**Kirkburton Middle School Curriculum Map Year 8**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English**  Pupils will be given many opportunities to revisit prior knowledge and skills acquired throughout each unit. | **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 reading paper based on the characters and/or themes of the novel.* | **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 a number of modern and pre-twentieth century texts.  The final assessed piece is a reading paper. | **Journey’s End and Conflict Poetry**  When focusing on the playscript of Journey’s End, pupils will build on their skills of analysing language within different dramatic devices used. This will be the same for poetry, applying their knowledge of the different poetic devices.  Pupils will build on the skill of making a personal response, specifically focussing on what the writer may have wanted them to think, feel and imagine. | **Twisted Tales**  Pupils will increase their knowledge of using figurative language to create imagery, setting, mood and atmosphere. These features will also be built upon in levels of sophistication.  Pupils will reinforce their knowledge of using the 5-part structure to plan a strong narrative with a detailed plot. | **Woman in Black**  Pupils will develop their ability to write in an interesting way, using great ideas. Pupils will develop their skills in organising their ideas and sentences carefully.  Pupils will build new skills of tracking the text for longer mark questions  and analysing the writer's use of language as well as learning the new skill of evaluating  The final assessed piece is a reading paper. | **King Lear**  Pupils will track characters and their relationships throughout a text, by specifically looking at family relationships within this play.  Pupils will build on their prior knowledge of what a theme is and focus on linking it to the Shakespeare play.  Pupils will extend their knowledge of 'context' and apply it to the Shakespeare era.  Pupils will build on their knowledge of dramatic devices and will develop this further by looking at how Shakespeare crafts these into his own writing. |

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| **Maths** | **Number**  All four operations review  Decimals  Negatives  Percentages | **Algebra**  Solving Equations  Sequences & Relationships  **Geometry**  Angles & Parallel Lines  Symmetries & Constructions  *Sets & Unions* | **Number**  Multiples, Factors & Primes  **Algebra**  Linear Equations solved graphically & algebraically | **Ratio**  Dividing Quantities in a given ratio  **Geometry**  Perimeter, Area & Volume  **Statistics**  Using Averages to describe data | **Algebra**  Factorising  **Geometry**  Translations  Diagrams & Constructions | **Revision SC test**  Functional Maths |
| **Science** | **Energy**  This module will revise the electrical symbols and circuit diagrams as well as current. It introduces the different types of energy, how thermal energy is transferred through conduction, convection and radiation. Pupils will undertake the first GCSE practical and write it up. | **Organisms**  This module will briefly outline how gas exchange occurs and how the body is adapted for it. This is linked to anaerobic and aerobic respiration and evaluated. Pupils review which has more of an impact- smoking and asthma. Pupils then recap nutrition and how the digestive system is adapted to break down food. | **Light and sound**  In this section of the module pupils investigate light and sound waves. They show sounds waves as traces and investigate which is the best material for reflecting sound. Pupils discover how we hear. Pupils also investigate the reflection, refraction and dispersal of light. They explore the spectrum and how we see especially in colour. | **Forces**  The topic builds build prior learning from Y6 and 7 to understand forces in more detail with a focus on resultant forces in 4 directions and the effects of unbalanced resolved forces. Pressure in solids, and fluids are explored with calculations undertaken. Pupils explore compression and stretching including Hooke’s law. | **Matter**  Pupils use the Periodic Table and recall patterns in the Groups and Periods across the table. They will be able to understand the difference between atoms, elements and compounds and to begin to understand how molecules are arranged and formed. They will also be introduced to the key words ‘ceramics’, ‘polymers’ and ‘composites’ | **Plants and reactions**  Pupils discover the process of photosynthesis, how it occurs, the factors that affect it and how leaves are adapted to undertake it. Pupils practise the most common types of chemical reactions and learn about conservation of mass through these reactions. Pupils also assess risk and learn the gas tests. |

