first one taught in September and the one at the end of the subject page(s) is taught at the end of the year. Where 6 units are displayed, this means that the unit is taught for approximately 6/7 weeks - one half term

RELIGIOUS EDUCATION

PURPOSE OF STUDY

Religious Education/Studies is at the heart of everything we do at St Benedict's. Our aim is to develop a sense of faith that will ignite pupils' appreciation of the world around them just as Jesus did through his mission; by nurturing pupils' gifts and talents and making learning active, fun, and interesting.

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

WHAT IS THE KINGDOM OF GOD?

In Year 8, pupils begin the year by using their Bible skills to learn about the Gospels and Jesus' parables the Kingdom of God. Pupils will learn what Christians mean about the Kingdom of God and how we can work for this in our lives today.

SOCIAL HARMONY

Using their learning from the previous topic, pupils will explore Christian teachings about justice and combating prejudice and discrimination. Pupils will learn about how inspirational people have fought against discrimination and how they can follow this example.

WORLD RELIGIONS – ISLAM

Pupils will learn about the religion of Islam. They will explore the different beliefs and practices within Islam and investigate the belief.

THE PASCHAL MYSTERY

Pupils will learn about the events of Holy Week and how Christians remember these events today.

THE MASS

Pupils will explore the Mass in this topic and gain a deeper understanding of how and why the Mass is celebrated. This will build upon prior learning from the Paschal Mystery and Who is Jesus topic.

SACRAMENTS OF HEALING

Pupils will learn about the Sacraments of Healing and how these sacraments can help Christians today. They will explore the concept of forgiveness and its link to the Sacraments of Healing.

ENGLISH

PURPOSE OF STUDY - NATIONAL CURRICULUM

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

THE GIVER

Pupils are introduced to dystopian conventions whilst reading the story. When reading, pupils consider how the story is dystopian, how key characters are presented and what the contextual influences are. Pupils continue to build on their skills such as selecting relevant evidence and start to focus on the effect on the reader.

DYSTOPIAN WRITING

Pupils continue to develop their crafting of sentence forms and structures, linguistic and structural devices, and punctuation. They are also given more opportunities to enhance their vocabularies. This unit exposes them to the convention of dystopian writing and pushes them to adapt their writing for the genre, considering the development of settings, protagonists and antagonists.

ANIMAL FARM

Pupils are introduced to political ideologies such as socialism, communism and capitalism, and are taught about the Russian Revolution, in order to understand Orwell's intentions in Animal Farm. Pupils continue to develop their essay writing skills, such as forming points, linking to intention and exploring evidence and methods. Pupils are introduced to methods such as symbolism.

NON-FICTION/OPINION WRITING

In this unit reading and writing skills are interleaved. Pupils continue to practise their analysis skills but this time on non-fiction texts. Pupils focus on methods in this unit and look particularly at methods common in persuasive discourses. Pupils are guided to use high quality non-fiction texts as a style model for their own writing. Pupils also learn how to compare texts as part of this unit, using discourse markers such as however and likewise, and identifying similarities and differences across texts.

THE SPECKLED BAND

This unit introduces pupils to C19th England and consolidates their knowledge of patriarchy and allows them to explore the changing nature of gender roles in England. Pupils continue to refine their essay writing skills.

ENGLISH – continued

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

CRIME WRITING

This unit focuses on the genre of crime writing and builds on their prior learning of using linguistic devices, sentence forms, ambitious vocabulary, etc. As part of this unit, pupils produce a piece of crime writing for a more mature audience.

WRITING A CHILDREN'S STORY (CRIME)

Pupils are taught how to adapt their writing for a younger audience, by working in groups to produce a mystery book for young children, designed to read aloud. Pupils are given an opportunity to practise their spoken language skills through group work and the dramatic reading of their groups' story.

The remaining time is for summer exam preparation, summative assessment, revision and feedback.

MATHEMATICS – FOUNDATION

PURPOSE OF STUDY – NATIONAL CURRICULUM

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

YEAR 8 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

NUMBER PROPERTIES

Pupils will learn to:

- Find the HCF and LCM of a set of numbers
- Evaluate integer powers and roots
- Use the index laws for the multiplication and division of integer powers
- Convert between ordinary numbers and standard form
- Rewrite a number in correct standard form notation
- Recognise, list and define prime numbers
- Perform prime factor decompositions.

POSITVE AND NEGATIVE NUMBERS

Pupils will learn to:

- Compare and order positive and negative integers using inequality notation
- Interpret negative values in context
- Add and subtract positive and negative integers
- Multiply and divide positive and negative integers
- Substitute negative integers into expressions and formulae
- Apply the order of operations to the four operations with negative integers
- Add and subtract decimals using column method
- Multiply decimals using formal written methods

ROUNDING AND ESTIMATION

Pupils will learn to:

- Understand the concept of bounds when rounding to the nearest 10, 100 and 1000
- Round to the nearest whole number
- Round to a given number of decimal places
- Round to a given number of significant figures
- Rounding to significant figures to estimate in calculations including worded problems
- Estimate roots.

