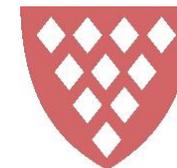
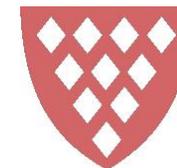


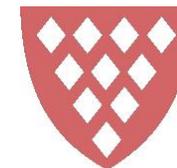
Subject	Cycle 3 Half Term 5 Topic covered Knowledge organiser Content	Link to KCC VLE and or Link to other online learning or relevant websites	Link to Oak Academy
English	<p>Much Ado About Nothing</p> <ul style="list-style-type: none"> - plot and character knowledge - common features of Shakespearean English - understand the concept of 'theme' - context (women in Shakespearean England; changes in theatre and performance; social hierarchy) <p>Assessment: Multiple choice knowledge quiz (plot / character / theme / imagery / context)</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/english/year8</p> <p>BBC Bitesize</p> <p>Much Ado about Nothing (KS3)</p> <p>Plot Summary https://www.bbc.co.uk/bitesize/guides/zj8tyrd/revision/1</p> <p>Characters https://www.bbc.co.uk/bitesize/guides/zqdhvcw/revision/1</p> <p>Themes https://www.bbc.co.uk/bitesize/guides/z7wp34j/revision/1</p> <p>Language</p>	



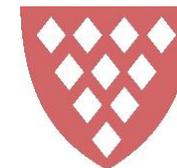
		<p>https://www.bbc.co.uk/bitesize/guides/z2jnb9q/revision/1</p> <p>Performance analysis https://www.bbc.co.uk/bitesize/guides/zx7fr82/revision/1</p>	
<p>Maths</p>	<ul style="list-style-type: none"> -Basic probability -Angles in polygons -Equations -Surface area 	<p>https://sites.google.com/a/kingsbridgecolllege.org.uk/maths/key-stage-3-1/key-stage-3</p> <p>BBC Bitesize</p> <p>Probability (KS3) https://www.bbc.co.uk/bitesize/topics/zgf3cdm</p> <p>Polygons (KS3) https://www.bbc.co.uk/bitesize/guides/z8w2pv4/revision/1</p> <p>Equations https://www.bbc.co.uk/bitesize/topics/z83rkqt</p> <p>Surface area (GCSE) https://www.bbc.co.uk/bitesize/guides/zcnb8mn/revision/2</p>	<p>Basic probability https://classroom.thenational.academy/lessons/representing-probability-71gk0r https://classroom.thenational.academy/lessons/complementary-events-6rt30c https://classroom.thenational.academy/lessons/calculating-probabilities-6dj0c https://classroom.thenational.academy/lessons/theoretical-probability-and-relative-frequency-64w36r https://classroom.thenational.academy/lessons/theoretical-probability-and-relative-frequency-part-2-c4wpar https://classroom.thenational.academy/lessons/comparing-probabilities-6wu30d https://classroom.thenational.academy/lessons/combined-events-and-sample-spaces-part-1-69gp6d https://classroom.thenational.academy/lessons/combined-events-and-sample-spaces-part-2-crwkee</p> <p>Angles in polygons</p>



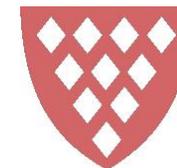
			<p>https://classroom.thenational.academy/lessons/interior-angles-in-a-triangle-68uk0t</p> <p>https://classroom.thenational.academy/lessons/categorising-and-defining-polygons-cmu66e</p> <p>https://classroom.thenational.academy/lessons/building-shapes-from-triangles-part-1-6ww3cr</p> <p>https://classroom.thenational.academy/lessons/building-shapes-from-triangles-part-2-69j3ed</p> <p>https://classroom.thenational.academy/lessons/polygons-and-triangles-64vp2e</p> <p>https://classroom.thenational.academy/lessons/generalising-angles-in-polygons-part-1-70rkar</p> <p>https://classroom.thenational.academy/lessons/generalising-angles-in-polygons-part-2-68u6ae</p> <p>https://classroom.thenational.academy/lessons/finding-missing-angles-in-polygons-6wvp8r</p> <p>https://classroom.thenational.academy/lessons/exterior-angles-c9jkce</p> <p>https://classroom.thenational.academy/lessons/regular-interior-and-exterior-angles-and-mean-of-irregular-70vkcc</p>
