



# Kirkburton Middle School Curriculum Map Year 8 2024

## Autum Term 2024

### English – Autumn 1

#### **Of Mice and Men**

Pupils will build on previous skills of inference in this unit. They will build on their skills of finding evidence to support their ideas and explaining them.

Pupils will learn the new skills of linking to context and making a personal response.

Pupils will learn the skill of looking at the writer's use of language. The final assessed piece is a series of literature questions based on the characters and/or themes of the novel.

### English – Autumn 2

#### **Extreme Sports**

Pupils will learn the skill of changing their tone to achieve type, audience and purpose (TAP).

Pupils will develop their skills in using different and interesting sentences carefully.

Pupils will also recap their inference skills and their ability to retrieve information from a text.

They will do this by studying several modern and pre-twentieth century texts.

The final assessed piece is a 'grid' reading paper question.

### Maths – Autumn 1

#### **Number – Place Value, Estimating and Rounding**

Round to decimal places and significant figures.

Estimate using rounding.

Write large and small numbers using standard form.

#### **Algebra – Sequences**

Generate and describe sequences using the term-to-term rule and the  $n^{\text{th}}$  term.

Know square, triangular and cube numbers.

Recognise other sequences: geometric, quadratic, Fibonacci.



## Maths – Autumn 2

### **Algebra – Graphical Representations**

Recognise and plot horizontal and vertical graphs.  
Use gradient and intercept to find equations of linear graphs.  
Plot graphs.  
Recognise quadratic, cubic and reciprocal graphs.

### **Algebra – Solving Equations**

Solve one and two-step linear equations.  
Solve linear equations involving brackets.  
Solve equations with unknowns on each side.

## Science – Autumn 1

**Introduction to Science – Big Picture:** Science involves asking questions, investigating and observing the world around us. How do scientists carry out investigations and come to conclusions?

Students will develop vital skills that will be used throughout their science education, including using and converting SI units, using laboratory equipment and interpreting graphs.

**Waves – Big Picture:** Waves can transfer information in many different ways, how do different types of wave transfer information?

Students will explore transverse and longitudinal waves, looking in depth and sound and light waves. Students will look at how sound travels, how pitch and volume are changed and investigate the role of materials in the reflection and absorption of sound. Students will then investigate how light interacts with different media including reflection, refraction, the effects of lenses and how colour is seen.

## Science – Autumn 2

**Matter - Big Picture:** There are 118 known elements, their position on the periodic table depends on their chemical and physical properties. Where are elements found on the periodic table and why?

Students will further develop their Year 7 knowledge of the Periodic Table, looking at the law of conservation of mass, balancing equations and looking in depth at groups 1, 7 and 0 of the periodic table

## Art – Autumn 1

### **What is Art?**

Exploring the importance of Art and the formal elements.

### **What is Pop Art?**

#### **Exploration of the movement and how it relates to modern day life.**

It will comprise of artist research, how it links to fashion and explore a variety of Pop artists and learn about their style and techniques.

## Art – Autumn 2

### **Pop Art portraits**

Pupils design and produce their own Pop art inspired self- portrait.



## Computing – Autumn 1

### **Information and Communication**

Pupils will use spreadsheets to enter data, analyse results and produce bar charts and scatter graphs. They will work in a word processing program to edit text and use a DTP package to create a poster for a specific audience.

### **How Computers Work**

Pupils will revise binary and denary conversion, learn about hexadecimal numbers and look at how hexadecimal numbers are used in RGB colour codes. They will revise AND, OR and NOT gates and then look at NAND, NOR and XOR gates. They will then complete exercises using truth tables for the gates or sequences of gates. Pupils will also learn about computer parts and memory, storage and transfer speeds, and units such as Kb, KB, mb, MB, MiB etc.

## Computing – Autumn 2

### **The Maths Machine**

Pupils will create some simple programs to revise the use of variables in BASIC. They will then create simple programs to add, subtract, multiply and divide two numbers from user inputs. They will revisit the use of IF...THEN...ELSE selection and write a short program using a series of IF...THEN...ELSE decisions. Each of these skills are then put together in a project to create a “Maths Machine” – a calculator that will carry out basic functions, but will also calculate areas of shapes, square roots etc using the previously visited functions and incorporating them into procedures.

### **Sequencing and Control**

Pupils will program in Scratch using variables to move a sprite. In FLOWOL pupils will complete an assessed project to create a system for a car park that controls IN and OUT barriers, counts cars in and out and utilises a “Full” sign that automatically stops cars from entering until another car leaves.

## French – Autumn 1

**My local area.** Describing what there is/isn't in our town/village, opinions of our area, what we do at the weekend and what you can do in your local area using modal verbs.

## French – Autumn 2

### **Food and drink**

Saying what you eat for breakfast and different mealtimes. Giving your opinions of what you like to eat and drink.

