



Kirkburton Middle School Curriculum Map Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>English <i>Pupils will be given many opportunities to revisit prior knowledge and skills acquired throughout each unit.</i></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

<p>Maths</p>	<p>Number All four operations review Decimals Negatives Percentages</p>	<p>Algebra Solving Equations Sequences & Relationships Geometry Angles & Parallel Lines Symmetries & Constructions <i>Sets & Unions</i></p>	<p>Number Multiples, Factors & Primes Algebra Linear Equations solved graphically & algebraically</p>	<p>Ratio Dividing Quantities in a given ratio Geometry Perimeter, Area & Volume Statistics Using Averages to describe data</p>	<p>Algebra Factorising Geometry Translations Diagrams & Constructions</p>	<p>Revision SC test Functional Maths Finance</p>
<p>Science</p>	<p>Organisms Pupils develop an understanding of how gas exchange occurs and how the body is adapted for it. Pupils will link the structure of the respiratory system, gas exchange to anaerobic and aerobic respiration. Pupils will consider the impact of smoking and asthma. Pupils revisit nutrition and how the digestive system is adapted to break down food.</p>	<p>Light and sound Pupils investigate light and sound waves, developing a knowledge of sound waves traces and investigate which is the best material for reflecting sound. Pupils develop an understanding of how we hear. Pupils also investigate the reflection, refraction and dispersal of light. They explore the spectrum and how we see especially in colour.</p>	<p>Energy Pupils revisit electrical symbols, circuit diagrams and current. They then develop this knowledge and link it to different energy stores, how thermal energy is transferred through conduction, convection and radiation. Pupils complete one of the GCSE required practicals.</p>	<p>Matter Pupils use the Periodic Table to develop a knowledge of patterns and trends. They will be able to understand the difference between atoms, elements and compounds and to begin to understand how molecules are arranged and formed. Pupils will begin to explore the key words 'ceramics', 'polymers' and 'composites'.</p>	<p>Forces Pupils will develop an increased understanding of forces with a focus on resultant forces in 4 directions and the effects of unbalanced forces. Pupils will develop mathematical skills within science, exploring pressure in solids, and fluids. Pupils explore compression and stretching including Hooke's law. Plants and ecosystems Pupils develop an understand of the process of photosynthesis, how</p>	<p>Reactions Pupils will develop practical skills whilst exploring the most common types of chemical reactions, exploring the concept of conservation of mass. Pupils will develop a deeper understanding of the purpose of risk assessments and construct necessary risk assessments.</p>

					it occurs, the factors that affect it and how leaves are adapted to undertake it.	
Art	<p>What is Art? Exploring the importance of Art and the formal elements. Kate Malone Vessel Pupils research the work of a practising artist and design and make their own clay vessel. They learn about the creative process.</p>	Kate Malone project continued	<p>What is Pop Art? Exploration of the movement and how it relates to modern day life. Pop Art portraits Pupils design and produce their own Pop art inspired self-portrait.</p>	Pop Art portraits continued	<p>Architecture Learn about famous architects and their designs Drawing and painting inspired by famous architects/painters</p>	<p>Architecture Looking at the artist Ian Murphy Pupils experiment different techniques using a range of materials and develop their own painting based on local architecture.</p>
Computing	<p>Posters & Presentation Pupils will revisit skills learnt in year 7 to develop a Halloween party poster using a software package.</p> <p>Maths Machine Programming Pupils are to code a maths calculator using BBC BASIC.</p>	<p>Computer Theory Pupils will develop and embed knowledge and skills on: Binary, computer hardware, logic gates, units of storage</p>	<p>Textual Programming Pupils will write a series of commands in BBC BASIC to achieve an outcome or a solution to a problem.</p>	<p>Sequencing & Control Pupils will sequence flowcharts in FLOWOL to control a CAR PARK SYSTEM in a set of sequenced scenarios.</p>	<p>Advanced Spreadsheets Pupils will revisit and embed spreadsheets formulae. Then look at the creation of advanced formulae (IF STATEMENTS).</p>	<p>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</p>
French	<p>My local area. Describing what there is/isn't in our town/village, opinions of our area, what we do at the weekend .</p>	<p>My local area part 2 Making arrangements to go out, telling the time and using the future tense.</p>	<p>My teenage life part 1 Food and drink, café role play. Expressing opinions about food and saying whether we are healthy.</p>	<p>My teenage life part 2 Describing what we wear and how we use technology. Past tense launch.</p>	<p>Holidays Countries, transport and accommodation. Weather. Past tense continued.</p>	<p>Holidays continued. Holiday activities. Using different tenses</p>