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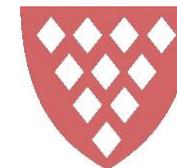
			<p>https://classroom.thenational.academy/lessons/generalising-and-comparing-generalisations-6gv6ar https://classroom.thenational.academy/lessons/angle-notation-and-problem-solving-6mrk8d</p> <p>Equations</p> <p>https://classroom.thenational.academy/lessons/forming-and-solving-linear-equations-1-ccvkcr https://classroom.thenational.academy/lessons/forming-and-solving-linear-equations-part-2-70u68d https://classroom.thenational.academy/lessons/equating-linear-expressions-6rr66c https://classroom.thenational.academy/lessons/solving-further-linear-equations-6wr3gc https://classroom.thenational.academy/lessons/solving-geometric-problems-using-linear-equations-6xk66t https://classroom.thenational.academy/lessons/forming-and-solving-equations-from-descriptions-70wkct</p> <p>Surface area</p> <p>https://classroom.thenational.academy/lessons/surface-area-introduction-6dhp2d</p>
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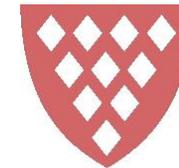
			<p>https://classroom.thenational.academy/lessons/surface-area-conjectures-c4rp6t https://classroom.thenational.academy/lessons/surface-area-of-cuboids-6mrk0d https://classroom.thenational.academy/lessons/surface-area-of-cylinders-70t68c</p>
<p>Physics</p>	<p>Energy</p>	<p>https://sites.google.com/kingsbridgecollege.org.uk/science/home</p> <p>BBC Bitesize (KS3)</p> <p>What is domestic energy? https://www.bbc.co.uk/bitesize/topics/zc3g87h/articles/zfm48mn</p> <p>What is solar energy? https://www.bbc.co.uk/bitesize/topics/zc3g87h/articles/zk9sv9q</p> <p>What is combustion? https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/zcwxcj6</p> <p>Energy in the home https://www.bbc.co.uk/bitesize/guides/zyfgr82/revision/1</p> <p>Fuels and energy resources</p>	<p>Unit: Energy</p> <p>Energy transfers https://classroom.thenational.academy/lessons/energy-transfers-64upac</p> <p>The kinetic energy store https://classroom.thenational.academy/lessons/the-kinetic-energy-store-6thpad</p> <p>The gravitational potential store https://classroom.thenational.academy/lessons/the-gravitational-potential-store-crr6ar</p> <p>Conservation of energy https://classroom.thenational.academy/lessons/conservation-of-energy-71gk6c</p> <p>The elastic potential store https://classroom.thenational.academy/lessons/the-elastic-potential-store-70u62t</p>



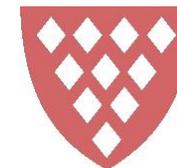
		<p>https://www.bbc.co.uk/bitesize/guides/zgqk87h/revision/1</p> <p>Energy stores and transfers https://www.bbc.co.uk/bitesize/guides/z99jq6f/revision/1</p>	<p>Power https://classroom.thenational.academy/lessons/power-crvk4c</p> <p>Efficiency and reducing unwanted energy transfers https://classroom.thenational.academy/lessons/efficiency-and-reducing-unwanted-energy-transfers-61jker</p> <p>Specific heat capacity https://classroom.thenational.academy/lessons/specific-heat-capacity-chhp6r</p> <p>Non-Renewable energy resources https://classroom.thenational.academy/lessons/non-renewable-energy-resources-6rupcd</p> <p>Renewable energy resources https://classroom.thenational.academy/lessons/renewable-energy-resources-ccu6cr</p>
Biology	Photosynthesis	<p>https://sites.google.com/kingsbridgecollege.org.uk/science/home</p> <p>BBC Bitesize: Photosynthesis (KS3)</p>	<p>Unit: Plants and Photosynthesis</p> <p>Plant Roots https://classroom.thenational.academy/lessons/plant-roots-70u38t</p>



