

YEAR 8: IGS CURRICULUM OVERVIEW

In this booklet you will find all Curriculum Overviews for each subject, detailing:

- What is being taught;
- The sequence it is being taught in;
- The 'powerful' knowledge in the curriculum for that subject- this is the most important knowledge that students need to know to be successful in the subject (e.g. key concepts and skills);
- What is being assessed;
- How you can support their learning further at home.













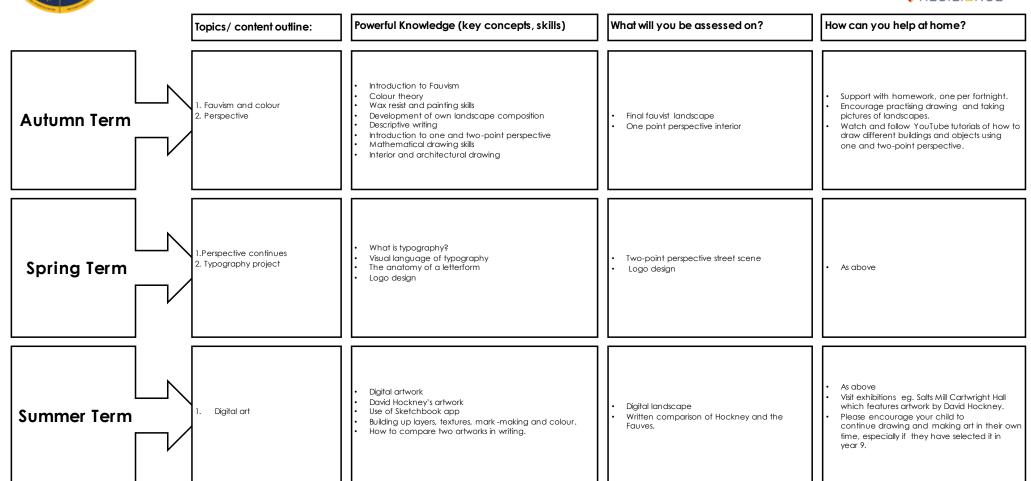
Contents

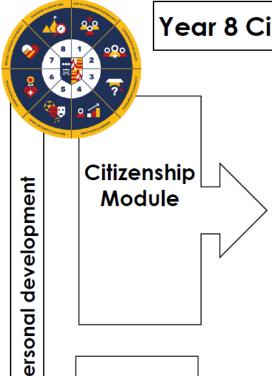
Year 8 Curriculum Overview: Art	2
Year 8 Curriculum Overview: Citizenship	3
Year 8 Curriculum Overview: Computing	4
Year 8 Curriculum Overview: Design Technology – Design Materials	5
Year 8 Curriculum Overview: Design Technology – Food	6
Year 8 Curriculum Overview: Design Technology - Textiles	7
Year 8 Curriculum Overview: Drama	8
Year 8 Curriculum Overview: English	9
Year 8 Curriculum Overview: French	10
Year 8 Curriculum Overview: Geography	11
Year 8 Curriculum Overview: History	12
Year 8 Curriculum Overview: Information Technology	13
Year 8 Curriculum Overview: Mathematics	
Year 8 Curriculum Overview: Music	15
Year 8 Curriculum Overview: PE	
Year 8 Curriculum Overview: PSHE	17
Year 8 Curriculum Overview: RS	18
Year 8 Curriculum Overview: RS	19
Year 8 Curriculum Overview: Spanish	



Year 8 Curriculum Overview: ART







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Subject

Year 8 Citizenship Curriculum Overview

Session Content

Powerful Knowledge

How can you help at home?

Citizenship module

- How does
 parliament enact
 changes
- 2. What are values and how do we live by them
- 3. Role of the police and public services

- An Act of Parliament creates a new law or changes an existing law. An Act is
 a Bill that has been approved by both the House of Commons and the House
 of Lords and been given Royal Assent by the Monarch. Taken together, Acts
 of Parliament make up what is known as Statute Law in the UK.
- Equality Act was passed in 2010 and replaced previous anti-discrimination laws to reduce confusion. The Equality Act protects people from discrimination based on 9 protected characteristics: age, disability, pregnancy, marriage, sex, sexuality, gender reassignment, religion, race. The British values are tolerance, mutual respect, democracy, rule of law and individual liberty. In school we have our PRIDE values.
- 3. Police officers (no matter their rank) each individually hold the Office of Constable. The Office of Constable grants them powers to detect, prevent and investigate crime. Every police officer is a member of a police force. The police force organises and coordinates their crime fighting. The public sector is responsible for providing all public services in the UK, including education. emergency services and healthcare. Public services are funded by the government.
- Use the resources on Showbie to discuss the Equality Act and what it means in reality for how we should behave towards others
- Discuss how and why the British Values are so important for our country

Finance Module

Finance module

- 1. Budgeting recap
- 2. Opening a bank account
- 3. Recognising scams and fraud
- 4. Reducing financial risk

- There are many different budgeting online tools that can help with working out what you are earning vs what you are spending to support in managing cash flow.
- To open a bank account, you usually must fill in an application form. Often, you can do this in a branch or online, and sometimes you can also do this over the phone. You will also have to provide proof of your identity including your full name, date of birth and address.
- In law, fraud is intentional deception to secure unfair or unlawful gain, or to deprive a victim of a legal right. Fraud can violate civil law or criminal law. A scam is a type of fraud where individuals use dishonest schemes to try and make money.
- Financial risk can be reduced by being aware of scams such as phishing emails and schemes and being aware of how to keep your personal data private.
- Use the resources on Showbie to discuss money management, consider talking through how to open a bank account and look together at the resources and advice on recognising scams and fraud



Year 8

Curriculum Overview: Computer Science



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

1. E-safetv

- 2. Computer Networks
- Web design
- 3. Binary Diaits

Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report

Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example,

binary addition, and conversion between binary and decimal)

E-Safety publication

Explanation of how computers communicate

Development of a multi-page website

Demonstration of binary conversions.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material/videos.

Spring Term

Mobile app development
 Programming in Small Basic

Demonstrate the use of 2 or more programming languages, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions Development of a multi-page mobile applications.

Ability to write basic programs to solve a given problem.

Demonstrate the use of variables and data types.