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| **Art** | **What is Art?**  **Pop Art**  Pop Art research and exploration of artists’ techniques and styles. | **Pop Art self portraits**  Pupils design and produce their own Pop art inspired self- portrait. | **Pop Art portraits**  Pupils design and produce their own Pop art inspired self- portrait. | **Architecture/ portraits cont.**  Introduction toarchitectural styles throughout time | **Architecture**  Drawing and painting inspired by famous architects/painters | **Architecture**  Produce their own mini sculpture based on an architectural style |
| **Computing** | **Posters & Presentation**  Pupils will revisit skills learnt in year 7 to develop a Halloween party poster using a software package.  **Maths Machine Programming**  Pupils are to code a maths calculator using BBC BASIC. | **Computer Theory**  Pupils will develop and embed knowledge and skills on: Binary, computer hardware, logic gates, units of storage | **Textual Programming**  Pupils will write a series of commands in BBC BASIC to achieve an outcome or a solution to a problem. | **Sequencing & Control**  Pupils will sequence flowcharts in FLOWOL to control a CAR PARK SYSTEM in a set of sequenced scenarios. | **Advanced Spreadsheets**  Pupils will revisit and embed spreadsheets formulae. Then look at the creation of advanced formulae (IF STATEMENTS). | **Databases**  Pupils will look at how databases are used and discuss how their own details are collected and stored on various databases around the world. They will then learn how to create and append databases, use queries to gather information |
| **French** | **My local area.** Describing what there is/isn’t in our town/village.  (2020/2021) | **My studies.**  School subjects opinions. Focus on more complex opinions and idioms (2020/2021) | **Future plans.**  Using the future tense to describe intentions for the future. Weather phrases  (2020/2021) | **My life as a teen.** Clothing, image and relationships with others.  (2020/2021) | **Food and drink.** What we eat for each meal, ordering food in a restaurant, numbers and prices  (2020/2021) | **Holidays and travel.** Countries we have visited and would like to visit. Methods of transport  (2020/2021) |

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| **Geography** | **Rivers**  Reconnect of the water cycle and the different features  Long profile of a river and the underlying pattern of the structure of a river  Different processes of erosion on a river  Features of a river (Oxbow lakes, waterfalls) | Physical and human causes of flooding.  Cast study of flooding Tewkesbury  Impact of flooding on communities  Flood prevention and the connection between cost and protection | **(STARTS AT END OF AUTUMN TERM)**  **Fashion and globalisation**  Introduction to concept of economic development  Different job sectors and the proportions within different economies  Creation of fashion items & the resources and countries involved.  Distribution of fashion items & the resources and counties involved  Distribution of wealth between developed and developing countries | Comparison of lives of workers in developed and developing countries  **Coasts**  Uses of the coastline  Destructive and constructive waves and the influence of tides on the coastline  Different types of erosion at the coastline  Process of longshore drift | Features of coastal erosion  Coastal defences  The impact of coastal erosion: a case study of Happisburgh  **Settlement and population**  Factors effecting the location of settlements.  Why settlements might increase in size  The Burgess model of urban development | The application of the Burgess model to Huddersfield  Population growth and sustainability population density  The DTM model  Population pyramids |