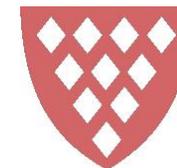
		<p>https://www.bbc.co.uk/bitesize/guides/zpwxnb/revision/1</p> <p>Photosynthesis (plants) GCSE https://www.bbc.co.uk/bitesize/guides/zq239j6/revision/1</p>	<p>Photosynthesis https://classroom.thenational.academy/lessons/photosynthesis-64t3cc</p> <p>Uses of glucose https://classroom.thenational.academy/lessons/uses-of-glucose-60wkae</p> <p>Rate of photosynthesis https://classroom.thenational.academy/lessons/rate-of-photosynthesis-6tk66t</p> <p>The leaf https://classroom.thenational.academy/lessons/the-leaf-6dh36d</p> <p>Transport in plants https://classroom.thenational.academy/lessons/transport-in-plants-6qt66d</p> <p>Plants & the atmosphere https://classroom.thenational.academy/lessons/plants-and-the-atmosphere-ccwket</p> <p>Plants as food https://classroom.thenational.academy/lessons/plants-as-food-61k34d</p>
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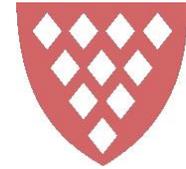
History	Civil Rights	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/history/year8</p> <p>BBC Bitesize</p> <p>The Civil Rights Movement in America (KS3)</p> <p>https://www.bbc.co.uk/bitesize/guides/zpcwmn/revision/1</p>	
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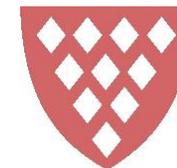
<p>Geography</p>	<p>An Urban World</p> <ul style="list-style-type: none"> -Why do settlements grow -Patterns of urbanisation: Comparing HIC and LIC -Issues in LICs: Nairobi -Issues in HICs: Decentralisation and inequality -Sustainable cities: Curitiba -Mid Cycle Assessment 	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/geography1/year8</p> <p>BBC Bitesize</p> <p>Urban issues and challenges in LICs and NEEs https://www.bbc.co.uk/bitesize/guides/zqxhbk7/revision/1</p> <p>Causes of urbanisation (GCSE) https://www.bbc.co.uk/bitesize/guides/z8jwr dm/revision/1</p> <p>Shanty Towns (GCSE) https://www.bbc.co.uk/bitesize/guides/zs6m82p/revision/2</p> <p>Causes and consequences of uneven development – Nairobi (GCSE) https://www.bbc.co.uk/bitesize/guides/z3y2k2p/revision/4</p> <p>Sustainable cities https://www.bbc.co.uk/bitesize/guides/zqvxdmn/revision/1</p>	<p>Global urban change https://classroom.thenational.academy/lessons/global-urban-change-c9h68t</p> <p>Factors affecting the rate of urbanisation https://classroom.thenational.academy/lessons/factors-affecting-the-rate-of-urbanisation-cdj38d</p> <p>Megacities https://classroom.thenational.academy/lessons/megacities-c8r62e</p> <p>Physical causes of uneven development https://classroom.thenational.academy/lessons/physical-causes-of-uneven-development-cngket</p> <p>Economic and historic causes of uneven development https://classroom.thenational.academy/lessons/economic-and-historic-causes-of-uneven-development-c5gp8d</p> <p>Consequences of uneven development</p>
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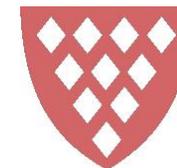
		<p>Case study of sustainable management of urban growth: Curitiba, Brazil https://www.bbc.co.uk/bitesize/guides/zs6m82p/revision/4</p>	<p>https://classroom.thenational.academy/lessons/consequences-of-uneven-development-71j6ar</p> <p>Strategies to reduce the development gap (Part 1/2/3/4) https://classroom.thenational.academy/lessons/strategies-to-reduce-the-development-gap-part-1-cru38t</p> <p>https://classroom.thenational.academy/lessons/strategies-to-reduce-the-development-gap-part-2-chk62t</p> <p>https://classroom.thenational.academy/lessons/strategies-to-reduce-the-development-gap-part-3-crtk6d</p> <p>An LIC using tourism to close the development gap: Kenya https://classroom.thenational.academy/lessons/an-lic-using-tourism-to-close-the-development-gap-kenya-70u62d</p> <p>What is sustainability? https://classroom.thenational.academy/lessons/what-is-sustainability-65gkar</p>
