



Scissett 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</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>



				language and structure.		
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Maths	<p>Number – Place Value, Estimating and Rounding Round to decimal places and significant figures. Estimate using rounding. Write large and small numbers using standard form.</p> <p>Algebra – Sequences Generate and describe sequences</p>	<p>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.</p> <p>Algebra – Solving Equations Solve one and two-step linear equations. Solve linear equations</p>	<p>Geometry – Angles Use angle notation. Construct triangles using protractors and compasses. Recognise congruence and similarity in shapes. Understand and apply angle rules: angles on a straight line, in a triangle, around a point, in a quadrilateral and vertically opposite angles. Use angle rules involving parallel lines:</p>	<p>Number – Multiplicative Relationships Calculate percentages of a quantity (calculator and non-calculator methods). Percentage change – including using multipliers and reverse percentage problems. Express one quantity as a percentage of another. Understand multiplicative relationships. Solve problems involving direct proportion.</p>	<p>Geometry – Perimeter, Area and Volume Find perimeter of shapes, including compound shapes. Find the circumference of circles. Recap area of: rectangles, triangles, parallelograms, trapezia. Find the area of circles. Calculate the surface area of 3-D shapes. Calculate the volume of prisms and cylinders.</p>	<p>Geometry – Constructions Accurately construct: triangles, angle bisectors and perpendicular bisectors. Solve problems involving loci.</p>
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	<p>using the term-to-term rule and the n^{th} term. Know square, triangular and cube numbers. Recognise other sequences: geometric, quadratic, Fibonacci.</p>	<p>involving brackets. Solve equations with unknowns on each side.</p>	<p>alternate, corresponding and co-interior angles. Interior and exterior angles in polygons. Problem solving. Simple angle proofs. Use Pythagoras' Theorem.</p> <p>Statistics – Statistical Representations Pie charts. Discrete and continuous data. Grouped frequency. Averages and the range. Mean from frequency tables. Stem and leaf diagrams.</p>			
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			Hypotheses and questionnaires. Scatter graphs and correlation.			
<p>Science</p> <p><i>Working scientifically skills are interleaved throughout each unit of work, exposing students to a range of different investigations</i></p>	<p>Introduction to Science – Big Picture: Science involves asking questions, investigating and observing the world around us. How do scientists</p>	<p>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?</p>	<p>Organisms – Big Picture: The human body is made up of organ systems, these systems allow us to carry out every day tasks and they are adapted to allow our body to work efficiently and effectively. How</p>	<p>Forces – Big Picture: A force is a push or a pull that acts on an object due to the interaction with another object. How can the size of force affect an object or it's characteristics?</p>	<p>Reactions – Big Picture: A chemical reaction can be observed in many ways and the reactivity of the reactants will impact on the speed the reaction takes place and the products of the reaction. What</p>	<p>Earth Science – Big Picture: Humans are having a large and possibly catastrophic impact on Earth, how do we live sustainably and put actions into place to allow future generations and the Earth to flourish?</p> <p>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>