LENGTH AND AREA

Pupils will learn to:

- Solve functional problems by finding the area or perimeter of compound shapes made
- from rectangles
- Find the area of parallelograms
- Find the area of triangles
- Find the missing length of a shape when given the area
- Find the area of compound shapes (rectangles, triangles and parallelograms)
- Solve complex problems regarding the perimeter and area of given shapes
- Find the area of trapeziums.

The mathematics curriculum continues on the next page

MATHEMATICS – continued

YEAR 8 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

3D-SHAPES

Pupils will learn to:

- Name 3D shapes
- Identify the properties of 3D shapes
- Recognise and complete the nets of 3D shapes
- Construct and interpret plans and elevations of 3D shapes
- Calculate the volume of shapes by counting cubes
- Calculate the volume of a cuboid
- Calculate the volume of prisms
- Calculate the surface area of cubes and cuboids
- Solve problems involving volume and surface area of cuboids

CIRCLES

Pupils will learn to:

- Recognise and name the parts of a circle
- Calculate the circumference of a circle
- Calculate the area of a circle

COMPOUND MEASURES

Pupils will learn to:

- Read speed-time graphs
- Read distance-time graphs
- Find the speed from a distance-time graph
- Calculate speed, distance and time
- Calculate speed, distance and time where units of distance and time need converting
- Calculate density, mass and volume

CALCULATIONS WITH FRACTIONS

Pupils will learn to:

- Compare and order fractions with different denominators
- Add and subtract fractions with different denominators
- Solve problems including the addition and subtraction of fractions
- Convert between a mixed number and an improper fraction
- Add and subtract mixed numbers and improper fractions
- Multiply fractions and integers
- Divide fractions and integers
- Recognise and find reciprocals and understand a reciprocal as a multiplicative inverse
- Solve problems including the multiplication and division of fractions

PROBABILITY

Pupils will learn to:

- Use the terms likely, equally likely, fair, unfair, certain when describing chance or
- likelihood
- Understand and use the probability scale from 0 to 1
- Place theoretical probabilities accurately on the probability scale
- Find probabilities based on equally likely outcomes in simple contexts
- Apply the property that the probabilities of mutually exclusive outcomes sum to 1

MATHEMATICS - continued

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

PROBABILITY CONTINUED

Pupils will learn to:

- Systematically list outcomes
- Complete sample spaces for combined events with equally likely outcomes and use to
- calculate probabilities
- Calculate probabilities from a two-way table
- Read basic Venn diagrams
- Complete Venn diagrams
- Find probabilities from a Venn diagram
- Interpret the frequency of outcomes of probability experiments from tables and use to
- find relative frequency
- Calculate expected outcomes of future experiments by applying relative frequency

ALGEBRAIC MANIPULATION

Pupils will learn to:

- Identify a term, expression, equation, formula and identity
- Substitute positive and negative integers into expressions and formulae, including with
- powers
- Form expressions
- I can manipulate expressions (add, subtract, multiply)
- Simplify expressions by collecting like terms, including powers
- Simplify algebraic terms involving multiplication and division
- Multiply a single term over a single bracket
- Expand and simplify multiple single brackets
- Take out common factors to factorise

SOLVING EQUATIONS

Pupils will learn to:

- Manipulate equations (multiply or add/subtract two equations)
- Solve one-step linear equations
- Solve two-step linear equations
- Solve linear equations with one unknown on one side including brackets and fractions
- Check the solution to an equation by using substitution
- Write and solve simple equations from a problem of area and perimeter of shapes

ANGLES

Pupils will learn to:

- Accurately measure angles in geometrical diagrams
- Solve an angle problem using the standard angle facts
- Find missing angles in special types of triangles
- Identify parallel and perpendicular lines
- Use alternate, corresponding and co-interior angles to find a missing angle on a parallel line
- Solve angle problems using alternate, corresponding and co-interior angles properties
- Know the properties of polygons (and know their names)
- Use the sum of angles in a triangle to deduce the angle sum of a polygon
- Find unknown interior angles in any regular or irregular polygon
- Find the exterior angle of any regular polygon

MATHEMATICS - continued

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

TRANSFORMATIONS

Pupils will learn to:

- Transform 2D shapes by reflecting in vertical and horizontal mirror lines on a grid
- Transform 2D shapes by reflecting in diagonal mirror lines on a grid
- Transform 2D shapes by reflecting in x=a or y=b lines on a coordinate grid
- Transform 2D shapes by translating using column vector notation on a coordinate grid
- Construct similar shapes by enlargement of a positive integer scale factor on a grid
- Transform 2D shapes by rotating them about a given point on a grid
- Identify which basic transformation has occurred

STATISTICS

Pupils will learn to:

- Find the mode, median, mean and range from a list of data
- Interpret the mode, median, mean and range of two sets of data and make comparisons
- Find the mode, range, median and mean from a stem and leaf diagram, including backto-back
- Find the mode, range, median and mean from a discrete frequency table
- Construct pie charts
- Read and interpret pie charts
- Complete and interpret scatter graphs, including correlation, line of best fit and make predictions from this