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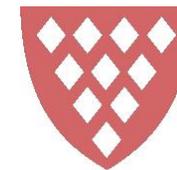
			<p>What is special about Curitiba? https://classroom.thenational.academy/lessons/what-is-special-about-curitiba-crtkjr</p>
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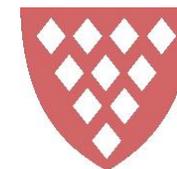
<p>Music</p>	<p>Subject content TBC due to the practical nature of this course</p> <p>Gaming Music</p> <ul style="list-style-type: none"> -Computer and video game music and how it's produced -Famous computer and video game music composers and their soundtracks <p>Basic Elements of Music</p> <p>Further Elements of Music</p>	<p>https://sites.google.com/a/kingsbridgecolege.org.uk/music/year8</p> <p>Composing music for video games, KS3 https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zdvt6v4</p> <p>The evolution of video game music https://www.bbc.co.uk/programmes/articles/4cFwfyTrrg439K8tt1ffcG/the-evolution-of-video-game-music</p> <p>Music for video games – Assassin's Creed https://www.bbc.co.uk/bitesize/guides/z6sny4j/revision/1</p> <p>Impact of video game music https://www.bbc.co.uk/bitesize/guides/zmyf3k7/revision/5</p> <p>How to compose music for video games https://www.bbc.co.uk/programmes/articles/5FfbSHLz79n4P6ZsMGRP3PX/how-to-compose-music-for-video-games</p>	<p>Finding the pulse - https://classroom.thenational.academy/lessons/finding-the-pulse-6tgkae</p> <p>Finding the pulse in a song - https://classroom.thenational.academy/lessons/finding-the-pulse-in-a-song-68r3ed</p> <p>Exploring the difference between pulse and rhythm - https://classroom.thenational.academy/lessons/exploring-the-difference-between-pulse-and-rhythm-cnk66e</p> <p>Using symbols to represent sounds - https://classroom.thenational.academy/lessons/using-symbols-to-represent-sounds-60rp2r</p> <p>Recognising musical symbols - https://classroom.thenational.academy/lessons/recognising-musical-symbols-chh32e</p> <p>Composing a rhythm - https://classroom.thenational.academy/lessons/composing-a-rhythm-64wk8e</p>
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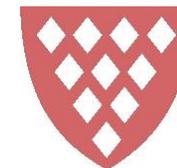
<p>French</p>	<ul style="list-style-type: none"> -Saying where you would like to live using <i>j'habite</i> -Using the conditional tense- <i>je voudrais habiter</i> -Describing your home using prepositions -Revisiting il y a..../ il n'y a pas de -Talking about meals -Using the partitive <i>du, de la, de l', des</i> 	<p>https://sites.google.com/a/kingsbridgecolege.org.uk/mfl/</p> <p>BBC Bitesize:</p> <p>Talking about where you live (KS3) https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zbqkvk7</p> <p>The conditional tense (GCSE) https://www.bbc.co.uk/bitesize/guides/zpbv34j/revision/1</p> <p>Prepositions https://www.bbc.co.uk/bitesize/guides/zq7wjxs/revision/1</p> <p>Talking about your home and where you live https://www.bbc.co.uk/bitesize/guides/zxmq7ty/revision/1</p> <p>Talking about meals and eating out https://www.bbc.co.uk/bitesize/guides/zjqtgwx/revision/1</p> <p>Partitives</p>	<p>Talking about future trips using the conditional tense https://classroom.thenational.academy/lessons/talking-about-school-trips-33-cmvkat</p> <p>Talking about an ideal holiday using the conditional tense https://classroom.thenational.academy/lessons/talking-about-an-ideal-holiday-part-22-60u3ec</p>