<p><i>and applications of their knowledge.</i></p>	<p>carry out investigations and come to conclusions?</p> <p>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.</p> <p>Waves – Big Picture: Waves can transfer information in many different ways, how do different</p>	<p>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.</p>	<p>are the respiratory and digestive systems adapted for efficiency?</p> <p>This unit builds on the Year 6 and 7 organisms topic, this time looking in depth at the respiratory and digestive system. Students will explain the role of gas exchange and the effects of smoking and exercise on the respiratory system.</p> <p>Students will explore the importance of a balanced diet and the consequences of not maintaining this,</p>	<p>In Year 8 students develop their knowledge of resultant forces, applying them to the principles of Hooke’s law and terminal velocity. Students will then go on to understand and calculate pressure.</p>	<p>different types of chemical reaction occur in everyday activities?</p> <p>This unit of work investigates many types of chemical reactions, continuing to develop students working scientifically skills, the reactions explored include exothermic and endothermic, displacement, combustion and thermal decomposition.</p> <p>Organisms (Plants) – Big Picture: Plants are living things that reproduce and make their own food. How</p>	
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	<p>types of wave transfer information?</p> <p>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</p>		<p>they will then explain how the digestive system is adapted to allow us to digest food effectively.</p>		<p>does this happen and what is photosynthesis?</p> <p>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>	
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	interacts with different media including reflection, refraction, the effects of lenses and how colour is seen.					
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Art	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.	Pop Art portraits Pupils design and produce their own Pop art inspired self-portrait.	Pop Art continued	Architecture Learn about famous architects and their designs Learning about the history of architecture and researching key architects and their designs.	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.	Architecture Independent final piece continued inspired by the artist Ian Murphy.
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<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.</p> <p>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</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 calculator that will carry out basic functions, but will also calculate areas of shapes, square roots etc using the previously visited</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.</p> <p>Binary, Hexadecimal and Colours Pupils will revisit the theory work on binary and hexadecimal numbers and how these are used in the RGB colour model. They will revisit computer memory and storage units. They will create programs in BASIC that convert binary data into</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 give the user their score. Some pupils will also look at recording and editing macros in a spreadsheet and using RGB codes to</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>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 advert and a 60 second film trailer.</p>
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	<p>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>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.</p>	<p>images on the computer.</p>	<p>change colours through the use of a macro.</p>		
<p>French</p>	<p>TV and film Describing what we like to watch on TV and when. Giving opinions on types of films and describing a</p>	<p>Fashion Talking about what you wear and giving opinions</p>	<p>Holidays Talking about where you go on holiday and how you get there, describing a holiday in the past</p>	<p>Holidays cont Continuation of tenses regarding holidays.</p>	<p>Daily routine Describing your daily routine</p>	<p>Household chores. Describing how you help at home. Film unit- Ducobu at home.</p>



	film and the actors in it.					
<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>What is happening to the Amazon rainforest?</u></p> <p>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?</p>	<p><u>Should we think of North America as a rich continent?</u></p> <p>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?</p>	<p><u>How do Superpowers rise and fall?</u></p> <p>What is a Superpower and who are they? How have the global Superpowers changed over time? What influence do Superpowers have on our lives? How can we measure levels of development? Do we live in an unequal world? Is there inequality in China?</p> <p><u>How is the world's population changing?</u></p> <p>What happened to the world's population? What is a megacity? What problems do we face with world population growth? Case study: Dhvari How are countries trying to control their populations?</p>		<p><u>How diverse is the Middle East?</u></p> <p>Where and what is the Middle East? What is the climate like? How does physical geography affect population density? What are hot deserts like? How have plants and animals adapted to hot deserts? Why is oil important to the Middle East? Why is there conflict in Syria? Why is Dubai so popular with tourists?</p> <p><u>How do I conduct fieldwork?</u></p> <p>What is fieldwork? How do we collect data? How do I prepare for my environmental fieldwork at school? Data Collection How do I present and analyse my data?</p>	



<p>History <i>The History Curriculum is currently under development. 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><u>What is Trans-Atlantic slavery and how should we remember it?</u> 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?</p>	<p><u>How did British rule change in India?</u> How did Britain gain its empire? How and why did Britain take control of India? What was the Indian Conflict – mutiny, rebellion or war of independence? How did Britain lose its empire? How should we remember the British Empire?</p>	<p><u>What is the story of the Suffrage movement?</u> 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?</p>	<p><u>The First World War</u> 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? What was the impact of the First World War?</p>	<p><u>The Civil Rights Movement</u> What happened after slavery? What was the impact of Brown vs Board of Education? How significant were the Little Rock Nine? What was the Montgomery Bus Boycott? How were Martin Luther King and Malcolm X different? What was the most significant event of the Civil Rights movement? What was going on in England at this time?</p>
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<p>Music</p> <p><i>4 units are taught, each lasting approx. 8 weeks</i></p>	<p>Samba</p> <p>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>Waltz</p> <p>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</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>Remix</p> <p>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</p>	<p>Developing skills in Gymnastics through</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 skills in Net games through Table Tennis.</p>	<p>Consolidating more advanced skills in striking and fielding</p>	<p>Consolidating skills in Net games through Tennis.</p>