MATHEMATICS – HIGHER

PURPOSE OF STUDY – NATIONAL CURRICULUM

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

YEAR 8 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

NUMBER PROPERTIES

Pupils will learn to:

- Use the index laws for the multiplication and division of integer powers
- Evaluate integer powers and roots
- Convert between ordinary numbers and standard form
- Rewrite a number in correct standard form notation
- Multiply with numbers written in standard form
- Recognise, list and define prime numbers
- Find the HCF and LCM of a set of numbers
- Use the HCF and LCM to find possible pairs of numbers
- Solve worded problems involving the lowest common multiple
- Perform prime factor decompositions
- Use the prime factor decomposition to find the HCF or LCM of two numbers

POSITVE AND NEGATIVE NUMBERS

Pupils will learn to:

- Add and subtract positive and negative integers
- Multiply and divide positive and negative integers
- Substitute negative integers into expressions and formulae, including with powers
- Apply the order of operations with four operations including negative integers
- Solve problems including negative numbers
- Add and subtract decimals using column method
- Multiply decimals using formal written methods

ROUNDING AND ESTIMATION

Pupils will learn to:

- Round to a given degree of accuracy (whole number, 1 dp, 2 dp etc)
- Round to a given number of significant figures
- Use rounding to significant figures to estimate in calculations including worded problems
- Estimate roots
- Use rounding to significant figures and estimating roots to estimate in complex calculations
- Identify upper and lower bounds when rounded to 10,100,1000, whole number, 1dp etc.

LENGTH AND AREA

Pupils will learn to:

- Find the area of compound shapes (including rectangles, triangles and parallelograms)
- Find the area of trapeziums
- Solve complex problems regarding the perimeter and area of given shapes
- Use Pythagoras's theorem to find a missing length in right-angled triangles
- Apply Pythagoras' theorem to prove whether a triangle is right-angled or no

The mathematics curriculum continues on the next page

MATHEMATICS - continued

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

3D-SHAPES

Pupils will learn to:

- Name 3D shapes and identify their properties
- Recognise and complete the nets of 3D shapes
- Construct and interpret plans and elevations of 3D shapes
- Calculate the volume of shapes by counting cubes
- Calculate the volume of a cuboid
- Solve problems involving volume and surface area of cuboids
- Calculate the volume of prisms
- Solve problems involving the volume of prisms
- Calculate the surface area of prisms
- Convert between units of area and volume

CIRCLES AND CYLINDERS

Pupils will learn to:

- Recognise and name the parts of a circle
- Calculate the circumference of a circle
- Calculate the area of a circle
- Calculate exactly with pi to find the area and circumference of circles
- Find the radius or diameter of a circle when given the circumference or area
- Calculate the area and perimeter of semi circles and quarter circles
- Find the area of compound shapes including parts of circles
- Solve functional problems by finding the area or perimeter of compound shapes including parts of circles
- Calculate the volume of cylinders

COMPOUND MEASURES

Pupils will learn to:

- Read speed-time graphs
- Read distance-time graphs
- Find the speed from a distance-time graph
- Convert compound units (e.g. m/s to km/h)
- Calculate speed, distance and time
- Calculate speed, distance and time where units need converting
- Calculate density, mass and volume
- Calculate density, mass and volume where units need converting
- Calculate pressure, force and area

CALCULATIONS WITH FRACTIONS

Pupils will learn to:

- Compare and order fractions with different denominators
- Solve problems including the addition and subtraction of fractions
- Convert between a mixed number and an improper fraction
- Add and subtract mixed numbers and improper fractions
- Multiply fractions and integers
- Divide fractions and integers
- Recognise and find reciprocals and understand a reciprocal as a multiplicative inverse
- Calculate exactly with fractions, including solving problem

MATHEMATICS - continued

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

PROBABILITY CONTINUED

Pupils will learn to:

- Use the terms likely, equally likely, fair, unfair, certain when describing chance or likelihood
- Understand and use the probability scale from 0 to 1
- Place theoretical probabilities accurately on the probability scale
- Find probabilities based on equally likely outcomes in simple contexts
- Apply the property that the probabilities of mutually exclusive outcomes sum to 1
- Find the probability of A and B occuring and the probability of A or B occuring
- Systematically list outcomes
- Complete sample spaces for combined events with equally likely outcomes and use to calculate
- probabilities
- Calculate probabilities from a two way table
- Complete Venn diagrams, including when the intersection needs to be calculated
- Find probabilities from a Venn diagram
- Interpret the frequency of outcomes of probability experiments from tables and use to find relative
- frequency
- Calculate expected outcomes of future experiments by applying relative frequency

ALGEBRAIC MANIPULATION

Pupils will learn to:

- Identify a term, expression, equation, formula and identity
- Substitute positive and negative integers into expressions and formulae, including with powers
- Form expressions
- I can manipulate expressions (add, subtract, multiply)
- Simplify expressions by collecting like terms, including powers
- Simplify expressions involving sums, products and powers, including using index laws
- Expand and simplify multiple single brackets
- Take out common factors to factorise
- Expand the product of two binomials
- Factorise a quadratic expression of the form $x^2 + bx + c$, including using the difference of two squares

