



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 several 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.</p> <p>Pupils will reinforce their knowledge of using the 5-part structure to plan a strong narrative with a detailed plot.</p> <p>Growing Up Poetry Students will also study a collection of poems with the theme of 'Growing Up.' Students will build on their skills of annotating and understanding poetry and analysing the writer's choice of language and structure.</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.</p> <p>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</p> <p>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. Students will demonstrate their understanding of the play by complete a formal speaking and listening assessment.</p>



<p>Maths</p>	<p>Number Arithmetic - Operations with Decimals and Negatives Four operations with negative numbers. Estimating and rounding. Adding and subtracting decimals. Multiply and divide, including decimals. Problem solving using the four operations. Standard form.</p> <p>Algebra – Linear Equations Substitute into expressions and formulae, including scientific formulae. BIDMAS Solve equations using efficient methods. Construct and solve linear equations.</p> <p>Geometry - Angles Angle notation. Understand and apply the angle rules:</p>	<p>Number – Percentages Convert between FDP (calculator and non-calculator methods). Calculate fractions and percentages of a quantity (calculator and non-calculator methods). Use FDP to compare proportions. Percentage change – including using multipliers and reverse percentage problems. Express one quantity as a percentage of another.</p> <p>Algebra – Sequences and Relationships Term-to-term rules. Position-to-term rule (nth term) for linear sequences. Recognise geometric sequences. Quadratic sequences.</p>	<p>Statistics Pie charts. Discrete and continuous data. Grouped frequency. Averages and the range. Mean from frequency tables. Stem and leaf diagrams. Hypotheses and questionnaires. Scatter graphs and correlation.</p> <p>Multiples, Factors and Primes Multiples, factors, highest common factor (HCF), lowest common multiple (LCM). Squares and square roots, triangular numbers. Product of prime factors.</p> <p>Linear Equations: Graphically and Algebraically Recognise and plot linear graphs.</p>	<p>Geometry - Perimeter, Area & Volume Perimeter of shapes, including compound shapes. Circumference of circles. Recap area of: Rectangles, triangles, parallelograms, trapezia. Area of circles. Surface area. Volume of prisms and cylinders.</p> <p>Ratio Simplify ratios. Divide a quantity into two or more parts in a given ratio. Solve ratio and proportion problems. Solve problems involving direct proportion. Solve problems using proportional reasoning. Recognise graphs of direct proportion.</p>	<p>Algebraic Expressions Simplify expressions. Algebraic notation. Expand brackets. Factorising expressions. Problem solving.</p> <p>Geometry - Transformations: Transformations: Translations, reflections, rotations, enlargement. Congruence and similarity.</p>	<p>Diagrams and Constructions Use scale factors, scale diagrams and maps. Construct similar shapes by enlargement.</p> <p>Revision Functional Maths. Finance.</p>
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	<p>Angles on a straight line. Angles in a triangle. Angles around a point. Angles in a quadrilateral. Vertically opposite angles. Alternate, corresponding and co-interior angles. Angles in polygons. Problem solving. Simple angle proofs.</p> <p>Probability - Sets & Unions Language of probability and the probability scale. Theoretical probability. Experimental probability. Sample spaces.</p>	<p>Constructions Accurately construct: Triangles, angle bisectors and perpendicular bisectors.</p>	<p>Find the gradient and intercept of linear graphs. Use to find the equation of linear graphs. Recognise quadratic and cubic graphs. Recognise, sketch and produce graphs of linear functions.</p>			
Science	<p>Introduction to Science Students will develop vital skills that will be used throughout their science education,</p>	<p>Matter Students will further develop their Year 7 knowledge of the Periodic Table, looking at the law of</p>	<p>Organisms This unit builds on the Year 6 and 7 organisms topic, this time looking in depth at the respiratory and digestive system.</p>	<p>Forces In Year 8 students develop their knowledge of resultant forces, this time applying them to</p>	<p>Reactions This unit of work investigates many types of chemical reactions, continuing to develop students working scientifically skills, the reactions explored include exothermic and</p>	