Apply appropriate use of selection and iteration

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material/videos.

Summer Term

Graphics
 Animation

Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.

Touch up photos, create graphics such as logos or edit images to make something unreal. Demonstration of digital manipulation techniques, suitable for an audience and purpose. Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material/videos.



Year 8 Curriculum Overview: Design & Technology; Design Materials



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

Clock Project

- Famous designers
- Design Brief and specification
- 3. 2D technical drawing
- 4. 3D Oblique drawing
- CAD Onshape 3D CAD
- 6. Vacuum forming mould
- Vacuum forming and working with HIPs
- 8. Clock Product Assembly
- 9. Testing and Evaluation

Create a unique Design Brief and Specification

- 2D and 3D technical sketching
- 2D and 3D technical CAD: Onshape 3D files
- Develop with client feedback

Working with PCBs

Working with timbers

Soldering new components

Computer Aided Design - OnShape

Using workshop tools to create the casing

- About Thermoplastics /Thermosetting plastics
- Making the mould for forming
- Vacuum forming and finishing High Impact Polystrene Sheet

Specific Keywords; Datum, Datum point, centre line, construction lines, reference points, thermoplastic, thermosetting, High impact Polystyrene sheet, Vacuum formina

Low stake Tests

Logo Design Peer Assessment

Final Project Self Assessment

End of project test

Resources for the Clock project are stored in Showbie.

Encourage CAD sketching on the iPad for practise.

Encourage revision for the LST's.

Pupils to develop their revision skills to suit their learning style.

Spring Term

Torch Project

- Design brief
- 2. Drilling PCB & Soldering
- 3. 3D Isometric drawing
- CAD Onshape
- Making the casing using
- workshop tools and equipment Applying a finishing technique
- Testing and evaluation
- Testing and evaluating game design Specific Keywords; PCB Drill, Side Cutters, Coloured LED,

Microcontroller, Chip Seat, Craft Knife, Safety Ruler, CAD (Computer Aided Design), CAM (Computer Aided Manufacture), Polarised

Low stake Tests

Design Ideas Peer Assessment

Final Project Teacher Assessment

End of project test

Resources for the Torch project are stored in Showbie.

Encourage technical drawing and CAD sketching on the IPad.

Encourage revision for the LST's.

Pupils to develop their revision skills to suit their learning style.

Summer Term

Engineering Challenges Flextangle

- Paper/ card engineering design Architectual sketching
- 2D / 3D thinking
- Faraday Challenge
- Foodtruck designs

- Working to scale
- 2D to 3D thinking
- Innovation thinking
- Folding and cutting complex shapes
- Architecture Industry
- Problem solving
- Working in teams
- Sign writing
- Vinyl Cutter

Specific Keywords; Commercial scale, innovation, creative risk, evaluation, STEM (Science, Technology, Maths and engineering), Orthographic Projection

Reflection and Review - Peer Assessment

Self-Assessment of creative tasks

End of project feedback and personal target setting

Resources for the Engineering are stored in Showbie.

Visit these websites: The Institution of Engineering and Technology, STEM.org.uk, Dysoninstitute.com

Pupils can share and repeat these challenges at home and have another go to perfect their creative thinking.



Year 8 Curriculum Overview: Design & Technology; Food Technology



				♥ NESIEIENOE
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.Hygiene and Nutrient Hand 2.Carbohydrates 3.Layered Pasta Salad 4.Carbohydrates 5.Savoury Scones 6 Fats 7. Food Packaging and Product Analysis ACCESSFM 8. Protein 9. Bolognese sauce 10. Protein – Dietary Needs 11.Fruit Cobbler 12.Vitamins	Macro / Micronutrients Understanding what they are and the function. Understanding which Foods provide these Nutrients Food Packaging Specific Key words: Macronutrients , Carbohydrates, Fats, Protein. Micronutrients, Vitamins, Minerals. Diet, Nutrition, Food labels,	Low stake tests Teacher Assessment of Fruit Cobbler Self Assessment of Focaccia Bread Mid topic test	Weighing and Measuring ingredients at home Finding a container with student name and Food group on to take the dish home in. Practicing Bridge and claw method. Practicing washing up and clearing away.
Spring Term	13. Focaccia Bread 14. Minerals 15. Fruit Muffins 16. Final Assessment 17. Sugar / Salt extension As above for rotation two.	Salt – the role of salt in the diet Sugar – the role of sugar in the diet Different Diet – understanding different diets Fortification of food Specific Key words: Macronutrients, Carbohydrates, Fats, Protein. Micronutrients, Vitamins, Minerals. Diet, Nutrition, Food labels As above for rotation two	Revision End of Unit test As above for Rotation two	As above for rotation two.
Summer Term	.As above for rotation two	As above for rotation two	As above for rotation two	As above for rotation two



Year 8 Curriculum Overview: Design & Technology; Textiles



The state of the s				♥ RESILIENCE
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Bucket Hat 1. Working to a brief 2. Analysis of Context 3. Product Analysis 4. Fibres 5. Fabrics, focus of weaving 6. Afercare 7. Resist method, focus of tie dye 8. Specification 9. Lay plan/pattern making 10. Manufacture of bucket hat 11. Testing 12. Evaluation	Specific Keywords; contextual, natural cellulose, warp, weft, selv edge, raw edge, fray, twill weave, resist, sizing.	Low stake Tests Design and developed ideas Teacher Assessment Manufacturing Stamp Peer Assessment Printing Self-Assessment	Resources for the bucket hat and E cuff projects are stored in Showbie. Encourage sketching practise. Encourage revision for the LST's. Pupils to develop their revision skills to suit their learning style.
Spring Term (Rotate at February half term)	Bucket Hat 1. Working to a brief 2. Analysis of Context 3. Product Analysis 4. Fibres 5. Fabrics, focus of w eaving 6. Afercare 7. Resist method, focus of tie dye 8. Specification	Specific Keywords; component, polarity, ergonomics, anthropometrics As above for rotation two		
Summer Term	9. Lay plan/pattern making 10. Manufacture of bucket hat 11. Testing 12. Evaluation E Cuff 1. 2.	As above for rotation two	As above for rotation two	As above for rotation two



Year 8 Curriculum Overview: Drama

Topics/ content outline:



Styles: 1 Kabuki 2. Melodrama **Autumn** Consolidation of Term Kabuki & Melodrama Styles: 3. Epic Theatre Spring Term 4. Slapstick Comedy Consolidation of Epic Theatre & Slapstick Comedy New Style: Summer Greek Chorus Term Final Styles Consolidation

Powerful Knowledge (key concepts, skills)

<u>Group Work Skills</u>: listening, communicating, negotiating, discussing & supporting.

Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels)

<u>Dramatic Techniques:</u> Still Image, Mie Poses, Mime, Exaggeration, Narration, Slow Motion, Sound effects, Stage Fighting.

Design Skills: Staging (End On & Hanamichi Bridge), Sound & Music.

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels)

<u>Dramatic Techniques:</u> Still Image, Mime, Exaggeration, Slow Motion, Sound effects, Multirolling, Non-naturalistic Movements, Direct Address & Spass.

<u>Design Skills:</u> Staging (End On & In The Round) Placards and Sound & Music.

What will you be assessed on?

Your Group Work Skills

 Your knowledge of how to use the following elements to work in the two different Styles of performance:

Your application of the Dramatic Techniques.

Your use of Acting Skills to create clear characters.

Your use of the stage space and other design elements to enhance your performance.

Your verbal responses/contributions to class discussions Your Devising & Script interpretation skills.

How can you help at home?

- Reviewing the Assessment Grids to identify the key differences between the Styles.
- Researching Japanese Kabuki Theatre,
- Researching Victorian Melodrama.

Your Group Work Skills

Your knowledge of how to use the following elements to work in the two different Styles of performance:

> Your application of the Dramatic Techniques.

Your use of Acting Skills to create clear

characters.

Your use of the stage space and other design elements to enhance your performance.

- Your verbal responses/contributions to class discussions
- Your Devising & Script interpretation skills.

- Reviewing the Assessment Grids to identify the key differences between the Styles,
- Researching Epic Theatre.
- Researching Slapstick Comedy.

<u>Group Work Skills</u>: listening, communicating, negotiating, discussing & supporting.

Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels)

<u>Dramatic Techniques:</u> Mime, Exaggeration, Flocking, Clocking, Sound effects & Choral Speaking

Design Skills: Staging (Ampitheatre) Masks & Sound & Music.

Your Group Work Skills

Your knowledge of how to use the following elements to work in the two different Styles of performance:

Your application of the Dramatic Techniques.

Your use of Acting Skills to create clear

Your use of the stage space and other design elements to enhance your performance.

- Your verbal responses/contributions to class discussions.
- Your Devising & Script interpretation skills

- Reviewing the Assessment Grids to identify the key differences between the Styles.
- Researching Ancient Greek Theatre.
- Revising the Theatre
 History Timeline.



Year 8 Curriculum Overview: ENGLISH



Autumn Term

Topics/content outline:

Frankenstein the Play

- The Gothic
- Extracts from gothic prose +
- Creative writing in the style of the gothic

Powerful Knowledge (key concepts, skills)

Concept of the hero Concept of the villain Concept of the outsider Identity Human Psychology

Morality 19th Century Society Gender roles and relations Power of nature Gothic genre Narrative Structure

Concept of the hero Concept of the villain Concept of the outsider Human Psychology and Mental Health

Morality 15th Century and 19th Century society Social status and class differences Inequality and race relations Narrative Structure

What will you be assessed on?

- Analysis of the presentation of a character testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices
- An evaluation of the most effective gothic text, testing your ability to craft an argument and your ability to compare ideas across different texts
- Writing an extract from your own gothic story, testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation, vocabulary

How can you help at home?

- Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try
- Watch different film versions of 'Frankenstein'
- Watch gothic films, or read gothic novels / short stories, inspired by the reading list and identify the gothic conventions you can recognise

Spring Term

Justice + Injustice:

- Attitudes towards morality derived from religious texts
- Non-fiction articles exploring attitudes towards crime and punishment
- The Merchant of Venice by William Shakespeare
- Sherlock Holmes stories

Explore the presentation of a key character. testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices

- Write an evaluative response, comparing the presentation of justice across two texts of your choice, testing your ability to craft an argument and compare ideas across different texts
- Writing an article to argue your views on the system of capital punishment, testing you on your ability to incorporate relevant ideas into a clear argument, structure your ideas, use a variety of sentence structures, punctuate accurately and use vocabulary for impact
- Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try
- Watch film versions or theatre performances of 'The Merchant of Venice'
- Visit websites like

in the 16th Century

https://www.bl.uk/shakespeare/articles/stran gers-in-the-city-the-cosmopolitan-nature-of-16th-century-venice and https://nosweatshakespeare.com/blog/shak espeare-venice/ to learn more about Venice

Endurance: **Summer Term** Sepetys

The Spirit of Adventure and

- Salt to the Sea by Ruta
- Exploration of travel brochures and advertisements
- Non fiction extracts about exploration and climate

Concept of the hero Concept of the villain Human Psychology and Mental Health World War Two society Social Status and class difference Political ideologies Power of nature Narrative Structure

- Explore how a writer presents ideas about space exploration, testing your inference and interpretation skills and your ability to analyse language / comment on the effects of the writers' word choices
- Explore the presentation of nature across two texts, testing your ability to craft an argument in response and compare ideas across different texts
- Writing an article to persuade, testing your ability to craft an argument, incorporating relevant ideas, a variety of sentence structures, punctuate accurately and use vocabulary for impact
- Wider reading sheet on Showbie with suggestions of enrichment reading and activities
- Support students with reading the novel together at home. A scanned in copy is available on Showbie
- Listen to podcasts with adventurers like Bear Grylls, such as 'Happy Place', 'The High Performance Podcast' and 'The Diary of a CEO'
- Find out more about the Wilhelm Gustloff tragedy

https://www.smithsonianmag.com/history/deadl iest-disaster-sea-happened-75-years-ago-yetits-barely-known-why-180974077/



Year 8 Curriculum Overview: FRENCH



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

Free time activities

- Opinions
- Weather
- Clothes
- Future plans

- ✓ Using time phrases
- ✓ Using the present tense of common verbs (jouer, faire, aller)
- ✓ Using infinitive verbs with opinions
- ✓ Intro to the future tense
- ✓ Revision skills

Progress check 1 – dictation, reading skills and translation

Key task 1 – writing (free time activities, weather & opinions, next weekend)

- Join teacher Showbie group and H5ATM folder
- Keep an eye on ClassCharts for all homework and assessment information
- Support with student organisation
- Support with guiding revision tasks set (flashcards, mind maps, quizzing)
- Work through speaking questions together.

