Year 8 Overview 2024-25 – Biology							
Date	Wk	Week	Un	its Studied & Learning (Dutcomes	Key Concepts & Assessment	
8 weeks (?? Lessons) (38Days)							
Tues 2-Sep	А	1	Overview of Unit/No. lessons Photosynthesis/12 lessons			Foundational Concepts:	
9-Sep	В	2	Lesson Sequence of Content:			bioenergetics	
16-Sep*	Α	3	Photosynthesis:			Outcomes	
23-Sep	В	4	Lesson1- What is Photosynthesis			Understand the word equation for	
30-Sep	А	5	Lesson 2- Testing a leaf for starch			Photosynthesis	
7-Oct	В	6	Lesson 3- M	easuring the rate of F	hotosynthesis	Describe how to test a leaf for starch	
14-Oct	Α	7	Lesson 4- Th	le structure of a lear le role of the Stomata	a in gas exchange	 Understand now light intensity affects the rate of photosynthesis. 	
			Lesson 6- Pl	ant transport systems	6	 Understand the role of different parts of 	
21-Oct	В	8	Lesson 7- He	ealthy Plant growth		a leaf.	
			Lesson 8- Fo	od Chains and Food	Webs	Understand how stomata control water	
			Lesson 9- Ec	osystems and Biodive	ersity	loss and gas exchange.	
			Lesson 10- I	ne Carbon Cycle	tion	• Describe the structure of the xylem and	
			Lesson 11- C	ong Answer question		phioem.	
						plants.	
			• <u>Un</u>	it Learning Outcomes	:	• Describe the trophic levels in food	
			• GW	I: Recall the main fac	ts relating to	chains/webs and understand	
			Pho	otosynthesis Deseribe bew food w		interdependence.	
			• BI:	Describe now food w	eps are	Identify different types of ecosystem and	
			from the Sun			the importance of biodiversity.	
			• EW: Explain how ecosystems function and			organisms and how it is recycled	
			the role of biodiversity in maintaining			organisms and now it is recycled.	
			sta	bility.		Skills used/learned	
			Prior	Current	Next	 Practical skills 	
			Year 7-	Understand the	Year 10 –	 Method writing 	
			Cell	interdependence	Photosynthesis	 Interpretation skills 	
			structure	their reliance on	Vear 11 –		
				Photosynthesis.	Ecology	• KW: Epidermis, Palisade, Iodine, Xylem,	
						Phloem, Producer, Consumer,	
	Account					Photosynthesis, Respiration, Decay,	
			→ HSW nr	actical task – student	s should be able	Decomposition, Herbivore, Carnivore,	
			to expla	in findings using thei	r Science	Omnivore, Predator, Prey, Biomass, Biodivorcity	
			knowle	dge		Biodiversity	
			ο End of ι	unit quiz		Tier 2/3 Vocabulary	
			 Long an 	swer extension quest	tion at the end of	Referenced on PowerPoint slides, quick	
			the unit	: tion task		quizzes.	
						Links to react words. Etymology	
						\bigcirc The word 'photo' derives from the Latin	
						word for light. Epidermis- early 17th	
						century: via late Latin from Greek, from	
						epi'upon' + derma'skin	
						History	
						Photosynthesis was partially discovered	
						in the 1600's by Jan Baptista van	