	<p>including using and converting SI units, using laboratory equipment and interpreting graphs.</p> <p>Waves 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.</p>	<p>conservation of mass, balancing equations and looking in depth at groups 1, 7 and 0 of the periodic table.</p>	<p>Students will explain the role of gas exchange and the effects of smoking and exercise on the respiratory system. Students will explore the importance of a balanced diet and the consequences of not maintaining this, they will then explain how the digestive system is adapted to allow us to digest food effectively.</p>	<p>the principles of Hooke's law, terminal velocity and drag. Students will then go on to understand and calculate pressure.</p>	<p>endothermic, displacement, combustion and thermal decomposition.</p> <p>Ecosystems Students will explore in this unit, the importance of plants and how they reproduce, this will explore the importance of plants within our ecosystems and the importance of maintaining seed banks for the conservation of species. Students will then take this further to an understanding of photosynthesis, relating this to the importance of plants on Earth.</p> <p>Earth Science This unit questions the role of humans on Earth and the effects we are having, getting students to explore how we can have a positive impact on the planet to change the effects of global warming and climate change.</p>	
Art	<p>What is Art? Exploring the importance of Art and the formal elements. What is Pop Art?</p>	<p>Pop Art portraits Pupils design and produce their own Pop art inspired self-portrait.</p>	Pop Art continued	<p>Architecture Learn about famous architects and their designs</p>	<p>Architecture Looking at the artist Ian Murphy Pupils experiment different techniques</p>	<p>Architecture Independent final piece continued inspired by the artist Ian Murphy.</p>



	<p>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.</p>			<p>Learning about the history of architecture and researching key architects and their designs.</p>	<p>using a range of materials and develop their own painting based on local architecture.</p>	
<p>Computing</p>	<p>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</p>	<p>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</p>	<p>Programming in BASIC Pupils will work through a series of programming problems, learning new commands as they proceed. They will bring these skills together to create a program that simulates the rolling of a die using random numbers. Binary, Hexadecimal and Colours Pupils will revisit the theory work on binary and hexadecimal numbers and how these are used in the RGB</p>	<p>Spreadsheets and Selection Pupils will revise the work they have previously done using spreadsheets – addition, subtraction, multiplication, division, SUM and AVERAGE, use of absolute and relative cells. They will then go on to learn how to use IF statements and the COUNTIF function. Finally, they will use their knowledge of spreadsheets to create a general knowledge quiz that will automatically</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. Using Microsoft Access, they will learn how to create a new database, create a user form for adding records, add, delete and edit records, import records from a CSV file, and use queries to search a database using multiple criteria.</p>	<p>The Guessing Game Pupils will create a "Guessing Game" in BASIC where the user has a certain number of guesses to find a secret number. They will create a user interface using custom programmed characters and use RGB codes to create custom colours. Sound and Vision Pupils will use images, video clips and sound to learn how to use a video editing package. They will produce a 30 second holiday</p>



	<p>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.</p>	<p>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.</p> <p>Sequencing and Control</p> <p>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.</p>	<p>colour model. They will revisit computer memory and storage units. They will create programs in BASIC that convert binary data into images on the computer.</p>	<p>give the user their score. Some pupils will also look at recording and editing macros in a spreadsheet and using RGB codes to change colours through the use of a macro.</p>		<p>advert and a 60 second film trailer.</p>
French	<p>My local area. Describing what there is/isn't in our town/village,</p>	<p>My local area part 2 Making arrangements to go out, telling the</p>	<p>My teenage life part 1 Food and drink, café role play. Expressing</p>	<p>My teenage life part 2 Describing what we wear and how we use</p>	<p>Holidays Countries, transport and accommodation. Weather.</p>	<p>Holidays continued. Holiday activities. Using different tenses</p>