SOLVING EQUATIONS

Pupils will learn to:

- Manipulate equations (multiply or add/subtract two equations)
- Solve one-step linear equations
- Solve two-step linear equations
- Solve linear equations with one unknown on one side including brackets and fractions
- Solve linear equations with one unknown on both sides
- Solve linear equations with one unknown on both sides and those involving brackets or fractions
- Check the solution to an equation by using substitution
- Write and solve equations from a problem or area and perimeter of shapes
- Change the subject of a formula
- Represent an inequality on a number line
- List the integers that satisfy an inequality

Solve two step linear inequalities in one variable, and represent the solution

MATHEMATICS - continued

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

ANGLES

Pupils will learn to:

- Accurately measure angles in geometrical diagrams
- Solve an angle problem using the standard angle facts
- Find missing angles in special types of triangles
- Use alternate, corresponding and co-interior angles to find a missing angle on a parallel line
- Solve complex angle problems using alternate, corresponding and co-interior angles properties
- Find unknown interior angles in any regular or irregular polygon
- Find the exterior angle of any regular polygon
- Solve problems using the interior angles of regular polygons
- Find the number of sides of a regular polygon using its interior or exterior angle size
- Solve problems by finding the number of sides of a regular polygon using its interior or exterior angle size.

TRANSFORMATIONS

Pupils will learn to:

- Transform 2D shapes by reflecting in vertical and horizontal mirror lines on a grid
- Transform 2D shapes by reflecting in diagonal mirror lines on a grid
- Transform 2D shapes by reflecting in x=a or y=b lines on a coordinate grid
- Transform 2D shapes by translating using column vector notation on a coordinate grid
- Construct similar shapes by enlargement of a positive integer scale factor on a grid
- Construct similar shapes by enlargement of a fractional scale factor on a grid
- Transform 2D shapes by rotating them about a point on a coordinate grid
- Identify which basic transformation has occurred
- Find a missing side length in two shapes that are similar.

STATISTICS

Pupils will learn to:

- Interpret the mode, median, mean and range of two sets of data and make comparisons
- Find the data based on information given on the averages and range
- Adjust the mean when data is added or taken away from the set
- Find the mode, range, median and mean from a stem and leaf diagram, including back-to-back
- Find the mode, range, median and mean from a discrete frequency table
- Find the modal class, class in which the median lies and estimated mean from a grouped frequency table
- Compare distributions of grouped, discrete or continuous data using mean, mode, median and range
- Construct pie charts
- Read and interpret pie charts
- Complete and interpret scatter graphs, including correlation, line of best fit and make predictions from this.

SCIENCE

PURPOSE OF STUDY – NATIONAL CURRICULUM

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

YEAR 8 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

INTRODUCING BREATHING, DIGESTION AND RESPIRATION

Pupils will learn:

- Cells & organisation
- Cellular respiration
- Gas exchange systems
- Nutrition & digestion
- The skeletal & muscular systems

ELEMENTS, COMPOUNDS & MIXTURES

Pupils will learn:

- Atoms, elements & compounds
- Chemical reactions
- The periodic table

LIGHT, SOUND AND WAVES

Pupils will learn:

- Energy & waves
- Light waves
- Observed waves
- Sound waves

THE EARTH

Pupils will learn:

- Earth & atmosphere

FURTHER ENERGY & ELECTRICITY

Pupils will learn:

- Calculation of fuel uses & costs in the domestic context
- Energy changes & transfers
- Magnetism

PLANTS AND PHOTOSYNTHESIS

Pupils will learn:

- Leaf structure
- Photosynthesis
- Water transport

COMPUTER SCIENCE

PURPOSE OF STUDY - NATIONAL CURRICULUM

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

PYTHON TURTLE

This unit provides an introduction to programming with Python using the Turtle graphics library. Students will learn fundamental programming concepts while creating visual art and geometric shapes. Through hands-on activities and projects, students will develop skills in writing and debugging code, using loops and conditionals, and creating modular programs with functions. The unit culminates in a final project where students apply their knowledge to design and implement a unique Turtle graphics program

COMPUTING SYSTEMS

The aim of this unit is to provide pupils with a deeper understanding of how computers function and where they use them in everyday life. Initially students will begin by developing an understanding of what classifies a device as a computer and what internal hardware is necessary for it to function. Pupils will go onto look at how computers are used in the workplace and the additional hardware that may be needed specific to career paths. Finally, pupils will apply this knowledge and apply it to real world scenarios to identify the components needed for specific jobs.

PHYTON CONSOLE

This unit continues the students learning journey with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.

DEVELOPING FOR THE WEB

In this unit pupils will develop an understanding of current design principles in professional websites. Looking at how design can be used to attract traffic to a website and how interactivity can encourage and retain that internet traffic. Pupils will gain an understanding of how to use languages such as HTML, CSS and JavaScript to include content, develop the formatting of and include interactivity into their own website.