				 Helmont, a Belgian chemist, physiologist and physician. The term xylem was introduced by Carl Nägeli in 1858. Food chains were first introduced by the Arab scientist and philosopher Al-Jahiz in the 10th century and later popularized in a book published in 1927 by <u>Charles</u> <u>Elton</u>, which also introduced the food web concept.
				 Links to culture Links to Environmental conservation Plant propagation, Gardening and horticulture.
				Careers: conservationist, ecologist, environmental scientist, agriculturalist, environmental engineer
				EDI links:Plants from different parts of the world
				 Parent and Carers month/Black History month 3/9 World afro day 23/9 International day of sign languages 10/10 world mental health day 5/10 world teachers day 6/10 World cerebal palsy day Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)
Half-Term	•		7 weeks (?? lessons) (35 Days)	·
4-Nov	Α	9		Foundational Concepts:
11-Nov	В	ST1	Overview of Unit/No. lessons Health: 12 lessons	Infection & Response
18-Nov	Α	ST1	Lesson Sequence of Content: Lesson 1- What is a microbe?	Outcomes
25-Nov	В	12	Lesson 2- How microbes cause illness Lesson 3- Internal and external body defence	 Understand what the word microbe means and be able to state
2-Dec	А	13	Lesson 4- Practical – Investigating microbial	examples – identifying parts of each and comparing with animal and
9-Dec	В	14	Lesson 5- Vaccinations and antibiotics	plant cellsIdentify how microbes infect the
16-Dec	А	15	Lesson 7 & 8- Practical HSW – Investigating caffeine on reaction times Lesson 9- Effects of smoking on the human body Lesson 10- Effects of alcohol on the human body Lesson 11- Quick quiz and Application Lesson 12- Long Answer question	 body and what happens once they are inside. State ways in which the body prevents microbes from entering and describe the roles of the white blood cells. Know which conditions microbes prefer to grow in, in a laboratory

Prior	Current	Next	handwashing.
Year 6 – Microbes, lifestyle and health Year 7- Organ systems, Cell organelles GW: State identify war ingredients by alcohol BI: Compar types. Expl their roles EW: Can co cigarettes c affect wide with antibio	KS3 NC - Understand the effects of recreational drugs on behaviour, health and life processes Understand structural adaptions of some unicellular organisms. types of microbes ys that they can in in a cigarette and e parts of microbe lain how white blo msider the impact on human health a r society. Consider	Year 10 – Nervous system, pathogens and health that exist and ifect us. State organs affected es with other cell od cells perform of alcohol and nd how they potential issues ons.	 Understand that we can prevent infection with vaccines and treat some infections with antibiotics. Be able to explain how vaccines work. Define the meaning of the word drug and understand some of the different ways drugs can be grouped. Know why they are grouped in these ways. Plan and carry out practical work to compare the effects of caffeine/absence of caffeine on human reaction time. Identify key variables. Identify the 3 main ingredients in cigarettes and how each ingredient affects the body Describe some of the short and long-term effects of alcohol on the body and identify organs affected by alcohol
Assessment Sci Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints Constraints C	W practical task – able to explain fir ience knowledge d of unit quiz ng answer extensi e end of the unit oplication task	students should ndings using their on question at	 Skills used/learned Practical skills Method writing Interpretation skills Evaluation skills KW: Micro-organism, Plasmid, Flagellum, Protein coat, Pathogen, Infection, Symptom, Antibody, Antitoxin, Phagocytosis, Antibiotic, Antiseptic, Painkiller, Vaccine, Cirrhosis, Cancer, Stimulant, Depressant, Bronchitis, Emphysione

 - relating to the compox virus used as a vaccine against smallpox. Tier 2/3 Vocabulary Referenced on PowerPoint sildes, quick quizzes. History Links to history – discovery of antibiotics and vaccinations. Evidence exists that the Chinese employed smallpox inoculation as early as 1000 CE. It was practiced in Africa and Turkey as well, before it spread to Europe and the Americas. Edward Leners's innovations, begun with his successful 1796 use of cowpox material to create immunity to smallpox, quickly made the practice widespread. His method undervent medical and technological changes over the next 200 years, and eventually resulted in the eradication of smallpox. Louis Pasteur's 1885 rabies vaccine was the next to make an impact on human disease. And then, at the dawn of bacteriology, developments rapidly followed. Antitoxins and vaccines against diphtheria tetanus, anthrax, cholera, plague, typhoit, tobergand the 1300s. Louis Pasteur's 1885 rubics vaccine was a the next to make an impact on human disease. And then, at the dawn of an tartally growing substance that could attack certain bacteria. Links to social and economical impacts of to tabacco and drugs on society. Links to different cultural attitudes towards smoking/drinking. Careers: microbiologist, immunologist, pharmacist, clinical laboratory act social and social and social and social social and social social and social sociely, and social and social sociella social social social social social social social socia		 -	
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parts of the world.			 Microbes & diseases present in different
I ○ Smallpox- vaccine for public health			parts of the world.
			 Smallpox-vaccine for public health improvement for lower line designments
Improvement for lower/working class			• Effects of putrient deficiencies