	opinions of our area, what we do at the weekend .	time and using the future tense.	opinions about food and saying whether we are healthy.	technology. Past tense launch.	Past tense continued.	
<p>Geography <i>Key skills and concepts are interleaved throughout the 3-year KMS Geography course. This spiralled curriculum for Geography ensures the development and securing of essential knowledge and processes.</i></p>	<p><u>How developed is South America?</u></p> <p>What is the political geography of South America? What are the main physical and human characteristics of South America? What are South America’s rainforests like? (Structure of the TRF) How have animals and plants adapted to TRFs? Why is the Amazon an important natural resource? How are rainforests exploited in South America? (Causes of deforestation. How can rainforests be used in sustainable ways?</p>	<p><u>Why is there conflict in the Middle East?</u></p> <p>Where and what is the Middle East? What is the climate like in the Middle East? How does physical geography affect population density in the Middle East? What is the DTM and where do Middle Eastern countries ‘fit in?’ (Recall of DTM) Why is there ongoing conflict in the Middle East? (Syria) Should the World Cup in Qatar 2022 go ahead?</p>	<p><u>Do tectonic hazards bring costs or benefits?</u></p> <p>How is the earth structured? (Geological Timescales) What is continental drift? What are tectonic plates and how do they move? Where are volcanoes and earthquakes distributed? How and where do earthquakes occur? How can a volcano cause destruction? Los Angeles Case Study – How severe were the impacts? Was Haiti more severely impacted than Los Angeles? How can we reduce the impact of tectonic hazards? Creating earthquake proof buildings Why do people live in areas at risk of tectonic hazards?</p>	<p><u>What is happening to the coast?</u></p> <p>What are the characteristics of constructive and destructive waves? How does weathering affect the coast? How is material transported and deposited along the coast? 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? How can we protect the Holderness Coast with soft engineering? Are we protecting the Holderness Coast effectively? Map skills: How has the Holderness Coast changed over time?</p>		



<p>History <i>The History Curriculum is currently under review. The aim is to develop a coherent three year history curriculum that is broad, balanced and driven by historical enquiry based questions.</i></p>	<p>Industrial Revolution 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? What was life like in the factories? How were children treated in the factories? How did Huddersfield contribute to the industrial revolution? 10 Hour Bill Why was housing so poor? Who were the heroes of public health during the Industrial Revolution?</p>	<p>Empire 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>The Trans-Atlantic Slave Trade 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?</p>	<p>What is the story of the Suffragettes? Who was Kitty Marion? Where did women get the idea that they had a right to vote? How and why did the actions of the campaigners change in 1912? What was the impact of the First World War? Why was Kitty Marion's story forgotten? The Civil Rights Movement A study of the Civil Right Movement in the USA and Britain during</p>	<p>The First World War What were the long-term causes?? Why did the war start? How were men recruited into the army? What was life like in the trenches? Why was it a 'world war'? What injuries did men get during the war? How were they treated? What was life like on the Home Front? What was the impact of the First World War?</p>
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<p>Music</p> <p><i>5 units are taught, each lasting approx. 7 weeks</i></p>	<p>Samba Recognising features of the Music; history and origins and instruments used. Reading more complex rhythms, some which include syncopation. Both vocal and instrumental Samba performances.</p> <p>(This is being taught in Year 8 in 2022-23 as part of the recovery curriculum)</p>	<p>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.</p>	<p>Rock Band 2 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 Revisiting and developing piano technique, including reading from notation, hand position, more complex rhythm reading. The pieces performed will draw on a range of previously studied styles, giving a chance to revisit key knowledge from previous units.</p>	<p>Remix Developing music technology skills, using a vocal stem as a basis for remixing a popular song. Students will develop their ability to manipulating sounds, recording using MIDI keyboards, adding automation, navigating the software interface.</p>	
<p>PE</p>	<p>Consolidating skills and knowledge in Sports hall Athletics. Outdoor and Adventurous Activities such as Team Building and Orienteering</p>	<p>Developing skills in Gymnastics through vaulting. Creating routines and sequences through Flight. Dancing through the</p>	<p>Outdoor and Adventurous Activities such as Team Building and Orienteering are used in the first week to strengthen new friendships within the class.</p> <p>Consolidating more advanced skills and knowledge for invasion games through Basketball. Playing games with full rules. Developing officiating skills.</p>	<p>Consolidating skills in Net games through Table Tennis. Develop officiating skills. Play singles and doubles matches. Consolidating more advanced skills for</p>	<p>Consolidating more advanced skills in striking and fielding activities through Cricket and Rounders. Consolidating more advanced skills and knowledge in invasion games</p>	<p>Consolidating skills in Net games through Tennis. Developing officiating skills. Play singles and doubles games. Consolidating skills and knowledge in Athletics</p>