COMPUTER SCIENCE – continued

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

ANIMATION

Films, television, computer games, advertising, and architecture have been revolutionised by computer-based 3D modelling and animation. In this unit learners will discover how professionals create 3D animations using the industry-standard software package, Blender. By completing this unit learners will gain a greater understanding of how this important creative field is used to make the media products that we consume. Sessions will take learners through the basics of modelling, texturing, and animating; outputs will include 3D models and short videos.

ARTIFICIAL INTELLIGENCE

In this unit pupils will have the opportunity to explore the ever-increasing influence of artificial intelligence. They will get an understanding of AI beyond the buzzword looking at how machine learning can be used as the eyes of a computer to interpret the world. They will begin to explore how AI is increasingly used in the workplace and how it will be integral to their future careers as well as the risks it poses to jobs. They will look at how AI has been used to create fake news and support disinformation. Finally, they will get the opportunity to use some AI tools to enhance their creative ability to see how AI can be used positively.

GEOGRAPHY

PURPOSE OF STUDY - NATIONAL CURRICULUM

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

LOOK AT IT THIS WAY
TO UNDERSTAND THE CONCEPT OF "PLACE".

In Year 8, the passport idea is developed further into the concept of a sense of place. Pupils are encouraged to look at the UK through the lenses of different people.

GEOLOGY ON A PLATE
TECTONIC PLATES & GEOLOGICAL TIMEFRAMES

Pupils are re-introduced to the Lithosphere. The Sphere that studies the Earth's crust, including landforms, rocks and soils. Taking their knowledge & understanding of rock types, pupils will develop an understanding of plate tectonics, continental drift and geological time scales.

EXPLORING ASIA
SENSE OF PLACE: ASIA

Units this half term are designed to explore the continent of Asia To discover population distributions & the level of urbanisation. Within Asia, pupils will explore different countries including ecosystems and synoptic links between both physical & human geography.

SAY HELLO, WAVE GOODBYE
COASTAL PROCESSES

Physical processes will be re-introduced in the context of coastal activity. Issues surrounding the Great Pacific garbage patch & the fishing industry will also be considered

LIFE IN MODERN BRITAIN
ECONOMIC DEVELOPMENT - POPULATION & URBANISATION

Socio-economic issues are the primary focus of our final unit in year 8, based around Life in Modern Britain.

HISTORY

PURPOSE OF STUDY – NATIONAL CURRICULUM

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

YEAR 8 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

MUCK AND MISERY

Pupils will begin this unit with an overview of the changes that occurred between 1750 and 1900 in terms of the lives of ordinary people. They will then investigate key changes in more detail such as the urbanisation of the Industrial Revolution, living and working conditions in towns and cities and what life was like for the poorest in society who ended up in the workhouse. Pupils will also examine the influence of reformers, such as Robert Owen and Titus Salt, who attempted to improve the lives of ordinary people. Pupils will be able to study the development of Whitehaven and make connections with the national changes that occurred at this time. Just before Christmas, pupils will investigate the importance of Victorian Christmas traditions to the way we celebrate today.

SLAVERY AND EMPIRE

Pupils will begin this unit by investigating the spread and impact of the British Empire, with an analysis of its legacy today. Pupils will then go on to study the African Slave Trade, finding out about the trade triangle, life on plantations and how the slaves tried to resist this system. Pupils will also learn about how abolition was achieved, developing an understanding of the role of different people such as William Wilberforce, Olaudah Equiano and ordinary working-class people.

TWENTIETH CENTURY OVERVIEW

Pupils will begin their study of Modern History with an overview of significant people and events from 1900. They will also examine life for people at the start of the 20th century, using conditions on the Titanic as a case study. Pupils will learn about the issue of female suffrage through an investigation into the Suffragists and Suffragettes, before reaching a conclusion about the death of Emily Davison in 1913.

WORLD WAR ONE

Pupils begin their study of World War One through an investigation into Europe in 1914 before delving into the causes of the conflict in greater detail. The reasons for joining up will be examined as well as conditions in the trenches for soldiers fighting at the front. The contribution of soldiers from around the world will be recognised as well as the role of women.

ART AND DESIGN

PURPOSE OF STUDY – NATIONAL CURRICULUM

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

YEAR 8 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

LETTERING

Pupils will learn:

- Historical and contemporary lettering.
- Illuminated lettering, packaging, advertisement, etc.
- About products, how text needs to suit the product.
- Mixed media and printing.
- How to use a limited colour palette.
- Layout skills.
- How to work with a range of materials, choosing the right one for the right task.

CRITICAL SKILLS

Pupils will learn:

- Critical studies, drawing and painting based on an artist that looks at animals.
- How to complete a series of observational drawing exercises, exploring a variety of different media.
- How to undertake extended writing and explore composition.
- To develop their ideas to conclude with a final picture, in response to the work of a particular artist, e.g.Marian North, Henri Rousseau, Diane Whitehead, Jennifer Belote.

PERSPECTIVE

Pupils will learn:

- To draw using one point perspective.
- How you can use the computer through the internet to learn more about drawing techniques.
- To develop their extended drawing skills using tone, texture, and colour in perspective. Looking at two-point perspective and understanding why artists and designers use one- and two-point perspective.
- Looking at science fiction (computer art), interior designers and architects.