				6		 Susumu Tonegawa is a Japanese scientist who was the sole recipient of the Nobel Prize for Physiology or Medicine in 1987 for his discovery of VJ recombination, the genetic mechanism which produces antibody diversity. Elizabeth Blackwell is one of Bristol's most influential women. She was the first female to qualify as a doctor in America and the first woman to have her name entered in the British General Medical Council's medical register in 1859. She was a pioneer, instrumental in many campaigns for reform, launching numerous innovative health schemes and a tireless worker for health care. Mens health awareness month/disability confident month 1/11 Diwali 12/11 Remembrance Sunday 13/11-19/11 Transgender awareness week 14/11 World Diabetes Day 1/12 World AIDS day 25/12 Christmas Day
Christmas Holio	day	1		6 weeks (?? le	ssons) (30 Days)	
6-Jan	В		Overview of Un	it/No lossons		Foundational Concepts:
		16	Overview of On	int/ind. lessons		Infection & response and organisation
12 Jan	A	17	Respiration: 9 le	essons		
12-1911		1/				
20 Jan	В	10	Lesson Sequence	e of Content:		Outcomes
20-Jan	^	18				 Identify what is needed for Aerobic
27-Jan	A	10	Lesson 1- Aerob	ic Respiration		respiration to occur and use of products
27-Jah	Р	19	Lesson 2- Anaer	obic Respiration		of respiration
3-Feb	В	20	Lesson 3- Fermentation			or respiration.
		20	Lesson 4- The Lungs and Breathing			Understand anaerobic respiration and
			Lesson 5- Chang	ges during Exercise		how it affects the Human body.
			Lesson 6- Skelet	on		Understand Fermentation and its uses in
			Lesson 7- Musc	es		food/ beverage production.
			Lesson 8- Quick quiz and Application			Identify the parts of the Respiratory
						System and their role in gas exchange.
			Lesson 9- Long Answer question			Describe short term changes in the
						Human body due to exercise.
						Understand the role of the Human
			Prior	Current	Next	skeleton and its composition.
			Year 7 topic-	Understand		Understand the role of muscles, tendons
			Cell	respiration and	Year 10 –	and ligaments in movement of the
			structure	the function of	Respiration in	Skeleton.
				some Organ	Humans and	
				to this process	FIGIILS	Skills used/learned
					l	• Practical skills
						• Method writing
	А		• GW: Recal	the main facts abo	out aerobic and	 Interpretation skills
10-Feb		21	anaerobic respiration			• Evaluation skills

• BI: Describe the role of respiration in plants	
and animals	• KW: Aerobic. Anaerobic. Lactic acid.
• FW : Explain the role of the Skeleton and	Ethanol. Toxic. Skeletal. Endoskeleton.
muscles and how energy released during	Exoskeleton, antagonistic.
respiration is utilised	
	Links to root words- Etymology
	• Aerobic-"able to live or living only in
Assessment	the presence of oxygen requiring or
• HSW practical task – students should be able	using free oxygen from the air "1875
to explain findings using their Science	after French gárabia (n) soined 1862
knowledge	alter French deroble (II.), colled 1803
 End of unit quiz 	by Louis Pasteur III reference to
• Long answer extension question at the end of	certain bacteria; from
the unit	Greek <i>aero-</i> "air" (see <u>aero-</u>)
Application task	+ bios "life," from PIE root <u>*gwei-</u> "to
	live." Aerobian and aerobious also
	were used in English.
	Hence aerobe "type of micro-
	organism which lives on oxygen from
	the air."
	Tier 2/3 Vocabulary
	Referenced on PowerPoint slides, quick
	quizzes.
	History
	Cellular respiration (aerobic and
	anaerobic respiration) was discovered by
	Sir Thomas Adams
	French chemist, Louis Pasteur. Pasteur
	originally defined fermentation as
	respiration without air.
	One of the earliest instances of
	documentation about the muscular
	system was "Commentary on the
	Anatomy of Mondino," written by Jacopo
	Berengario da Carpi in 1521.
	27/1 Holocaust memorial day
	1/2 World Hijab Dav
	6/2-12/2 Children's mental health week.
	7/2 Safer internet day 10/2 Chinese New Year
	Links to culture
	• Links to Physical Education and body
	physiology

