

Pebble Brook School  
**YEARLY OVERVIEW 2023/24**



**SUBJECT/ AREA: Y8 Topic and Skills Curriculum Teachers: Shamane Campbell/ Arman Gidhary-Forsyth DATE: Sep 23**

TERM	AUTUMN TERM 2023		SPRING TERM 2024		SUMMER TERM 2024	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Area/Theme</b>	<b>Me, myself and I</b>	<b>Community</b>	<b>Emergency!</b>	<b>Going Green</b>	<b>Buying &amp; Selling</b>	<b>Planning a trip</b>
<b>Humanities Topic (SC)</b>	<p><b>The UK</b> (KS1 Locational knowledge &amp; KS1/2 geographical skills and field work.)</p> <p>Lifeskills I. find out about things using a range of creditable sources and media: research with support and independently</p>	<p><b>The Tudors- Rich &amp; Poor, Jobs, Town &amp; Country.</b> (See KS2 development of church state and society 1509-1745 )</p> <p>Comparing now and then;</p> <p>Lifeskills I. find out about things using a range of creditable sources and media: research with support and independently</p>	<p><b>Extreme Earth</b> (KS2 Human and Physical Geography)</p> <p>Lifeskills I. find out about things using a range of creditable sources and media: research with support and independently</p>	<p><b>WWII (Including the Holocaust)</b> (See KS2 Historical Challenge 1901 to present day)</p> <p>Lifeskills I. find out about things using a range of creditable sources and media: research with support and independently</p>	<p><b>Uk and Kenya/brazil or South Africa.</b> (KS1 Place Knowledge Comparing places)</p> <p>Lifeskills I. find out about things using a range of creditable sources and media: research with support and independently</p>	<p><b>Crime and Punishment through the ages.</b> (See KS2 development of church state and society 1509-1745 ) Comparing now and then.Primary evidence – school punishment book</p> <p>Lifeskills I. find out about things using a range of creditable sources and media: research with support and independently</p>



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<p><b>Outdoor Education/ Enterprise</b>  (AG)</p>	<p><b>Outdoor Ed</b>                      Orienteering                      Compass directions(KS1/2                      Geographical skills and fieldwork, (Enrich Edn)                      Life skills7/Citizenship                      7 say/ write own full name, address, tele no's, email / school details</p>	<p><b>Enterprise</b>                       Christmas Fair                       Life skills                       17. about budgeting                       21.Solve problems</p>	<p><b>Enterprise</b>                       Life skills                       17. about budgeting                       21.Solve problem</p>	<p><b>Enterprise</b>                       Repurposing a product to sell next ½ term.                       Citizenship 3,take responsibility in the community: at home, school the wider community (environmental issues)</p>	<p><b>Outdoor Education</b>                       Life skills 21.Solve problems</p>	<p><b>Outdoor Education</b>                       Life skills 20.                      Complete a set journey Independently - Life skills 20.</p>
<p><b>Ethics &amp; Philosophy (RE)</b>  (SC)</p>	<p><b>Respect</b>                       British values 1 use appropriate language and actions in school and at home, being aware of discriminatory words and actions.                       British values 2. work positively to combat racism and all forms of discrimination                       British Values 9 understand similarities and differences between individuals, groups</p>	<p><b>Faith and beliefs of others</b>, including non-religious.                       British Values 6 the difference between right and wrong and the consequences in school, at home and in the workplace                       British values 7 that making right or wrong choices can lead to legal and social consequences                       Citizenship – 7 there are different types of community within</p>	<p><b>The Environment</b>                       Citizenship 3 take responsibility in the community: at home, school the wider community ( environmental issues)</p>	<p><b>Right and wrong, Moral and ethical issues and different viewpoints</b>                       SMSC 6 the difference between right and wrong and the consequences in school, at home and in the workplace                       SMSC 7, the difference between right and wrong and the consequences in school, at home and in the workplace</p>	<p><b>Social Justice</b>                       British Values 1 use appropriate language and actions in school and at home, being aware of discriminatory words and actions.                       SMSC 7 that making right or wrong choices can lead to legal and social consequences.</p>	<p><b>Creation, life and experience</b>                       SMSC 3r effect on my own beliefs and my part in my community and experiences I may have.</p>