Geography	<u>How developed is South America?</u>	<u>Why is there conflict in the Middle East?</u>	<u>Do tectonic hazards bring costs or benefits?</u>	<u>What is happening to the coast?</u>
	<p>What is the political geography of South America?</p> <p>What are the main physical and human characteristics of South America?</p> <p>What are South America's rainforests like?</p> <p>Why is the Amazon an important natural resource?</p> <p>How are rainforests exploited in South America?</p> <p>How can rainforests be used in sustainable ways?</p> <p>Where is Brazil and what is it like?</p> <p>How is Brazil's population distributed?</p> <p>Why has Brazil experienced rapid urbanisation?</p> <p>What is life like in Rio's squatter settlements?</p>	<p>Where and what is the Middle East?</p> <p>How does physical geography affect this important region and what problems does it create?</p> <p>What is the DTM and where do Middle Eastern countries 'fit in'?</p> <p>Where is the Arabian Desert and how have plants and animals adapted to life there?</p> <p>What are the opportunities and challenges for development in the Arabian Desert?</p> <p>Bear Grylls – Desert Survivor: Can you design your own desert biome backpack?</p> <p>Why is there ongoing conflict in the Middle East?</p> <p>Should the World Cup in Qatar 2022 go ahead?</p>	<p>How is the earth structured? (Geological Timescales)</p> <p>What is continental drift?</p> <p>What are tectonic plates and how do they move?</p> <p>Where are volcanoes and earthquakes distributed?</p> <p>How and where do earthquakes occur?</p> <p>What was the impact of the Indian Ocean tsunami? How was India affected?</p> <p>How can a volcano cause destruction?</p> <p>What was the impact of the volcanic eruption in Iceland?</p> <p>Los Angeles Case Study – How severe were the impacts?</p> <p>Was Haiti more severely impacted than Los Angeles?</p> <p>How can we reduce the impact of tectonic hazards? Creating earthquake proof buildings</p> <p>Why do people live in areas at risk of tectonic hazards?</p>	<p>What are the characteristics of constructive and destructive waves?</p> <p>How does weathering affect the coast?</p> <p>How is material transported and deposited along the coast?</p> <p>How does erosion form unique landforms?</p> <p><u>What is happening to the Holderness Coast?</u></p> <p>How can we protect the Holderness Coast with hard engineering?</p> <p>How can we protect the Holderness Coast with soft engineering?</p> <p>Are we protecting the Holderness Coast effectively?</p> <p>Map skills: How has the Holderness Coast changed over time?</p>

<p>History</p>	<p><u>Industrial Revolution</u></p> <p>How did Britain change during the industrial revolution? What was life like working in the domestic system and how was this different to the factory system? How did inventions help improve production? What was life like in the factories? How were children treated in the factories? How did Huddersfield contribute to the industrial revolution? How was the industrial revolution linked to slavery? 10 Hour Bill Why was housing so poor? Who were the heroes of public health during the Industrial Revolution? The Mill – Video Source Task</p>		<p><u>Empire</u></p> <p>How did Britain gain its empire? How and why did Britain take control of India? What was the Indian Mutiny? What was the impact of empire on India and Britain? How did Britain lose its empire? How should we remember the British Empire?</p>	<p>Slavery</p> <p>Why was the Jamestown Settlement significant? What was the Triangular Trade? How were slaves transported across the middle passage? What happened at the Slave Auctions? What was life like for slaves on the plantations? Why was slavery abolished?</p>	<p>Civil Rights</p> <p>What was life like for black Americans after slavery? Why did Brown Vs Board of education have a positive impact in the Civil Rights Movement? How did the Montgomery bus boycott inspire peaceful protests to continue? How did black Americans protest against social environments in America? How did Martin Luther King Jr and Malcolm X differ in their methods? How has life changed for Modern day black Americans? (Obama)</p>	<p>WW1</p> <p>What were the long-term causes of WWI? Why did WWI start? What was the trigger? How were men recruited into the army? What was life like in the trenches What injuries did men get during WWI? How were they treated? What was life like on the Home front? How did lives of women change before, during and after WWI? Women's Rights What happened during the war beyond the Western Front?</p>
<p>Music</p> <p><i>4 units are taught, each lasting approx. 7 weeks with the exception of Rock Band which is 12 weeks.</i></p>	<p>The Percussion Party</p> <p>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</p>	<p>Rock Band 2</p> <p>Pupils perform their own choice song developing skills from Part 1. To develop performance technique on electric guitar, bass guitar and drums and to rehearse more complex band performances. To develop understanding of the history of popular music. To explore careers related to being a professional pop musician. Exploring how to read guitar tab notation.</p>		<p>Advanced Piano</p> <p>Revisiting and developing piano technique, including reading from notation, hand position, more complex rhythm reading. The pieces performed will draw</p>	<p>Composing with Mixcraft</p> <p>Introduction to music technology, including manipulating sounds, recording using MIDI keyboards, adding automation, navigating the software interface.</p>	

	patterns including syncopation.			on a range of previously studies styles, giving a chance to revisit key knowledge from previous units.	Composing for a set brief.	
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 skills in Net games through Table Tennis . Develop officiating skills. Play singles and doubles matches. 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. Play singles and doubles games. 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	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.