	<p>Athletics. Outdoor and Adventurous Activities such as Team Building and Orienteering are used in the first week to strengthen new friendships within the class. Consolidating more advanced skills and knowledge in invasion games through Football. Playing larger sided games. Developing officiating skills.</p>	<p>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.</p>	<p>Consolidating more advanced skills and knowledge for invasion games through Basketball. Playing games with full rules. Developing officiating skills.</p>	<p>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.</p>	<p>activities through Cricket and Rounders. Consolidating more advanced skills and knowledge in invasion games through Tag Rugby. Playing full sided games.</p>	<p>Developing officiating skills. Play singles and doubles games. Consolidating skills and knowledge in Athletics activities. Developing officiating skills.</p>
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<p>PSHE</p>	<p>Emotional Health and Wellbeing Self-esteem and identity, Body image, Healthy lifestyle and disordered eating, Managing feelings.</p> <p>E-safety Cyberbullying, Sexting, Peer pressure, Self Esteem.</p>	<p>Real Love Rocks-Healthy relationships and consent, CSE and grooming, Keeping safe, Impact of pornography and Sexting</p> <p>Risk Alcohol, smoking, peer pressure.</p>	<p>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.</p>	<p>Bullying Verbal bullying, Bullying strategies, Rights and responsibilities, Peer pressure, Smoking and alcohol.</p>	<p>Citizenship (Diversity) Democracy in the UK, Local services, Mutual respect, Racism, Homophobia, Gender and disability, Discrimination.</p>	<p>RSHE Puberty changes recap, Menstruation, Relationships, Gender and sexuality, Conception, Contraception, Parenthood.</p>
<p>RE</p>	<p>Beliefs and Worldviews Why are beliefs important? Does God exist? Looking through our own lens. What is a Theist, Atheist and Agnostic? Introduction to Humanism-</p>	<p>Darwin and evolution. Comparing Christian and Sikh beliefs about God. Looking at the Trinity, Apostles' Creed and Lord's Prayer. Omni words. Sikh teachings about God-</p>	<p>How can you fight for justice in the world? Looking at justice and injustice examples. Ideas of inequality through 'If the world was a village of 100'. Who was Moses Maimonedes? The Eight Degrees of Charity. Fairtrade. Who has worked for justice? Work of Rosa Parks and MLK.</p>	<p>My 9 Dreams.</p>	<p>Special Places-pilgrimages Comparing Christianity and Hinduism Lourdes and Varanasi</p>	<p>What is multi-culturalism? Looking at the reasons for a diverse society. Looking at immigration, push and pull factors. Windrush Day. Refugee Week</p>



	<p>what do they believe? Visit form Humanist Q&A session. Arguments for and against God. What is the Teleological Theory?</p>	<p>Mool Mantar Prayer. Teachings on langar and sewa-serving others.</p>				
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<p>Technology Rotational 12 week carousel with all technology subjects and Drama</p>	<p>Food preparation and Nutrition Pupils develop their skills by looking at the science of food, in bread and pastry making – Creating more complex dishes such as lasagne that build on the skills, they have gained in year 6 and 7. They investigate Macro and Micronutrients and how individuals gain the nutrition they require. They study food hygiene, contaminates and food poisoning in both a kitchen and industry environment</p>	<p>Textiles Technology Pupils develop independence on the sewing machines – passing their advanced driving test where they are able to sew with skill, thread the machine, identify and fix common problems. Pupils will investigate printed fabrics and how they are manufactured. Pupils then create their own digital fabric print and from that create a personalised product using a range of iterative models and prototypes</p>	<p>Resistant Materials Technology Pupils continue to build their knowledge and skills as they start by making a simple phone stand from acrylic. They then research the design problem and learn the value of prototyping with card by making a full-size model of their final design idea. Pupils create a CAD component drawing and use this to markup/ cut materials using the laser cutter. These components are then assembled to make a desk lamp to meet the design problem criteria.</p>	<p>On rotation with Drama</p>	<p>On rotation with Drama</p>	<p>On rotation with Drama</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'</p>	<p>Physical Theatre Using a playtext, this is a practitioner-based unit of work. Students study the work and stylistic features of Frantic Assembly and</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</p>	<p>In rotation with Technology</p>	<p>In rotation with Technology</p>	<p>In rotation with Technology</p>



	<p>ability to create comedic moments from simple scenarios. Using music to facilitate and devise their own slap - stick comedic performances.</p>	<p>Akram Khan. Students develop their knowledge and skill level in physical theatre, pedestrian movement, chair duets, hand hymns, unison movement, body as prop to portray emotion, theme and storyline.</p>	<p>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>			
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