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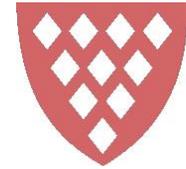
		https://www.bbc.co.uk/bitesize/guides/z2mq7ty/revision/1	
Art	<p>Abstract art:</p> <p>-Art history/analysis kandinsky, delauney, milhazes, stella</p> <p>-skills focus: colour theory , formal elements composition, low relief, painting</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/art/year-8</p> <p>All of the information you need to complete this specific project can be found by clicking on the above link</p> <p>BBC Teach – Abstract Art https://www.bbc.co.uk/teach/abstract-art-timeline-colour-and-shape/zmhy6v4</p> <p>BBC Teach – how do we understand abstract art? https://www.bbc.co.uk/teach/how-do-we-understand-abstract-art/zkhvxyt</p> <p>Wassily Kandinsky https://manhattanarts.com/wassily-kandinsky/</p>	<p>Unit: Abstract art: beyond the normal</p> <p>Kandinsky (Part 1) https://classroom.thenational.academy/lessons/kandinsky-part-1-70t30t</p> <p>Kandinsky (Part 2) https://classroom.thenational.academy/lessons/kandinsky-part-2-71j68r</p> <p>Delaunay (Part 1) https://classroom.thenational.academy/lessons/delaunay-part-1-cnjpcr</p> <p>Delaunay (Part 2) https://classroom.thenational.academy/lessons/delaunay-part-2-6gw3cr</p> <p>Abstract Art Evaluation https://classroom.thenational.academy/lessons/abstract-art-evaluation-c4rp4t</p>
Drama	<p>Persuasion</p> <p>Create and develop ideas to communicate</p>	https://sites.google.com/a/kingsbridgecollege.org.uk/drama/	<p>Unit: Devising from an image: narrative approaches</p> <p>Developing a response to a stimulus</p>



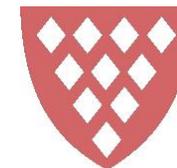
	<p>meaning for theatrical performance</p> <p>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>Story-based experiential approach, responding to a given stimulus: -EYAM -Foundlings</p> <p>Create drama using the 5-step process, incorporating exposition, rising action, climax, fall-out and resolution.</p> <p>-Spontaneous improvisation -Hot-seating -Still image</p>	<p>Improvisation https://www.bbc.co.uk/bitesize/guides/zts9xnb/revision/1</p> <p>The main aspects of performance https://www.bbc.co.uk/bitesize/guides/zfdp2sg/revision/1</p> <p>Performance skills https://www.bbc.co.uk/bitesize/topics/zqwj6sg</p> <p>Creating an original piece of theatre https://www.bbc.co.uk/bitesize/guides/zq9x34j/revision/1</p> <p>Narrative structures https://www.bbc.co.uk/bitesize/guides/zx4x39q/revision/1</p>	<p>https://classroom.thenational.academy/lessons/developing-a-response-to-a-stimulus-6cv62c</p> <p>Creating a character and using empathy to develop characterisation https://classroom.thenational.academy/lessons/creating-a-character-and-using-empathy-to-develop-characterisation-6xjp2c</p> <p>Developing a character and writing dialogue for performance https://classroom.thenational.academy/lessons/developing-a-character-and-writing-dialogue-for-performance-75jk6d</p> <p>Preparing a role for performance https://classroom.thenational.academy/lessons/preparing-a-role-for-performance-69k64t</p> <p>Using still images and transitions https://classroom.thenational.academy/lessons/looking-out-of-the-window-using-still-images-and-transitions-c4r6cd</p> <p>What are they thinking? Using thought tracking and writing in role</p>