DESIGN AND TECHNOLOGY:
PRODUCT DESIGN

PURPOSE OF STUDY - NATIONAL CURRICULUM

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

CLOCK – DESIGN MOVEMENTS

Students will learn how to design a product that is fit for use and produce an accurate high quality finished product that is inspired by a chosen design movement. Students are also reminded about the properties and characteristics of plastics. They will also learn about health and safety symbols used in industry and how to work to a range of restrictions. They will learn about working drawings and how to produce and use them as well as how to accurately mark out material using templates. Practical skills such as marking out, drilling, sawing, finishing will also be explored.

PROBLEM SOLVING

Pupils will understand the terms form, function and aesthetics and that good design needs to consider and balance all three. They will learn what factors make a product aesthetically pleasing and recognise elements of good design over bad. They will understand the meaning of the term biomimicry and be able to describe different structures found in nature and how they function. Pupils will recognise how and why natural forms and structures are used to inspire design and new materials. They will explore where geometric and organic shapes found in nature have been used to create manmade structures. Pupils will generate their own design ideas inspired by organic forms and biomimicry. They will use simple tools and materials to produce models and learn how and why scale models are used.

USB DESK LAMP

Pupils will develop an understanding of working with mixed materials and are also reminded about the properties and characteristics of plastics and timbers as well as introduced to some properties of certain metals. Pupils will also experience some simple electronics and soldering. They will learn about working to a design brief and a tight set of restrictions, particularly material availability. Pupils will use client feedback to inform designs as well as using oblique sketching. They will accurately mark out material using a template, use the vacuum forming machine and develop practical skills such as marking out, drilling, sawing, finishing and assembling.

BEACH HUTS

Pupils will have a visit to a local beach at a seaside town. They will need to explore the area and investigate potential sites for some new beach huts. The beach huts are to be inspired using user centred design. The pupils will need to identify a user group, gather relevant information from the site visit and then in the following weeks, design, develop and model a beach hut that would be suitable for their user group. Pupils will produced both cardboard and foamboard models.

SPACE SAVING FURNITURE

Students will learn the different ways to research a design problem and select and conduct appropriate research methods to investigate a design problem. They will develop subject vocabulary with the terms: user, client, target market and ergonomics. They will be able to use a product analysis to determine user needs and create a design specification based on the needs of different consumers and focus groups. They will generate a range of appropriate and creative design solutions. They will explain and demonstrate the iterative design process and develop and improve design ideas using prototypes. They will test and evaluate ideas individually and as part of a team using constructive criticism and justify potential problems and offer solutions.

DESIGN AND TECHNOLOGY:
ENGINEERING AND CATERING

PURPOSE OF STUDY - NATIONAL CURRICULUM

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

FORCES AND STRESSES

Pupils will be able to name and describe each of the different forces and stresses as well as recognise how materials have been stiffened or reinforced through the use of bending, lamination, folding, webbing and interfacing. They will develop an understanding of the impact of forces and stresses on different materials and objects and learn how a material may be reinforced or stiffened using a range of techniques. Pupils will explore the effects of a change in magnitude and direction of a force on a specific material or object.

MECHANICAL SYSTEMS AND MOVEMENTS

Pupils will learn to recognise and name the four different forms of movement and give examples of where the different forms of motion can be found. They will learn how levers and linkages work and how they can make moving a load easier. They will learn the different orders of lever and give example of where they can be found as well as understand how different levers and linkages gain a mechanical advantage and make some tasks easier. They will explore specialist levers, linkages and rotary mechanisms. Pupils will learn how an input motion can be changed to a different output motion by using different mechanisms. They will learn to recognise the differences in different rotary cams and how they interact with different followers. Pupils will use different cams and followers to design mechanisms. They will develop an understanding of, and be capable in the selection of different mechanical components to make a working mechanism which they will then model in card and other materials to make simple prototype mechanisms. Pupils will develop their subject specific language including; input, output, load, effort, fulcrum, lubrication, idler, velocity, transmission, velocity ratio and how to calculate it in a given system.

SAFETY, COOKING METHODS, TASTING FOODS

Pupils will develop their understanding of the importance of health and safety in the kitchen as well as the need for accuracy when cooking or baking. They will improve their ability to use a range of equipment including weighing scales, the cooker and the hob. Pupils improve practical skills such as knife skills, weighing and measuring, using the cooker and hob and food safety through making Rocky Road and Flapjack. Pupils will also gain new experiences building a subject vocabulary on taste testing.

COOKING METHODS

Pupils will expand their range of cooking methods through making a Bolognese sauce and a Risotto they will experience, sautéing, seating, braising and reductions. They will be introduced to fat- and water-soluble vitamins exploring why these nutrients are important for our bodies.

CLIMATE CHANGE SPECIAL DIETS

Pupils will look at how our choice of food can add to climate change by adding up the Food Miles of a Pizza, They are introduced to special diets that chefs need to consider when planning meus ensuring customers can still receive the required nutrients making a Quorn Wrap suitable for a Vegan. At the end of their time in Catering we will combine their skills to make a Cheesecake looking at using temperature and acids to set foods.