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| **History** | **Industrial Revolution**  Factories and technology  Population growth | **Industrial Revolution**  Who benefitted?  How should the Industrial Revolution be remembered? | **The growth of the British Empire**  World Trade  The Trade Triangle | **Slave trade**  Life on Plantations  Why did the Slave Trade end? | **Black People of America**  Abolition of Slave Trade  The Jim Crow Laws  Civil Rights Movement | **WWI**  Why did WWI start?  Was it really a world War? |
| **Music**  **There are 5 topic areas.** | **Popular Music in the Classroom – Part 1**  Pupils form a band and perform a set song using Rock band instruments. | **Popular Music in the Classroom – Part 2.** Pupils perform their own choice song developing skills from Part 1. | **Waltz**  Pupils learn about the history and origins of the Waltz. Pupils perform a Waltz on the Keyboard showing key features of the style. | **The Percussion Party**  Pupils develop and practise performance and leadership skills. Review note names, signs and symbols and key words. Score reading and analysis. Reading from notation with some patterns including syncopation. | **Blues**  Pupils learn about the history and origins of the Blues. Perform a 12 bar blues on the Keyboard showing key features of the style, blue notes, walking bass pattern and improvisation when composing. Structure of a Blues song. | **Blues Cont...** |
| **PE** | Consolidating skills and knowledge in **Sports hall Athletics.**  Introducing more advanced knowledge of different Fitness components and Types of Training to improve **Fitness** levels. **Outdoor and Adventurous Activities** such as Team Building and Orienteering are used in the first week to strengthen new friendships within the class. | Developing skills in **Gymnastics through vaulting**. Creating routines and sequences through Flight. Consolidating more advanced skills and knowledge for Invasion games through **Hockey.** Playing larger sided games with full rules. Developing officiating skills. | Dancing through the ages. Developing the skills in **Dance** through exploring a range of 2020s dance styles.  Consolidating more advanced skills and knowledge in invasion games through **Football.** Playing larger sided games. Developing officiating skills. | Consolidating more advanced Invasion game skills through **Tag Rugby**. Playing larger sided games. Consolidating more advanced skills for Invasion games through **Netball and Handball**. Playing full sided games. Developing officiating skills. | Consolidating more advanced skills in striking and fielding activities through **Cricket**. Developing officiating skills. Consolidating skills and knowledge in **Athletics** activities. Developing officiating skills. Through a OAA drop down week in the PE curriculum, pupils may develop their OAA skills in a chosen area. | Consolidating skills in Net games through **Tennis**. Developing officiating skills. Consolidating skills and knowledge in striking and fielding through playing full sided games of **Rounder’s.** Developing officiating skills. |
| **PSE** | **Emotional Health and Wellbeing**  Self-esteem and identity, Body image, Healthy lifestyle and disordered eating, Managing feelings.  **E-safety**  Cyberbullying, Sexting, Peer pressure, Self Esteem. | **Real Love Rocks**  Healthy relationships and consent, CSE and grooming, Keeping safe, Impact of pornography and Sexting  **Risk**  Alcohol, smoking, peer pressure. | **Careers**  The world of work, National Careers service, Who am I? Routes available, CV, children and the law. Wages, employers, H&S, Reflection and evaluation. | **Bullying**  Verbal bullying, Bullying strategies, Rights and responsibilities, Peer pressure, Smoking and alcohol. | **Citizenship (Diversity)**  Democracy in the UK, Local services, Mutual respect, Racism, Homophobia, Gender and disability, Discrimination. | **RSHE**  Puberty changes recap, Menstruation, Relationships, Gender and sexuality, Conception, Contraception, Parenthood. |
| **RE** | **Religious special places**  What makes a place special?  Why is Lourdes a special place for Christians?  Why is Mecca an important place for Islam? | **Religious special places**  Why is Varanasi a sacred place for Hindus?  Why is Jerusalem a place of conflict? | **STARTED AT THE END OF THE AUTUMN TERM**  **Evil and suffering**  What is evil?  Who is evil?  What is the duality of evil?  What is the problem of evil? | **Evil and suffering**  What is a Christian response to evil?  What is a humanism response to evil?  (Subunit: The Holocaust)  What was the Holocaust? | **Evil and suffering**  What is anti-Semitism?  Who helped in the Holocaust?  What was Britain’s response to the Holocaust? | **STARTED AT THE END OF THE SPRING TERM**  **Buddhism**  Who was the Buddha?  What are the main Buddhist beliefs?  How do Buddhists worship? |

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| **Reading** | **The Boy on the Wooden Box by Leon Leyson**  The scheme lasts throughout the year and focuses on developing a love of reading and reading skills.  The teacher models reading aloud and our pupils complete various tasks to support the development of reading and oracy skills | **The Boy on the Wooden Box**  The story is a true story and tells of a young polish boy and his family who become one of Schindler’s Jews.  It supports our pupils to understand some of the causes of the holocaust and the experiences of Jews in Nazi occupied Poland | **The Boy on the Wooden Box**  Examples of skills: retrieval of information, development of tier 2 vocabulary | **The Boy on the Wooden Box**  Examples of skills: analysis of character, understanding reactions and emotions | **The Boy on the Wooden Box**  Examples of skills: expressing opinions effectively,  developing empathy | **The Boy on the Wooden Box**  Examples of skills inference, interpretation of emotions |
| **Technology** | **Product Design**  Metals & Jewellery or Food Preparation & Nutrition – Bread, foods of the world & Food Science | **Product Design** Jewellery or  Food Preparation & Nutrition – Bread, foods of the world & food science | **Product Design**  Jewellery or  Food Preparation & Nutrition – Bread, foods of the world & food science | **Product Design** Jewellery or  Food Preparation & Nutrition – Bread, foods of the world & food science | **Textiles**  Sustainability, the 6 Rs  Upcycled cushion | **Smart Materials**  Graphics |