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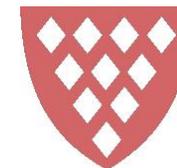
	<ul style="list-style-type: none">-Conscience corridor-Flashbacks and flash forwards-Thought tracking-Freeze frames-Narrative structure		<p>https://classroom.thenational.academy/lessons/what-are-they-thinking-using-thought-tracking-and-writing-in-role-6cwkjd</p> <p>Unit: Approaching text: bringing it to life Characterisation</p> <p>https://classroom.thenational.academy/lessons/characterisation-6tj38e</p> <p>Pace, pause and tone</p> <p>https://classroom.thenational.academy/lessons/pace-pause-and-tone-6dhk0d</p> <p>Eye contact, proxemics and movement</p> <p>https://classroom.thenational.academy/lessons/eye-contact-proxemics-and-movement-cnk36d</p>
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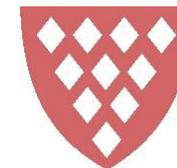
Design Technology	Subject content TBC due to the practical nature of this course	https://sites.google.com/a/kingsbridgecollege.org.uk/design-technology/	
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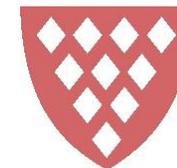
<p>P.E</p>	<p>Aerobic and Anaerobic exercise</p> <ul style="list-style-type: none"> -Demonstrate skills, tactics and techniques within a wide range of activities -Apply skills, techniques and tactics with accuracy and success in progressively challenging situations -Demonstrate physical fitness in cardiovascular endurance (2-20 minutes) 	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/physical-education/</p> <p>Aerobic and anaerobic exercise https://www.bbc.co.uk/bitesize/guides/zpw9j6f/revision/1</p> <p>Principles and methods of training https://www.bbc.co.uk/bitesize/guides/z2b9q6f/revision/2</p> <p>Keeping fit and healthy through sports https://www.bbc.co.uk/bitesize/guides/zxd4wxs/revision/2</p>	<p>Unit: Health related exercise activity: personalised fitness</p> <p>What is aerobic training? https://classroom.thenational.academy/lessons/what-is-aerobic-training-65h62e</p> <p>How can monitoring heart rate be used to improve fitness? https://classroom.thenational.academy/lessons/how-can-monitoring-heart-rate-be-used-to-improve-fitness-70tpae</p> <p>What is resistance training? https://classroom.thenational.academy/lessons/what-is-resistance-training-6rv62t</p> <p>What is high intensity interval training? https://classroom.thenational.academy/lessons/what-is-high-intensity-interval-training-6dh3je</p> <p>How can fitness be measured? https://classroom.thenational.academy/lessons/how-can-fitness-be-measured-6cv34c</p>
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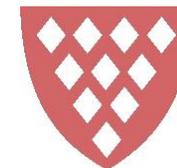
<p>ICT</p>	<p>Spreadsheet Quiz</p> <p>-Revise simple Formulae -If Functions- Count/CountIF/Graphs</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/informationtechnology/year-8</p> <p>Click on the above link for project specifics</p> <p>BBC Bitesize</p> <p>Spreadsheets (KS3) https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1</p> <p>Modelling with spreadsheets (GCSE) https://www.bbc.co.uk/bitesize/guides/znjmn39/revision/1</p> <p>Software applications (KS3) https://www.bbc.co.uk/bitesize/guides/z8f82hv/revision/3</p> <p>Spreadsheet test questions (KS3) https://www.bbc.co.uk/bitesize/guides/zdydmp3/test</p> <p>Spreadsheet software https://www.bbc.co.uk/bitesize/guides/z4wdri6/revision/2</p>	<p>Unit: Spreadsheets</p> <p>Spreadsheet warm-up https://classroom.thenational.academy/lessons/spreadsheet-warm-up-75j64r</p> <p>The RSC Live event https://classroom.thenational.academy/lessons/the-rsc-live-event-c4tp8d</p> <p>RSC merchandise https://classroom.thenational.academy/lessons/rsc-merchandise-6nh6cr</p> <p>RSC data visualisation https://classroom.thenational.academy/lessons/rsc-data-visualisation-chh3ed</p> <p>RSC stock control https://classroom.thenational.academy/lessons/rsc-stock-control-crw3at</p>