Spring Term

Daily routine

- My house
- Where I live
- Home activities
- My town
- Future plans

- ✓ Using a wider range of present tense verbs in the 'ie' form
- ✓ Word order and adjectival agreement
- ✓ Using key phrases 'il y a' and 'on peut'
- ✓ Recap of the future tense
- ✓ Giving opinions in the future tense
- √ Key phonics in French

Progress check 2 – reading out loud, listening skills and translation

Key task 2 – writing (where you live, what's in your town, opinions on town, what you can do, future plans)

- Join teacher Showbie group and H5ATM folder
- Keep an eve on ClassCharts for all homework and assessment information
- Support with student organisation
- Support with guiding revision tasks set (flashcards, mind maps, quizzing)
- Work through speaking questions together.

Summer Term

- Normally holidays
- 2. Holiday activities
- Future plans
- Dream holiday
- ✓ Using the verb 'aller' with all pronouns
- ✓ Conjugating regular –ER verbs in the present tense
- ✓ Giving justified opinions
- ✓ Recap of the future tense
- ✓ Using the conditional tense
- ✓ Intro to 'si' clauses/WOW phrases

Summary task (normal holidays, holiday activities, future plans, dream holiday)

- Join teacher Showbie group and H5ATM
- Keep an eve on ClassCharts for all homework and assessment information
- Support with student organisation
- Support with guiding revision tasks set (flashcards, mind maps, quizzing)
- Work through speaking questions together.



Year 8 Curriculum Overview: Geography



Autumn Term

Topics/content outline:

- Our Local World How special are the Yorkshire Dales?
- 2. Our Natural World How fragile are Antarctica and the Oceans?

Powerful Knowledge (key concepts, skills)

What are National Parks? Why they exist? Aims of National Parks Weathering and erosion Limestone landscapes Tourism in National Parks Sustainable tourism Where is Antarctica?
Physical characteristics of the environment and climate Plant and animal adaptations Tourism in Antarctica How can tourism be more sustainable?
Location, distribution, types and formation of coral reefs Why do coral reefs need protecting?
The global plastic problem

What will you be assessed on?

 National Parks assessment: Aims, Processes of weathering and erosion, Managing tourism

Antarctica - Knowledge check

Antarctica – mid topic assessment, tourism focus

 End of unit assessment- distribution, types, of coral reefs, map skills, consideration of the need to protect fragile environmentsevaluation question

How can you help at home?

- Visit a National Park e.g. Malham in the Yorkshire Dales National Park or talk about any National Parks that you have visited
- Watch Blue Planet Revisited Series 1.2 Great Barrier Reef or 'Our Great National Parks' on Netflix
- Watch Seven Worlds, One Planet series 1, episode 1 Antarctica or Frozen Planet on BBC iPlayer
- Complete revision clock/ other methods including revision cards.
- Consolidate notes from book and from Showbie.

3. <u>Our Unequal World</u> – Are resources equally distributed? 4. Our Dangerous World

4. <u>Our Dangerous World</u> -Are volcanoes and wildfires dangerous? What is development?
What is water, food and health
insecurity?
How do inequalities affect
people?
Why do two countries differ in
their development?
How malaria can impact a
country and the population
within that country.
How fairtade can try and

reduce inequalities in a

country.

- Distribution of volcanoes Plate boundaries Structure of the earth How volcanoes form Volcanic hazards Preparing for volcanic eruptions Prediction eruptions Wildfires
- Causes
 Impacts
- Responses

Resources assessment

- Resource inequality knowledge check
- Resource inequality assessment problems of water inequality, comparing and explaining development statistics for two contrasting countries, fairtrade.
- Volcanoes and wildfires Knowledge check
 Volcanoes and wildfires assessment
- Volcanoes and wildfires assessment distribution (TEA), plate boundaries, hazards, comparing volcanoes and wildfires.

- Complete a country factfile for a country in a less developed part of the world
- Watch travel programmes/ documentaries on BBC iPlayer such as any Simon Reeve programme or the Misadventures of Romesh Ranganathan
- Research what charities such as Against Malaria Foundation and WaterAid do
- Watch any documentaries on volcanoes or wildfires
- Follow any news stories about volcanic eruptions or wildfires
- Discuss the signage that is seen around likley Moor and other local areas regarding BBQs and the risk of wildfires

5. <u>Our Urban World</u> – Are cities sustainable?

6. <u>Our Dynamic World</u> – How are climate change and Russia linked?

Why have cities grown?
Why are people flocking to
cities in India?
What opportunities are there in
Mumbai?
What are the challenges faced
in Mumbai?
Can cities be sustainable?
How is Copenhagen
sustainable?

What are the human and physical causes of climate change? What are the impacts of climate change? How can we reduce the impacts of climate change? What impact does climate change have on Russia?

- Our Urban World knowledge check
- Our Urban World end of topic assessment
- Our Dynamic world knowledge check
- Our Dynamic world end of topic presentation

 Presenting how Russia has been impacted
 by climate change including the causes and how could this be reduced.
- Follow any news stories about cities https://www.theguardian.com/cities, including Mumbai and the redevelopment of Dharavi
- Watch Kevin McCloud's 'Slumming It' https://www.voutube.com/watch?v=vwDlgkdSMto
- Follow any news stories about climate change and Russia (specifically energy)

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Year 8 Curriculum Overview: History



Autumn Term Enquiry 1: Did Henry VIII Break with Rome because of love? Enquiry 2: How did the Reformation affect the People of M crebat h?

Powerful Knowledge (key concepts, skills)

Students will develop their understanding of the following substantive concepts: 1. Protestantism 2. Catholicism 3. Religion 4. The Pope 5. Kings 6. Heir 7. Act 8. Reform

Enquiry 2

Students will develop their understanding of the following substantive concepts: 1. Religion 2. The Pope 3. Monarch 4. Succession 5. Catholicism 6. Protestantism 7. Reformation

What will you be assessed on?