	Cyberbullying, Sexting, Peer pressure, Self Esteem.					
RE	<p>Judaism</p> <p>What are the main beliefs of Judaism?</p> <p>What is the difference between orthodox and reform Judaism?</p> <p>Why is a Bar/Bat Mitzvah important to a young Jewish person?</p> <p>What is Kosher and how does it impact on the lives of Jews?</p>	<p>What are the features of a synagogue and how do they relate to the significant beliefs within Judaism?</p> <p>What are the features of Jewish marriage?</p> <p>How might the teachings of Moses Maimonides explain Jewish understanding of morality and ethics?</p>	<p>STARTED AT THE END OF THE AUTUMN TERM</p> <p>Evil and suffering</p> <p>What is evil?</p> <p>Who is evil?</p> <p>What is the duality of evil?</p> <p>What is the problem of evil?</p>	<p>Evil and suffering</p> <p>What is a Christian response to evil?</p> <p>What is a humanism response to evil?</p> <p>(Subunit: The Holocaust)</p> <p>What was the Holocaust?</p>	<p>Evil and suffering</p> <p>What is anti-Semitism?</p> <p>Who helped in the Holocaust?</p> <p>What was Britain's response to the Holocaust?</p>	<p>Humanism</p> <p>What is the difference between Theist, Atheist and Agnostic?</p> <p>How might we compare the first cause argument and the big bang theory?</p> <p>How might we compare the theory and evolution and the design argument?</p> <p>What is humanism?</p> <p>What do humanists believe?</p>
Reading <i>(taught once a fortnight)</i>	<p>The Boy on the Wooden Box by Leon Leyson</p> <p>The scheme lasts throughout the year and focuses on developing a love of reading and reading skills.</p> <p>The teacher models reading aloud and our pupils complete various tasks to</p>	<p>The Boy on the Wooden Box</p> <p>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</p>	<p>The Boy on the Wooden Box</p> <p>Examples of skills: retrieval of information, development of tier 2 vocabulary</p>	<p>The Boy on the Wooden Box</p> <p>Examples of skills: analysis of character, understanding reactions and emotions</p>	<p>The Boy on the Wooden Box</p> <p>Examples of skills: expressing opinions effectively, developing empathy</p>	<p>The Boy on the Wooden Box</p> <p>Examples of skills: inference, interpretation of emotions</p>

	support the development of reading and oracy skills.	experiences of Jews in Nazi occupied Poland.				
Technology	<p>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.</p>	<p>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.</p>	<p>Food Preparation & Nutrition Pupils will learn about the bread making process – both by hand and in industry. They will make their own bread and pizzas. They will look at foods of the world, food safety and food science and complete a range of practical food making activities to accompany the theory.</p> <p>Textiles Pupils will design & make a cushion based on the work of a designer. They will learn a range of embellishments and design and make their cushion to incorporate these.</p>	<p>Food Preparation & Nutrition Pupils will learn about the bread making process – both by hand and in industry. They will make their own bread and pizzas. They will look at foods of the world, food safety and food science and complete a range of practical food making activities to accompany the theory.</p> <p>Textiles Pupils will design & make a cushion based on the work of a designer. They will learn a range of embellishments and design and make their cushion to incorporate these.</p>	On rotation with Drama	On rotation with Drama

<p>Drama</p>	<p>As pupils are new to Drama this year, they will take part in an introduction to Drama skills. Tableau, split screen, asides to the audience, role-play, characterisation and stage directions. Pupils use these skills to build towards a short performance of their own. This unit will be replaced next year with a text-based scheme of work.</p>	<p>Introduction to 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.</p>	<p>Theatre In Education. Using relatable themes and issues to create a piece of drama appropriate for a target audience. Pupils will learn how to deliver an important message in an engaging way through games/play, rewind, fast forward thought tracking, use of signs as well as the skills learnt in their introduction to drama and the physical comedy unit.</p>	<p>In rotation with Technology</p>	<p>In rotation with Technology</p>	<p>In rotation with Technology</p>
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