				 Food production and origins of fermentation 			
				\sim The word 'respiration' derives from			
				late middle English word to Breathe			
				out.			
				Career ideas: athletic trainer exercise			
				nhysiologist occupational therapist			
				nhysical theranist			
				EDI links:			
				• Sporting activities and exercise regardless			
				of gender, age, race, religion or sexual			
				orientation			
				Sporting activities inclusive of disabilities			
	<u> </u>	<u> </u>	6 wooks (22 lossons) (20 Days)				
25 Eob	D	22	INSET 24th Feb	Equality Diversity and Inclusion (EDI) links?			
2J-Feb 2 Mar		22		Women's history month			
10 Mar	A D	23		Ramadhan begins 1/3			
10-Iviai		24		21/3 World Down Syndrome day 31/3 Transgender day of visibility			
24 Mar	A D	25					
24-ividi 21_Mar		51Z					
Faster Holiday	S1-IVIdI A S12 Faster Holiday 5 weeks (?? Jessons) (?? Days)						
22-Apr	В	28	Easter Monday 21st	• Equality Diversity and Inclusion (EDI) links?			
22 Apr		20	Early May bank hol 6/5				
20 / 01	А	29		Good Friday 18/4			
5-May		30		Easter Sunday 20/4 Autism and stress awareness month.			
,	В			25/4 World Malaria Day			
12-May	А	31		26/4 Lesbian visibility day UK national walkina month			
19-May				1/5-7/5 Deaf awareness week			
11-16	В	32	Zweeks (22 lessens) (24 Days	23/05 Vesak			
Halt-Term	Λ	22	SIBE INSET 4/7	Equality Diversity and Inclusion (EDI) links?			
2-Juli	A D	33		LGBTQ+ pride month.			
9-Juli 16 Jup		34		Gypsy, Roma and Traveller history month.			
22 Jun	A	35		12/6 world day against child labour 18/6 autistic pride day			
23-Juli	В	50		20/6 World refugee day			
30-Jun	Α	37					
7-Jul	В	38					
14-Jul	Α	39					
			(Total: 189 Days)				

Overview of Year 8				
Based on your Flight Path	By the end of Year 8, students will have learned			
GW:	Identify products and reactions of Photosynthesis			
	Know the structure of a plant			
	Describe how to test a leaf for starch			
	Recall what minerals are needed by plants.			
	Identify different types of ecosystem			
	Understand what the word microbe means and be able to state examples			
	• Identify how microbes infect the body and what happens once they are inside.			
	State ways in which the body prevents microbes from entering.			
	• Define the meaning of the word drug and understand some of the different ways drugs			
	can be grouped.			
	Identify what is needed for Aerobic respiration to occur and use of products of			
	respiration.			
	 Identify the parts of the Respiratory System and their role in gas exchange. 			
	 Understand the role of the Human skeleton and its composition 			
RI-	Describe how to tost a loaf for starch			
	Describe now to test a real for starting			
	Understand the fole of different parts of a leaf.			
	 Discribe the structure of the vuloe and phoem 			
	Describe and the importance of hiediversity			
	Describe narts microhos and compare with animal and plant colls			
	Describe the roles of the white blood cells			
	 Know which conditions microbes prefer to grow in in a laboratory. 			
	 Understand that we can prevent infection with vaccines and treat some infections with 			
	antibiotics			
	 Understand anaerobic respiration and how it affects the Human body. 			
	 Describe short term changes in the Human hody due to exercise 			
E/W/·	Describe short term changes in the name body due to excrete.			
200.	Understand how stomate control water loss and gas exchange			
	Onderstand now stomate control water loss and gas exchange.			
	Describe the trophic levels in 1000 chains/ webs and understand interdependence.			
	Condensiand the role of Carbon in living organisms and now it is recycled.			
	Evaluate the effects of handwashing.			
	Be able to explain now vaccines work.			
	Plan and carry out practical work to compare the effects of carreine/absence of carreine an human reaction time. Identify knyweriables			
	Understand Fermontation and its uses in food / hourses production			
	• Onderstand Fermentation and its uses in 1000/ beverage production.			
	• Understand the role of muscles, tendons and ligaments in movement of the Skeleton.			

Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?

- GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)