Enquiry 1

Students will complete a short know ledge test which addresses the core know ledge and short written assessment.

Enquiry 2

Students will complete a short know ledge test which addresses the core know ledge.

Following competition of Enquiry 1 and 2, students will produce a piece of extended writing about religious change in the Tudor period.

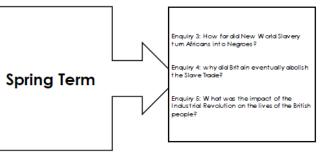
How can you help at home?

Enquiry

Visit a local Catholic and Protestant Church and consider the similarities and differences

Enquiry 2

Visit a local monastery that w as dissolved following the Break with Rome. Both Bolton Abbey and Fountains Abbey are good examples.



Enquiry 3 and 4

Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. jobs 3. race 4. slavery 5. trade 6. Rebellion 7. Protest 8. Parliament 9. Legislation 10. Racism 11. freedom 12. rights

Enquiry 5

Students will develop their understanding of the following substantive concepts: 1. Industrial Revolution 2. Boom 3. Urbanisation 4. Slums 5. Factories 6. Rebellion 7. Protest 8. Franchise 9. Parliament 10. Reform 11. Laissez Faire 12. Self-help 13. Rights

Enquiry 3 and 4

Students will complete a know ledge test which addresses the core know ledge and written assessment which will analyse the factors which caused Britain's eventual abolition of the Slave Trade.

Enquiry 5

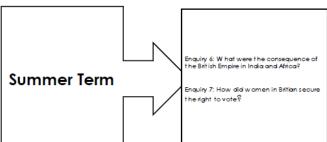
Students will complete a knowledge test which addresses the core knowledge and written assessment. The written assessment will require students to evaluate constating interpretation of the Industrial Revolution.

Enquiry 3 and 4

Visit the International Slavery Museum in Liverpool to learn more about the history of Atlantic Slavery. Visit Harew ood House to see how Britain and the local area benefitted from the Slave Trade.

Enquiry 5

Visit a local site w hich illustrate the impact of the Industrial Revolution, such as Saltaire or the Washburn Heritage Centre, Few ston



Enquiry 6

Students will develop their understanding of the following substantive concepts: 1. Racism 2. Empire 3. Colonisation 4. Colony 5. Force 6. Conversion 7. Christianly 8. Civilising 9. Loot 10. Monarchy 11. Joint-stock company 12. Exploitation

Enquiry 7

Students will develop their understanding of the following substantive concepts: 1. Separate spheres 2. w orking class w omen 3. middle class w omen 4. legislation 5. parliament 6. The franchise 7. voting 8. militancy 9. sexism 10. gender

Enquiry 6

Students will complete a know ledge test which addresses the core know ledge and written assessment. The written assessment will require students to write a structured account of the British Empire in India and Africa.

Enquiry 7

Students will complete a short know ledge test which addresses the core know ledge.

Enquiry 6

Read the book Stolen History by Sathnam Sanghera

Enquiry 5

Watch the BBC Documentary series Suffragette by Lucy Worsley



Year 8

Curriculum Overview: Information Technology



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

- 1. E-safetv
- 2. Computer Networks
- 3. Web design
- 3. Binary Digits

Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.

Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers (for example,

binary addition, and conversion between binary and decimal]

E-Safety publication

Explanation of how computers communicate

Development of a multi-page website

Demonstration of binary conversions.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material / videos (minimum 2 hours a week)

Spring Term

. Mobile app development 2. Animation & photoshop

Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users

Touch up photos, create graphics such as logos or edit images to make something unreal.

Development of a multi-page mobile application

Demonstration of digital manipulation

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material / videos (minimum 2 hours a week)



- Basic programming
- 2. Variable and Input
- 3. Data types
- 4. Selection
- 5. Iteration
- 6. Making situations

Demonstrate the use 2 or more programming languages, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions

Ability to write basic programs to solve a given problem.

Demonstrate the use of variables and data types.

Apply appropriate use of selection and iteration.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material / videos (minimum 2 hours a week)



Year 8 Curriculum Overview: Mathematics



Topics / Content Outline

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

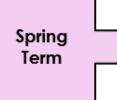
(1) Multiply & Divide Fractions

- (2) Ratio
- (3) Working With Percentages
- (4) Proportion
- (5) Brackets & Expressions

- Multiply fractions by integers & fractions
- Divide fractions by integers & fractions
- Simplify ratio
- Divide into a given ratio
- Percentage increase and change
- Conversion graphs & currency
- Pie charts
- Expanding brackets
- Factorising into a bracket

End of topic tests will be completed in lessons every 2 – 3 weeks.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.



(6) Probability Basics

- (7) Equations
- (8) Further Angles
- (9) Inequalities

- Probability scale
- Sample space
- Probability of single events
- Two-step equations & inequalities
- Forming & solving equations & inequalities
- Equations & inequalities (x on both sides)
- Multi-step anale problems
- Angles in parallel lines
- Angles in polygons

A mid-year assessment will be completed on the topics covered up to that point in the year. Students will receive a revision checklist two weeks before and full information will be posted as a homework.

End of topic tests will be completed in lessons every 2 – 3 weeks.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.

Support students with revision (as required) ahead of the assessment.

Summer Term

(10) Further Shape

- (11) Constructions
- (12) Real World Maths
- (13) Sets & Venns
- (14) Graphs & Symmetry

- Constructing triangles & angles
- Triangles, parallelograms & trapezia
- Circumference & area of a circle
- · Area of compound shapes
- Surface area & volume of cuboids
- Metric units
- Mean, median and range
- Probability from Venn diagrams
- Plottina coordinates & key equations

An end of year assessment will be completed on the topics covered across the year. Students will receive a revision checklist two weeks before and full information will be posted as a homework.

End of topic tests will be completed in lessons every 2 – 3 weeks.

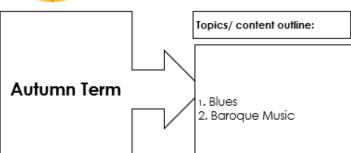
Encourage active participation in weekly Sparx Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.

Support students with revision (as required) ahead of the assessment.



