



## Scissett Middle School Curriculum Map Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b> <i>Pupils will be given many opportunities to revisit prior knowledge and skills acquired throughout each unit.</i>	<b>Harry Potter Unit:</b> Developing reading skills (inference, retrieval etc.) exploring characterisation, themes and plot structure. Pupils produce a diary entry for the character of Harry Potter.	<b>Celebration Unit:</b> Pupils develop their skills in writing for a range of purpose and audience within this unit. Students will plan and write three pieces of writing; a narrative based on Halloween; a descriptive piece based on Bonfire Night and a Review of a short animated production, which links to Christmas.	<b>Journalism and letter writing in role.</b> Media based unit around the sinking of the Titanic. Pupils develop empathy skills in order to produce a letter from a passenger and look in detail at the structure and formality of a newspaper report to produce their own about the sinking of the Titanic.	<b>Kick (Novel)</b> Further development of key reading skills – vocabulary, inference, retrieval, prediction, explanation and sequencing/summary. Key spelling, punctuation and grammar skills taught through the reading of the novel. Pupils will develop a knowledge of the difference between fiction and non-fiction. Pupils will produce a non-chronological report and a writing piece with the purpose to argue.	<b>Revision (3 weeks)</b> Reading skills Spelling, punctuation and grammar practice and consolidation. Filling gaps in skills and knowledge in preparation for SATs assessment.  <b>Persuasive Letter Writing</b> Pupils will revisit the skill of being able to select appropriate grammar and vocabulary structures that reflect what a type of writing requires.	<b>Stories from other cultures</b> Read stories from other cultures in order to create settings, characters and plot for their own narrative.  Pupils will build on prior knowledge of key reading skills to focus on developing these skills into PEE paragraphs in preparation for transition to Key Stage 3.
<b>Maths</b>	<b>Number – Place Value</b> Read, write, compare and order numbers up to 10,000,000 Round numbers. Negative numbers.	<b>Number – Fractions</b> Equivalent fractions. Simplify fractions. Mixed numbers and improper fractions.	<b>Number – Decimals and Fractions, Decimals and Percentages</b> Place value in decimals.	<b>Geometry – Units and Measurement</b> Convert between metric units. Imperial and metric conversions.	<b>Statistics</b> Line graphs. Pie charts. Parts of a circle. Mean (average).	<b>Consolidation Work</b>  <b>Bakery Project.</b>  <b>Financial Task – Theme Park.</b>