N.B, Engineering and Catering are on a carousel, students spend half the year in one of the subject areas before changing over at February half term.

PHYSICAL EDUCATION

PURPOSE OF STUDY - NATIONAL CURRICULUM

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

Subject content Key Stage 3

- Specifically in Year 8 pupils will experience a vast array of new sports and sports they may already be familiar with.
- Usually, the sports will be delivered in 6-week blocks with the emphasis on skill acquisition, technical proficiency, understanding of new rules, increased confidence and fitness and enjoyment.

Pupils should:

- Become more competent, confident, and expert in their techniques.
- Apply them across different sports and physical activities.
- They should understand what makes a performance effective and how to apply these principles to their own and others' work.
- They should develop the confidence and interest to get involved in exercise, sports, and activities out of school and in later life.
- Pupils should understand and apply the long-term health benefits of physical activity.

Pupils should be taught/encouraged to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, cross-country, badminton, basketball, cricket, football, hockey, netball, rounders, rugby, softball, handball, tennis, athletics & orienteering
- Develop their technique and improve their performance in a range of competitive sports for example, athletics and gymnastics.
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group For example orienteering.

CROSS COUNTRY

Pupils will learn:

- ·Development of cardiovascular fitness through completion of the short course
- ·Develop their ability to pace themselves in competitive situations.
- ·Understand how exercise benefits the human body from a long term point of view
- ·Understand how to improve their personal performance and set new personal best times

HEALTH RELATED FITNESS

Pupils will learn:

- ·Fitness testing explored & an introduction to the components of fitness taught
- ·Body weight activities taught and effective technique explored
- ·Cardiovascular endurance developed through circuits
- ·Re-testing various components of fitness to compare to previous results/personal bests

PHYSICAL EDUCATION – continued

YEAR 8 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

RUGBY LEAGUE

Pupils will learn:

- Recap grip & carry. Passing (short/long) receiving on the move & Recap tackling technique, move on to front tackle
- Evading contact, support play developed, decision making e.g. dummies or draw and pass
- Creation of space through development of the "kicking game" e.g. grubbers
- Modified games/competition e.g. contact games or touch/tag belts (dependent upon confidence)

NETBALL

Pupils will learn:

- Overhead passes & close range shooting
- 1v1 Marking & defensive tactics
- Re-starts in play
- 7v7 game to apply K & U of officiating and match play

HOCKEY

Pupils will learn:

- Slap passes on both forehand and reverse stick
- Dribbling skillsdeveloped including left to right drags, roll-outs and jab tackling
- Hit to shoot & defensive channelling
- Foul consequences, applying K & U of rules into 7v7 games

BADMINTON

Pupils will learn:

- High Serve & drop shot development
- Forehand and back hand drive shot & doubles tactics
- Taking on the role of a scorer & Umpire
- Doubles match play to apply K & U effectively

BASKETBALL

Pupils will learn:

- Dribbling skills including crossovers & short and long shoulder passes
- Jump shooting 7 quick counter attacking
- Understanding full court markings
- Development of K & U into 5v5 matches

FOOTBALL

Pupils will learn:

- Short & long ground passing and control including driven/lofted passing
- Developmentof dribbling and turning with the ball. Increasing in complexity. Passive to active
- Shooting technique developed using laces. Stationary to dynamic exercises
- Defensive strategies explored in conditioned games

PHYSICAL EDUCATION – continued

YEAR 8 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

GYMNASTICS

Pupils will learn:

- Travelling/rolls(floorwork)Individual. Cannon element & timing movements explored. E.g forward rolls, backward rolls, log rolls
- Balances e.g. headstand, handstand, bridge & mini-sequences, with linking movements
- Flight, landing and basic vaulting technique e.g. gate vault, straddle vault. Feet-hands-feet
- Sequence development-final compositional piece practised and delivered.

ORIENTEERING

Pupils will learn:

- Recap orienteering basics including orientation . Star course completed in pairs –Shape and colour theme x 12 controls)
- Develop K & U to complete longer star course X 18 controls.
- Introduction to using numbered ground controls/punches (red/white) in pairs x 30 controls (Loop course) – Timed competition over x 2 weeks

CRICKET

Pupils will learn:

- Aerial fielding and throwing above the stumps & back foot batting shots
- Overarm bowling with a short run up
- Fielding positions explored
- Further refine understanding of bowling and batting laws applied to conditioned games

TENNIS

Pupils will learn:

- Recap of Racquet head position, angle and grip & serving underarm from the base line
- Forehand technique developed with greater accuracy and power. Stationary to dynamic
- Backhand technique developed with slice. Stationary to dynamic
- Organisation of small competitions to be undertaken by the group

ATHLETICS

Pupils will learn:

- The skills & techniques required to compete in a number of track & field athletic events

ROUNDERS/SOFTBALL

Pupils will learn:

- Throwing & Catching - overarm fielding skills
- Batting & Bowling techniques - emphasis on finding space
- Infield & outfield positional play developed
- Conditional games encompassing main rules of play
- Competition weeks x 2 implementing skills, techniques, strategies and tactics

MUSIC

PURPOSE OF STUDY - NATIONAL CURRICULUM

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

MUSIC FROM INDIA

Year 8 starts with exploring music from other cultures. Indian music is based on a different rhythmic and melodic system that pupils will learn about as they perform and compose their own Ragas.