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	including my family, backgrounds and faiths  SMSC 3 reflect on my own beliefs and my part in my community and experiences I may have	Aylesbury, UK, Europe, the world ( faith, culture, areas of need e.g disability) and are able to talk about why do people belong to certain groups  SMSC 3 reflect on my own beliefs and my part in my community and experiences I may have		SMSC 8 give sound, thought-through views on moral and ethical issues and appreciate that others may have different viewpoints  SMSC 3 reflect on my own beliefs and my part in my community and experiences I may have		
<b>Life skills at Home</b>  (SC)	<b>Skills for home</b>  Life skills 12.Packing a School bag, being punctual for school events.  Life skills 10- Understanding timetables.  Life skills 8 - Answering the phone.  Life skills 21-Solving Problems	<b>Home care</b>  Life skills 13.make/ change a bed, keep a room tidy, use an iron, kettle, microwave, cooker, washing machine, phone (in an emergency, know where my things are , plan and make my own meal, pack my own lunch  Life skills 18about what a living wage is) how much essentials cost	<b>First Aid</b>  Life skills 14.use some basic first aid (cuts, allergic reactions, self-medicating, know when to go to a doctor or A&E, ) take my own specialised medicine safety  •	<b>Recycling and green issues</b>  Citizenship 3take responsibility in the community: at home, school the wider community ( environmental issues)  Citizenship 4develop a sense of identity and belonging as part of the community  Citizenship 5, take part in community experiences that include different faiths,	<b>Preparing a simple meal independently</b>  Life skills 13 Preparing a simple, healthy meal  life skills 12 Writing a list  Life skills 16about using money for food, how to pay for things with money, electronically  Life skills 4 about finance- know what money means at a young age/ older( <b>Visit</b>	<b>Planning a picnic in the park with fun and games.–</b> Life skills 5Organise equipment for a task. Planning a healthy meal  Life skills 2 know about preparing food and understand the importance of a healthy lifestyles  Life skills 13Home care: .....plan and make my own meal, pack my own lunch