Partitive article

Cultural- Learning about what the French eat and regional specialities



## Geography – Autumn 1

### **What is happening to the Amazon rainforest?**

- What is the political geography of South America?
- What are the main physical features of South America?
- What is a tropical rainforest and where are they distributed?
- What are the characteristics of a tropical rainforest?
- How have animals and plants adapted to TRFs?
- Why is the Amazon an important natural resource?
- How is the Amazon exploited?
- How can the Amazon be used more sustainably?

## Geography – Autumn 2

### **Should we think of North America as a rich continent?**

- What is the political geography of North America?
- What is the physical geography of North America?
- Who are the people of North America?
- Why are some countries more developed than others?
- How does a country's population change with development?
- What is a population pyramid?
- Why do people want to move from Mexico to the USA?
- What type of crimes happens in North America?

## History – Autumn 1

### **What is Trans-Atlantic slavery and how should we remember it?**

- How can we define 'slavery'? What are the origins of slavery?
- What made trans-Atlantic slavery different? Why did it expand in the 1700s?
- How did Britain become involved?
- How did enslaved people resist? What is the legacy of the trans-Atlantic slave trade in Britain?
- How did the trade of enslaved people come to an end?
- How should we remember Trans-Atlantic slavery?

## History – Autumn 2

### **How did British rule change in India?**

- How did Britain gain its empire?
- What was India like before the British arrived?
- How did a company take control of India?
- What was the Indian Conflict – mutiny, rebellion or war of independence?
- What was the impact of Empire on India and Britain?
- How have historians interpreted the British Empire?
- How did India gain its independence?



## Music – Autumn 1

### **Samba**

Recognising features of the Music; history and origins and instruments used. Reading more complex rhythms, some which include syncopation. Creating a group samba arrangement including call and response and improvisation.

## Music – Autumn 2

### **Waltz**

Exploring the Waltz including key composers, musical features and historical context. Using music technology to compose a stylistic ternary form waltz that includes an um-cha-cha chord sequence, strings bassline and legato melody.

## PE – Autumn 1

Consolidating skills and knowledge in **Sports hall Athletics**. Refining running, jumping and throwing activities. Developing knowledge of different Fitness components and Types of Training to improve **Fitness** levels.

Consolidating more advanced skills and knowledge in invasion games through **Football**. Playing larger sided games. Developing officiating skills.

## PE – Autumn 2

Developing skills in **Gymnastics through vaulting**. Creating routines and sequences through Flight. Dancing through the ages. Developing the skills in **Dance** through exploring a range of 2020s dance styles.

Consolidating more advanced skills and knowledge for Invasion games through **Hockey**. Playing larger sided games with full rules. Developing officiating skills.

## PSHE – Autumn 1

### **Emotional Health and Wellbeing**

Pupils look at self-esteem, body image and media manipulation. They look at how they can critically evaluate positive and negative effects on their own and others' mental health. Pupils look at how to recognise the early signs of mental wellbeing concerns, causes for unhealthy coping strategies and look at a range of healthy strategies. They look at language and how they can challenge misconceptions.

## PSHE – Autumn 2

### **Respectful Relationships and Families**

Pupils consider the different types of relationships and how these relationships contribute to happiness. Pupils consider the characteristics of healthy friendships. They look at stereotypes, protected characteristics and the Equality Act. They look at different types of bullying including cyberbullying. They consider the importance of respect how they should treat people. Support services.



## RE – Autumn 1

### **Can spiritual experience be transformative?**

This unit seeks to support pupils in understanding the nature of spiritual experience and the way that it can impact the lives of individuals and groups. It aims to help them consider that some people may include rituals and ceremonies that mark key points in the human journey, as well as others including the 'spiritual every day.' Pupils will be able to compare a range of examples, while also evaluating the usefulness of these experiences. There is also the possibility for pupils to express themselves creatively, as they engage with several different worldviews

## RE – Autumn 2

### **How do beliefs grapple with evil and suffering?**

This unit is an exploration of how people, from both religious and secular backgrounds, respond to evil and suffering in the world. The unit investigates how Christians have traditionally responded to the problem of evil, and also considers Buddhist and Humanist beliefs and responses. It encourages reflection about the conflict between good and evil and gives pupils the opportunity to consider how people can 'fight' against evil in the world, both personally and collectively.

## Technology – Autumn 1 & 2

### **Product Design**

Pupils will design and make a USB colour changing lamp.

They will work through the design process and understand about types of research, the client, target market and designing.

Pupils will use CAD as part of the design process and will learn how to solder.

## Drama – Autumn 1

**Physical Comedy** through the study of mime, Commedia de l'Arte and modern British comics such as Rowan Atkinson. Developing pupils' ability to create comedic moments from simple scenarios. Using music to facilitate and devise their own slap - stick comedic performances.

## Drama – Autumn 2

### **Text In Performance**

Exploring themes such as identify, prejudice and belonging through a play text. Students will learn about a variety of practitioners including Stanislavski, Brecht, Box House Theatre Company and look at approaches to staging plays in specific styles. Introduction to Theatre In Education as a theatre genre. Using techniques such as flash forward, flashback and direct address to deliver a clear message. Students will devise an extended piece which includes dramatic techniques learnt through their three years of study