AFRICAN MUSIC

The music of West Africa uses rhythms performed on drums called djembes. Pupils will learn how to play the djembes and perform African rhythms in small and large groups. They will be encouraged to improvise rhythms and compose their own African drumming piece.

INTERVALS

This unit will explore the relationship between notes & how notes can blend together to create harmony and tension in music.

REGGAE

The Caribbean style of Reggae will be explored through a range of performance & listening activities. Using djembes, keyboards and ukuleles, pupils will learn to perform classic reggae tunes such as Bob Marley's 'Three Little Birds'.

CHORDS

Building on the work done on intervals, pupils will explore how notes are combined together into three note chords called triads. They will learn how to identify and perform major and minor triads using keyboards and ukuleles.

DANCE MUSIC

To finish off year 8, two contrasting styles of dance music will be studied. From performing the percussion based Samba music of Brazil, pupils will then use the departments music technology equipment to compose an EDM (electronic dance music) track

LANGUAGES: FRENCH

PURPOSE OF STUDY – NATIONAL CURRICULUM

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

YEAR 8 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

FAMILY AND HOME LIFE

Building up from self-description learnt in year 7, pupils will learn to describe others, giving details about personality, jobs, likes and dislikes. They will also learn to describe the weather and give extra details about where they live.

FREE TIME AND LEISURE ACTIVITIES

Pupils will revisit the use of opinion verbs followed by the infinitive to discuss hobbies, interests and sports. They will also start using new pronouns and the past tense to talk about their free time.

GOING OUT AND SOCIALISING

Pupils will learn to make invitations, accept or decline invitations giving reasons. They will also describe and give opinions about what they wear and shop for clothes. Whilst revisiting the past tense, they will be able to describe shopping experiences.

EATING AND DRINKING

Building on what was learnt in the Spring term of year 7, pupils will learn to give opinions on a wider range of food and drink. They will also describe a variety of meals and practise shopping for provisions, whilst becoming aware of the differences between traditional culinary habits in France and in the UK.

FRIENDS, POCKET MONEY AND FUTURE PLANS

Building on what was learnt in the summer term of year 7, pupils will learn to describe usual and past holidays. They will also learn to discuss nationalities and languages in Europe. Numbers will be revised so pupils can start discussing pocket money and what they use it for. They will also learn how to give information about their future plans and dreams.

PERSONAL DEVELOPMENT (PSHE)

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

TARGET SETTING AND THE IMPORTANCE OF SELF REFLECTION AND HAVING GOALS AND DRUGS AND ALCOHOL

Pupils will learn:

- PD and target setting
- Self confidence and goals
- About medicinal and reactional drugs
- About the over-consumption of energy drinks
- About the relationship between habit and dependence
- How to use over the counter and prescription medications safely
- How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes
- How to manage influences in relation to substance use
- How to recognise and promote positive social norms and attitudes
- Rule, justice, police and law

Community and careers

Pupils will learn:

- How to be enterprising, including skills of problem-solving,
- About equality of opportunity in life and work
- How to set aspirational goals for future careers and challenge expectations that limit choices
- Interest Profiling
- Careers & the climate

DISCRIMINATION

Pupils will learn:

- How to manage influences on beliefs and decisions
- About group-think and persuasion
- How to develop self-worth and confidence
- How to recognise and challenge racism and religious discrimination
- How to challenge stereotypes and discrimination

EMOTIONAL WELLBEING

Mental health and emotional wellbeing, including body image and coping strategies

Pupils will learn:

- About attitudes towards mental health
- How to challenge misconceptions stigma
- About daily wellbeing
- How to manage emotions
- How to develop digital resilience
- About unhealthy coping strategies (e.g. self harm and eating disorders)
- About healthy coping strategies

PERSONAL DEVELOPMENT (PSHE)- continued

YEAR 8 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

COMMUNICATION

Pupils will learn:

- What makes a good communicator
- Personal safety strategies and what to do in an emergency situation
- Respect
- How to say No and avoid peer pressure
- Debating – social media
- About the risks of 'sexting' and how to manage requests or pressure to send an image
- How to write a CV
- Online communication
- How to recognise biased or misleading information online
- How to critically assess different media sources
- How to distinguish between content which is publicly and privately shared
- Revision Techniques

FINANCE AND CAREERS

Pupils will learn:

- About employment, self-employment and voluntary work
- About using LMI (Labour Market Information)
- Money and jobs, exchange rates, keeping money safe, tax
- Gaming and gambling
- Person skills and aiming for success
- How to protect financial security online
- How to assess and manage risks in relation to gambling and chance-based transactions
- Reflecting on our skills

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