Year 8 Curriculum Overview: MUSIC





Powerful Knowledge (key concepts, skills)

Term 1: 7th chords; basslines; scatting; improvisation; Blues Scale. Performance, listening and composition. Term 2: Ground Bass; texture; polyphony; musical literacy; Baroque style and instruments

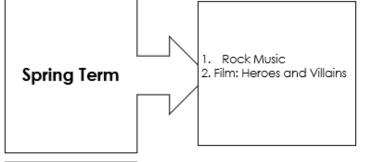
What will you be assessed on?

In both terms, students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.

How can you help at home?

Term 1: active listening at home. When listening to music on the radio and on the TV, students should be able to "spot a riff", "catch a hook" etc.

Term 2: Baroque- look up instruments of the period on YouTube or look for interactive opportunities in our local area. http://www.leedsbaroque.org/



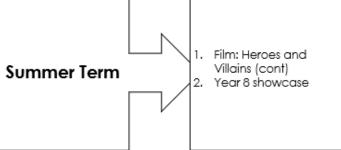
Term 1: chord sequence; power chords; riffs; hooks; strophic structure.

Term 2: Leitmotifs; underscore; composition brief; melodic intervals; major and minor; GarageBand techniques (eg layering and

autoplay)

Students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.

Film research. Look out for the work of Zimmer/Williams/Newman and discuss what it is it specifically in the music that helps build tension etc.



Term 1: Leitmotifs; underscore; composition brief; melodic intervals; major and minor; GarageBand techniques (eg layering and autoplay)

Term 2: students work with classmates on a cover version/performance or composition.

in both terms, students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.

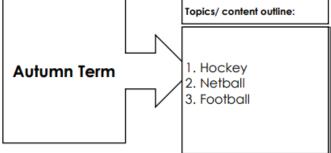
As Term 2



Spring Term

Year 8 Curriculum Overview: PE





Cross Country

3. Swimming: Water

Gym

Powerful Knowledge (key concepts, skills)

- 1. To develop accuracy and consistency simple skills
- 2. Be able to speed up the skills in small sided games
- 3. To understand the basic rules and basic officiatina
- 4. To know and understand the basic fitness components
- To learn to work together
- To improve and develop their own fitness including Aerobic fitness/ flexibility.
- motor skills
- 4. To know and understand the fitness components and show them in
- 5. To be able to motivate themselves individually

2. To understand the rules in all activities to

score, measure, time and positions on the

pitch and how to make tactical decisions

athletics and lead to simple officiating

To challenge themselves to improve

To know and understand all safety aspects of

fitness components

distance/time

What will you be assessed on?

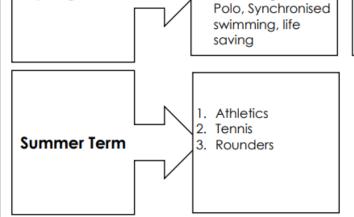
Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following

- 1. Knowledge and understanding of rules and tactics
- Performance of basic skills
- Physical Ability
- Sportsmanship/working with others
- Resilience/perseverance
- 6. Self and Peer assessment

How can you help at home?

Encourage Extra-curricular sport:

- In school
- 2. In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle



- 2. To learn and develop more complex
- To learn different aqua activities.
- performances.

- Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following
- Knowledge and understanding of rules and tactics
- 2. Performance of basic skills
- Physical Ability
- Sportsmanship/working with others
- Resilience/perseverance
- Self and Peer assessment

- Encourage Extra-curricular sport:
- In school
- 2. In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle

- To develop the core skills-running, throwing, Students will be assessed against the BRONZE, SILVER and GOLD criteria striking and fielding by using their improved Which is assessed on the following
 - 1. Knowledge and understanding of rules and tactics
 - 2. Performance of basic skills
 - Physical Ability
 - Sportsmanship/working with others
 - Resilience/perseverance
 - 6. Self and Peer assessment

Encourage extra-curricular sport:

- In school
- 2. In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle

Year 8 PSHE Curriculum Overview How can you help at Session Content Powerful Knowledge home? The Equality Act was passed in 2010 and replaced previous anti-discrimination laws to reduce confusion. The Equality Act and freedom Discuss how the Equality Act is implemented or Living world Equality Act protects people from discrimination based on 9 protected characteristics; age, disability, pregnancy, discussed at your workplace or in groups you of speech marlage, sex, sexuality, gender reassignment, religion and race. Freedom of speech is a principle that supports may help to facilitate the freedom of an individual or a community to articulate their aginions and ideas without fear of retailation, Recognising discrimination censorship, or legal sanction. Hate speech is public speech that expresses hate or encourages violence towards a Use the materials and case studies on Showbie person or group based on an inherent characteristic. - microaaaressions to discuss appropriate and inappropriate Discrimination is legally defined in the UK as: a person [A] discriminates against another (B) if, because of a Autumn Online communication protected characteristic, A treats B less favourably than A treats or would treat others. The internet enables messages to be sent and received guickly and to be seen or accessed by many neonle. Groomina Recognising what your digital footprint is and how to manage it is important for keeping yourself safe when you Use the links below to read more about Identifying misinformation are interacting with the online world. supporting your children to stay safe online Term Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so evelopment Critically assessing media they can manipulate, exploit and abuse them. Online grooming is where someone uses technology to build the https://www.nspcc.org.uk/keeping-childrensources safe/online-safety/ Misinformation is false or inaccurate information often seen and circulated on social media 7. PSHE survey You can critically assess the sources that you are reading and using online to deduce whether they are factually https://saferinternet.org.uk/guide-andcorrect or disinformation. It is important to be aware of echo chambers and how to recognise when you are not resource/parents-and-carers hearing or taking a balanced view to a situation PSHE survey A drug is a chemical that changes the brain and/or body when consumed. Drugs can be liegal or legal, Drugs Look through the talk to frank recreational or medicinal and every drug can be dangerous if used incorrectly. Hegal drugs are classed as A, B, C tealth resources to explore the effects of psychoactive substances or temporary class depending on the seriousness of the consequences of their use. Energy drinks Caffeine is the drug that is contained in energy drinks. Caffeine is a stimulant and can be used to make an drugs individual feel more awake. Caffeine is found in dangerously high level in energy drinks alongside other damaging ŏ Vapes chemicals and sugar. The side effects of caffeine include increased heart rate, arxiety, struggling to sleep. Though not liegal, supermarkets will not sell energy drinks to under 16's. Explore law on illegal drugs and Alcohol Alcohol, tobacco and yapes are lilegal to buy or sell if you are under 18. Talk to frank is a factual resource that Spring ersonal what the consequences could be gives true information about these substances. Many young people are not smoking but vaping straight away -5. Managing influence vapes contain many harmful chemicals and there are no long-term studies on the damage they cause to health. for possession Alcohol is a substance found in many drinks. It is an age-controlled substance in the UK and it is illegal to buy or be Term wellbeing bought alcohol if you are under the age of 18. Alcohol can after the way that an individual behaves, and some Explore the article on county lines evidence also shoes it impacts brain development. The teenage brain is more likely to suffer from substance use disorder as the prefrontal cortex is immature and and how the origins of illegal drugs teens enjoy the rewards of their geers. Substances are addictive because they stimulate the dopamine loop in are always criminal and the brain. Alcohol and cannable use can irreversibly lower (Q in under 18's. A teenager who has substance use disorder is 6.5 x more likely to have one as an adult. Peers are the bladest influence on a young person's choices. exploitative ے Determining your personal values and understanding rule of law heips to make the right decisions. Subject Relationships require work and time and are not linear. Some things in a relationships are always unacceptable Healthy relationships Explore the law on consent, aillick Relationships and could be arminal, but other things are down to personal values and beliefs and communication of these between the people in the relationships. Tolerance and mutual respect for other people are important competency and consent 2. Managing conflict foundations of healthy relationships. medically Sometimes relationships are no longer working and they need to be re-navigated. Having strong and norand de-escalation confrontational communication skills are key. Consent is agreeing to do something and having the capacity to do so. In the UK the legal age for a person of Discuss what consent means in day 3. Consent - the law any sex, gender or sexual orientation to consent to sexual activity is 16. Under this age an individual is deemed not to day life as well as in other Summer to have the capacity to consent. Sexual activity between two or more people is always unlawful if at least one of Explicit image sharing the people is under the age of 16. Parents have capacity to consent for their child's educational and medical relationships such as friendships choices. Parents are legally responsible for their children until the age of 18. 5. Basic contraception It is a criminal offense to send or receive a sexually explicit image of a person under the age of 18. It is an offence Term to take or share an infirmate image without consent with the intention of causing the victim humiliation, alarm or Discuss 'what to do if' a friendship and ends/ a relationship ends and Contraception can be used to prevent pregnancy and sexually transmitted infections. The only forms of contraception that prevent unwanted pregnancy and STI's are barrier methods such as condoms strategize an approach Se



Year 8 Curriculum Overview: Religious Studies



Topics/ content outline: How do Jews warship How do Jews pray? 3. How do Jews celebrate festivals? How do Jews celebrate rites of passage? How do Jews come together as a **Autumn Term** community? 6. How do Jews get a sense of belonging and identity from their religion? 7. How do Christian's worship? 8. How do Christians pray? 9. How do Christians celebrate festivals? 10. How do Christians celebraterites of passage? 11. How do Christians come together as a 12. How do Christians get a sense of 2. How do Muslims pray? 3. How do Muslims celebrate festivals? 4. How do Muslims celebrate rites of passage? 5. How do Muslims come together as a How do Muslims get a sense of belonging and identity from their religion? **Spring Term** . How do Hindus worship? 8. How do Hindus pray? P. How do Hindus celebrate festivals? 10. How do Hindus celebraterites of passage? 11. How do Hindus come together as a 12. How do Hindus get a sense of belonging 2. How do Buddhists pray? 3. How do Buddhists celebrate festivals? 4. How do Buddhists celebrate rites of 5. How do Buddhists come together as a community? 6. How do Buddhists get a sense of belonging **Summer Term** and identity from their religion? 7. How do Sikhs worship? 8. How do Sikhs pray? 9. How do Sikhs celebrate festivals? 10. How do Sikhs celebrate rites of passage? 11. How do Sikhs come together as a 12. How do Sikhs get a sense of belonging

Powerful Knowledge (key concepts, skills)	How can you help at home?
1. Importance of Shabbat for Jews (link to ten commandments). 2. Features of prayer. 3. The origins and importance of RH and YK. 4. Significance of the Bar / Bat Mitzvah. 5. Significance and impact of Jewish pilgrimage. 6. The promised land as identified in the first and second covenant. 7. The meaning and purpose of worship. 8. Types of prayer induding set and informal prayers. 9. How and why Christians celebrate Easter. 10. Christian funeral rites (eulogy, prayer, bible readings and rite of committal). 11. Role and importance of pilgrimage. 12. Role of the church in the local community.	Watch the BBC 'being' series for Judaism and Christianity. Complete know ledge organiser for Judaism and Christianity. If you have a family member/friend of the Jew ish and Christian faith, speak to them. Use the lesson titles to inform conversations you could have at home and explore your own beliefs.
1. Key features of a Mosque. 2. Importance of Salah on belief. 3. Origins of Ramadan and Id-ul-Fitr. 4. Arranged marriage and Muslim beliefs. 5. The concept of Ummah and family in Islam. 6. The five pillars as obligatory practices in Islam. 7. Features of a Mandir 8. The Puja trayand how this worship impacts on faith and action 9. The celebration of the Divali and Holi Festivals 10. The key features of a Hindu marriage and how these support the couple. 11. The features of Kumbh Mela 12. How the Varnas gave/give people identity and belonging (links to Karma)	Watch the BBC 'being' series for Islam and Hinduism. Complete knowledge organiser for Islam and Hinduism. If you have a family member/friend of the Muslim and Hindu faith, speak to them. Use the lesson titles to inform conversations you could have at home and explore your own beliefs.
The use and importance of Temples, Shrines and Monasteries in Buddhist life.	Watch the BBC 'being' series for Buddhism

- Wesak as a celebration of Siddhartha's birth, enlightenment, and death. How funerals are practiced in different sects of Buddhism. Sangha as a method of support and 'refuge' for Buddhists. Interpretation of key beliefs and how these are different. The features of a Gurdwara and how they support worship The importance of the Gutka for prayer at home Key events of Vaisakhi celebration The Amrit Sanskar ceremony and its impact on a Sikh's faith
- 10. 11. The impact of Sewa on the Sikh Community Interpretation of key beliefs and how these are different.12.
- The Sangat and its support of the Sikh Community.