	<p>are used in the first week to strengthen new friendships within the class.</p> <p>Consolidating more advanced skills and knowledge in invasion games through Football.</p> <p>Playing larger sided games.</p> <p>Developing officiating skills.</p>	<p>ages.</p> <p>Developing the skills in Dance through exploring a range of 2020s dance styles.</p> <p>Consolidating more advanced skills and knowledge for Invasion games through Hockey.</p> <p>Playing larger sided games with full rules.</p> <p>Developing officiating skills.</p>		<p>Invasion games through Netball and Handball.</p> <p>Playing full sided games.</p> <p>Developing officiating skills.</p>	<p>through Tag Rugby. Playing full sided games.</p>	<p>activities.</p> <p>Developing officiating skills.</p>
PSE	<p>Emotional Health and Wellbeing</p> <p>Self-esteem and identity, Body image, Healthy lifestyle and disordered eating, Managing feelings.</p>	<p>Real Love Rocks</p> <p>Healthy relationships and consent, CSE and grooming, Keeping safe, Impact of pornography and Sexting</p> <p>Risk</p>	<p>Careers</p> <p>The world of work, National Careers service, Who am I? Routes available, CV, children and the law. Wages, employers, H&S, Reflection and evaluation.</p>	<p>Bullying</p> <p>Verbal bullying, Bullying strategies, Rights and responsibilities, Peer pressure, Smoking and alcohol.</p>	<p>Citizenship (Diversity)</p> <p>Democracy in the UK, Local services, Mutual respect, Racism, Homophobia, Gender and disability, Discrimination.</p>	<p>RSHE</p> <p>Puberty changes recap, Menstruation, Relationships, Gender and sexuality, Conception, Contraception, Parenthood.</p>



	E-safety Cyberbullying, Sexting, Peer pressure, Self Esteem.	Alcohol, smoking, peer pressure.				
RE	Judaism What are the main beliefs of Judaism? What is the difference between orthodox and reform Judaism? Why is a Bar/Bat Mitzvah important to a young Jewish person? What is Kosher and how does it impact on the lives of Jews?	What are the features of a synagogue and how do they relate to the significant beliefs within Judaism? What are the features of Jewish marriage? How might the teachings of Moses Maimonides explain Jewish understanding of morality and ethics?	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?	Humanism What is the difference between Theist, Atheist and Agnostic? How might we compare the first cause argument and the big bang theory? How might we compare the theory and evolution and the design argument? What is humanism? What do humanists believe?



<p>Reading <i>(taught once a fortnight)</i></p>	<p>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.</p>	<p>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.</p>	<p>The Boy on the Wooden Box Examples of skills: retrieval of information, development of tier 2 vocabulary</p>	<p>The Boy on the Wooden Box Examples of skills: analysis of character, understanding reactions and emotions</p>	<p>The Boy on the Wooden Box Examples of skills: expressing opinions effectively, developing empathy</p>	<p>The Boy on the Wooden Box Examples of skills inference, interpretation of emotions</p>
<p>Technology</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>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. Textiles</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>On rotation with Drama</p>	<p>On rotation with Drama</p>



			<p>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>Drama 3 units taught across 13 weeks</p>	<p>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>Wonder.Land Using Wonder.land as a text, this is a practitioner-based unit of work. Students study Stanislavski and Naturalism. In contrast they study the work of Frantic Assembly and Akram Khan to develop their knowledge and skill level in physical theatre, pedestrian movement and the use of dance to portray emotion and storyline.</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>