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				<p>cultures, outlooks (music, sport, art, gender, local issues.)</p> <p>Citizenship 6take responsibility within the school and local community – and am aware of good/ bad outcomes fundraising raising/ gender issues, stereotypes, green issues )</p> <p>SMSC - 8.give sound, thought-through views on moral and ethical issues and appreciate that others may have different viewpoints <b>(visit recycling centre)</b></p>	<p><b>supermarket/online order)</b></p>	<p>Citizenship 17.</p> <p>Budgeting</p> <p>Life skills 18(about what a living wage is) how much essentials cost <b>(Joint visit for a picnic in the park)</b></p>
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<p><b>Life skills out and about</b></p> <p>(AG)</p>	<p><b>Skills for school</b></p> <p>Life skills 8 Answering the school phone, passing on a message</p> <p>Life skills 10 understand a calendar/ timetable, schedules</p>	<p><b>Money</b></p> <p>Money</p> <p>Recognising coins, £5, £10</p> <p>Making amounts</p> <p>Giving Change</p> <p>Life skills 16 about using money for food, how to pay for things with money, electronically</p>	<p><b>Keeping Safe</b></p> <p>Life skills 6 keeping myself safe; What to do in an emergency –</p> <p>Making a 999 phone call -</p> <p>fire – stop drop roll etc.</p> <p>Someone on ice, stuck in a lake</p> <p>Medical emergency</p> <p>Life skills 21.Problem Solving <b>(Ambulance, Fire station visit)</b></p>	<p><b>Buying new v repurposing</b></p> <p>Life skills 17. Budgeting -</p> <p>In relation to making a product to sell (See Enterprise above)</p>	<p><b>Weighing and measuring</b></p> <p>Life skills 9.Weights and Measures in everyday life.</p> <p><b>(visit supermarket to buy in kg/g from Deli counter?)</b></p>	<p><b>Travelling locally</b></p> <p>Life skills 6.Crossing the road safely</p> <p>Life skills 19.</p> <p>Travel</p> <p><b>(Joint visit for a picnic in the park)</b></p>
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<p><b>Citizenship</b>  (AG)</p>	<p><b>Taking responsibility at home &amp; at school</b></p> <p>Citizenship 4 develop a sense of identity and belonging as part of the community</p> <p>Citizenship 6 take responsibility within the school (including school council) and local community – and am aware of good/ bad outcomes fundraising raising/ gender issues, stereotypes, green issues)</p> <p>British Values 3 describe what the School council is and take an active part</p> <p><i>Link in with PBS Golden Rules</i></p>	<p><b>Our communities</b></p> <p>Citizenship 9 understand similarities and differences between individuals, groups including my family, backgrounds and faiths</p> <p>Citizenship 8 how our community is a part of Aylesbury, Bucks, UK, Europe, the World</p> <p>Citizenship 7 there are different types of community within Aylesbury, UK, Europe, the world (faith, culture, areas of need e.g disability) and are able to talk about why do people belong to certain groups</p> <p><i>Different Lives DVD</i></p>	<p><b>Being a good Citizen</b></p> <p>Citizenship 3 take responsibility in the community: at home, school the wider community (environmental issues)</p> <p>Citizenship 5</p> <p>that each person has personal role in the community and recognises the roles of others e.g teacher, services</p> <p>Citizenship 6</p> <p>take responsibility within the school and local community – and am aware of good/ bad outcomes fundraising raising/ gender issues, stereotypes, green issues)</p>	<p><b>Roles and responsibilities of services with our community – (Aylesbury and High Wycombe)</b></p> <p>Citizenship 5 that each person has personal role in the community and recognises the roles of others e.g. teacher, services</p> <p>Citizenship 4 develop a sense of identity and belonging as part of the community</p> <p><b>Visit</b> High Wycombe – students from HW take responsibility for showing Aylesbury based peers around as a tour guide.</p>	<p><b>Improving the outdoor areas at school Project</b></p> <p>British Values 5 make and influence positive decisions through democratic processes.</p> <p>British values 4 about the democratic processes in Britain- understanding process within the school, locally, and in the national Government.</p> <p>Citizenship 5 make and influence positive decisions through democratic processes.</p>	<p><b>Planning a trip</b></p> <p><i>Life skills 19</i></p> <p><i>travel locally or wider afield, using a range of different modes of travel, walking, bus, train, taxi, or plane.</i></p>
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<p><b>STEM</b></p> <p>(SC)</p>	<p>Making soap</p> <p>Germ hunt (Growing cultures)</p> <p>Handwashing using the black light</p> <p>5. organise equipment for tasks</p> <p>9. use weighing and measuring equipment</p>	<p>5. organise equipment for tasks</p> <p>9. use weighing and measuring equipment (products for Christmas)</p> <p>21. solve problems</p>	<p>Inventions, machines to keep us safe?</p> <p>Make a bomb shelter</p> <p>5. organise equipment for tasks</p> <p>9. use weighing and measuring equipment</p>	<p>Making repurposed bug hotels, bird feeders etc</p> <p>Make a cloud</p> <p>5. organise equipment for tasks</p> <p>9. use weighing and measuring equipment</p>	<p>Cleaning dirty water using large to gradually smaller rocks/sand</p> <p>What colour makes the best sunglasses?</p> <p>5. organise equipment for tasks</p> <p>9. use weighing and measuring equipment</p>	<p>Tin can ice-cream</p> <p>Fizzy lemonade</p> <p>5. organise equipment for tasks</p> <p>9. use weighing and measuring equipment</p>
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