How Buddhists practice meditation.

8.

9.

- and Sikhism. · Complete knowledge organiser for
- Buddhism and Sikhism.
- · If you have a family member/friend of the Buddhist and Sikh faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.



Year 8 Curriculum Overview: Science



Autumn Term 1. Skeleton & Musoles 2. Woves (Light & Sound) 3. Acids & Alkalis 4. Photosynthesis, Food Webs & Interdependence 5. Electricity & Electromagnets

Powerful Knowledge (key concepts, skills)

Topics in Y8 are slightly shorter as they build on prior powerful knowledge gained in Y7.

In skeleton & muscles student will study the musculoskeletal system and build upon the knowledge of forces, energy and respiration.

Waves builds on energy with students learning about types of waves, the eye, colour, light and sound (where they will again revisit pressure).

Acids & alkalis builds on the knowledge of chemical reactions. Photosynthesis, food webs & interdependence builds on knowledge of cells, chemical reactions, particles and energy. Finally, electricity and electromagnets builds on energy and particles and expand upon ideas about magnetic fields.

Plant reproduction revisits ideas of gametes from human reproduction and builds upon the work done on plant cells. In the metals topic students expand upon their prior work on chemical reactions and study specific reactions of metals as well as the reactivity series.

Microorganisms builds on the knowledge of cells from Y7 and expands upon the differences between animal and bacterial cells. Students also leant the uses of anaerobic respiration in yeast.

[Health]

Heating and cooling builds on knowledge of energy and particles. Students will learn the 3 types of heat transfer and what effects rate of heat transfer.

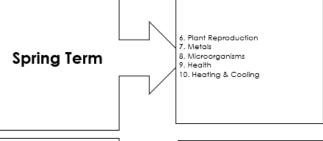
What will you be assessed on?

Students first summative test will take place at the end of the term, and results reported home. It will cover material up to topic 4.

How can you help at home?

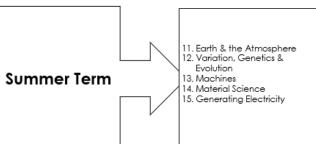
Revision techniques will be taught alongside the science content. You can ask your child which revision techniques they are using and have them explain why they work (mind maps, flash cards, etc.). They can also show you the knowledge organisers they have been using for revision for each topic.

You may also help by testing your child on key knowledge after they have revised it (little and often is better than everything at the same time).



Students first summative test will take place at the end of the term, and results reported home. It will cover material from topic 5 up to topic 9. Revision techniques will be taught alongside the science content. You can ask your child which revision techniques they are using and have them explain why they work (mind maps, flash cards, etc.). They can also show you the knowledge organisers they have been using for revision for each topic.

You may also help by testing your child on key knowledge after they have revised it (little and often is better than everything at the same time).



Earth & the atmosphere builds on energy, pressure, particles and chemical reactions. Students will learn both the rook and carbon cycle and be able to explain these processes.

Variation, genetics & evolution builds on cells and introduces DNA and natural selection.

Machines builds upon forces, energy and pressure. Students will be able to calculate the effect of force multipliers such as levers, pulleys and hydraulics.

Material science builds on particles and how different arrangements and combinations of particles and materials can affect the properties of a material.

Generating electricity builds on the electricity and atmosphere topics and examines the various ways of generating electricity alongside their effects on the environment.

The final test of Y8 will cover content from both Y7 and will focus on the powerful knowledge studied on Forces, Energy, Reactions, Matter and Cells. Results will not be reported home but will help inform setting going into Year 9.

Revision techniques will be taught alongside the science content. You can ask your child which revision techniques they are using and have them explain why they work (mind maps, flash cards, etc.). They can also show you the knowledge organisers they have been using for revision for each topic.

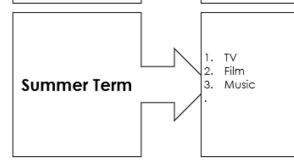
You may also help by testing your child on key knowledge after they have revised it (little and often is better than everything at the same time).



Year 8 Curriculum Overview: SPANISH



,	9 9 0.1				<u>KINDNESS №</u> FRESILIENCE
		Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
	Autumn Term	Saying where you live Describing your house Saying where you are going to live Describing your ideal house	 ✓ Forming justified opinions ✓ Ser vs estar ✓ Hay vs tiene ✓ Adjectival agreement ✓ Complex structures (lo+ adjective / se puede) ✓ Near future tense ✓ Conditional tense ✓ Writing skills ✓ Revision skills 	☐ Key task 1 – Writing (describing where you live, what your house is like, where you are going to live in the future and your ideal house)	 Join teacher Showbie group Keep an eye on ClassCharts for all homework and assessment information Support with student organisation and completion of sentence builder homework tasks set Support with guiding revision tasks set (flashcards, mind maps, quizzing)
	Spring Term	My town Describing the good and bad thing about your town Saying what one can do in your town .	 ✓ Using un/una, unos/unas, muchos/muchas accurately ✓ Using higher level opinions ✓ Forming justified opinions ✓ Adjectival agreement ✓ Complex structures (lo+ adjective / se puede) ✓ Recap of near future tense ✓ Listening and reading skills 	☐ Key task 2 – Listening, reading and translation (where you live/describing your town)	Join teacher Showbie group Keep an eye on ClassCharts for all homework and assessment information Support with student organisation and completion of sentence builder homework tasks set Support with guiding revision tasks set (flashcards, mind maps, quizzing)



- Developing justified opinions using a range of positive/negative opinion phrases and adjectives.
- Using the comparative
- Transactional language
- ✓ Near future tense
- ✓ Conditional tense
- ✓ Intro to the past (preterite) tense

- ☐ Key task 3 writing (tv/film preferences using the past, present and future tenses)
- ☐ Key task 4 Dictation, reading skills and translation (music preferences)

- (flashcards, mind maps, quizzing)
- Join teacher Showbie group Keep an eye on ClassCharts for all
- homework and assessment information
- Support with student organisation and completion of sentence builder homework tasks set
- Support with guiding revision tasks set (flashcards, mind maps, quizzing)