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<p>R.E</p>	<p>How do we make good decisions?</p> <ul style="list-style-type: none"> -Democracy -Revision lesson -Assessment <p>Christianity & Judaism</p> <p>Is peace possible?</p> <ul style="list-style-type: none"> -Islam Beliefs and Practices -Introduction- is peace possible? -Human nature 	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/religious-education/</p> <p>BBC Bitesize</p> <p>Christianity (revision) (GCSE – EDUQAS) https://www.bbc.co.uk/bitesize/topics/zryqbdm</p> <p>Judaism (revision) (GCSE - EDUQAS) https://www.bbc.co.uk/bitesize/topics/zn64pg8</p> <p>Islam (GCSE – EDUQAS) https://www.bbc.co.uk/bitesize/topics/z78sjhv</p> <p>Peace and conflict https://www.bbc.co.uk/bitesize/guides/z2xxk2p/revision/3</p> <p>Human nature https://www.bbc.co.uk/bitesize/guides/z4848mn/video</p>	<p>*For some people these topics will be a sensitive topic. If that applies to you, you may want to do the rest of this lesson with a trusted adult nearby who can support.</p> <p>What is democracy? https://classroom.thenational.academy/lessons/what-is-democracy-cnjk8d</p> <p>Is direct democracy better? https://classroom.thenational.academy/lessons/is-direct-democracy-better-cmtk0d</p> <p>Are elections truly fair? https://classroom.thenational.academy/lessons/are-elections-truly-fair-69jket</p> <p>Why is media freedom necessary in a democracy? https://classroom.thenational.academy/lessons/why-is-media-freedom-necessary-in-a-democracy-6tgp6r</p> <p>How can we improve democracy in the UK? https://classroom.thenational.academy/lessons/how-can-we-improve-democracy-in-the-uk-6thk6r</p>
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PSHE	Respectful Relationships	https://sites.google.com/a/kingsbridgecollege.org.uk/pshe/year8	Positive and healthy friendships



	<p>What are the features of respectful relationships?</p> <p>-What are the features of a healthy relationship and how this can impact wellbeing in a positive way?</p> <p>-How to identify unhealthy relationships and how these can impact on our wellbeing</p> <p>-How to manage conflict in relationships</p>	<p>BBC Bitesize:</p> <p>What is a healthy relationship? (KS3) https://www.bbc.co.uk/bitesize/topics/zhvbt39/articles/zfn7vk7</p> <p>Unhealthy relationships (GCSE) https://www.bbc.co.uk/bitesize/guides/zt3ck7h/revision/4</p> <p>Managing conflict https://www.bbc.co.uk/bitesize/topics/zhmwtly/articles/z4fhmfr</p>	<p>https://classroom.thenational.academy/lessons/positive-and-healthy-friendships-6hh36e</p> <p>Conflict and reconciliation https://classroom.thenational.academy/lessons/conflict-and-reconciliation-6dk3jd</p> <p>Respecting difference https://classroom.thenational.academy/lessons/respecting-difference-c9gkct</p> <p>Ending friendships / relationships https://classroom.thenational.academy/lessons/ending-friendships-relationships-60vkjd</p> <p>Committed, stable relationships https://classroom.thenational.academy/lessons/committed-stable-relationships-cmt6ac</p>
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