	<p><b>Number – Calculations</b>          Add, subtract, multiply and divide using formal written methods.          Multiples, factors, prime numbers, square numbers and cube numbers.          Common factors, common multiples.          BIDMAS.          Problem solving.          Reason from known facts.          Calculate mentally and estimate answers.</p>	<p>Compare and order fractions.          Add and subtract fractions.          Multiply fractions by integers.          Multiply fractions by fractions.          Divide fractions by integers.          Calculate fractions of an amount.</p> <p><b>Geometry 2D and 3D shapes</b>          Compare and classify geometric shapes based on their properties.          Properties of quadrilaterals.          Name 2D and 3D shapes.          Draw shapes accurately.          Nets of shapes.</p>	<p>Multiply and divide by 10, 100 and 1000.          Multiply decimals by integers.          Divide decimals by integers.          Convert between FDP.</p> <p><b>Number – Percentages</b>          Use equivalent FDP.          Percentages of amounts.          Calculate percentage increases and decreases.          Order FDP.</p> <p><b>Algebra</b>          Function machines – finding rules.          Sequences.          Substitution.          Using simple formulae.          Solve simple one and two-step equations.</p>	<p>Area and perimeter of rectangles.          Area of triangles.          Area of parallelograms.          Perimeter and area of compound shapes.          Volume of cuboids.          Measurement problems.</p> <p><b>Number – Ratio</b>          Language of ratio.          Ratio and fractions.          Calculate using ratio.          Scale factors.          Similar shapes.          Problem solving with ratio, including recipe problems.</p> <p><b>Geometry – Angles</b>          Draw and measure angles.          Name angles.          Use angle rules:          Angles in a triangle.</p>	<p>Draw and interpret different charts and graphs.</p> <p><b>Revision</b></p>	<p><b>Algebra Bridging Unit.</b></p>
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		<p><b>Geometry - Position &amp; Direction</b> Co-ordinates in all four quadrants. Translate shapes on a co-ordinate grid. Reflect shapes.</p>	<p>Find pairs of numbers that satisfy an equation with two unknowns. Find different possibilities and combinations.</p>	<p>Angles on a straight line. Angles in quadrilaterals. Angles around a point. Vertically opposite angles. Regular polygons. Draw 2D shapes accurately.</p>		
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<p><b>Science</b></p>	<p><b>Introduction to Science</b> Students will learn vital skills that will be used throughout their science education, they will learn how to work safely, measure accurately, identify and use laboratory equipment including Bunsen Burners.</p> <p><b>Matter</b> Students consider the role of particles and their arrangement in solids, liquids and gases. Students will investigate a range of reversible and irreversible changes, applying their knowledge of the science lab and safety rules into practice.</p>	<p><b>Organisms</b> Students learn about the seven life processes (MRS GREN) and look in more depth at the digestive and circulatory systems. Students will start to build a picture of organisation starting at cells and developing into organisms. This unit of work also considers how to live a healthy lifestyle and the impacts of not doing so.</p>	<p><b>Energy</b> Students will look at circuits and how they work, learning how to draw scientific diagrams and investigating the effects of changing components.</p> <p><b>Waves</b> Students get the opportunity to explore the role of reflection in how we see and the effects of opaque objects in creating shadows.</p>	<p><b>Ecosystems</b> Students will look at different habitats and the organisms that live in them, including food chains. Students will learn to interpret and design keys for the classification of plants and animals.</p> <p><b>Genes</b> Students will study the role of variation and adaptations on survival and how this leads to natural selection and evolution. Students will get to investigate the role of fossil evidence to support the theory of evolution.</p>	<p><b>Skills across the curriculum</b> These two weeks of lessons are designed to support SATs preparation, looking at maths and English in science, developing students' knowledge of real world contexts for their scientific knowledge.</p> <p><b>Forces</b> Students get the chance to explore and investigate the role of forces within their lives, starting with considering contact and non-contact forces, measuring forces then investigating friction, drag, air resistance and parachutes, magnets and the role of machines in our lives.</p> <p><b>Forensics and scientific enquiry</b> In this unit of work, students will apply the investigative skills they have learnt throughout year 6 into a unit studying forensic science, they will step into the world of a SOCO, investigating fibres with the microscopes, fingerprint analysis and the role of collecting evidence.</p>	
<p><b>Art</b></p>	<p><b>What is art &amp; the formal elements</b> Pupils will develop their skills based on</p>	<p><b>Picasso and Cubism &amp; Colour Theory</b></p>	<p><b>Painting – Georgia O’Keeffe</b> Pupils will reinforce their skills on the</p>	<p><b>Drawing – Still Life</b> Pupils will demonstrate an understanding of</p>	<p><b>Sculpture – Maths</b> Pupils will look at shape, line, and form. They will study nets,</p>	<p><b>Ceramics – Sonia Delaunay &amp; Abstract Art</b></p>



	<p>the formal elements of colour, line, shape and tone The theme being water and patterns related to water. We will use several mediums to produce their piece of work. Pupils will develop an understanding of Primary, secondary and tertiary colours.</p>	<p>Understanding the colour theory and practising mixing them. Exploring colours and their symbolic meanings. They will explore about warm colours, cold colours, complementary colours, tint and shade.</p> <p>Pupils will be introduced to Pablo Picasso's ideas and influence. Pupils will demonstrate an understanding of composition and framing. Pupils will produce a figurative piece of work with oil pastel, influenced by Pablo Picasso. They will show progression with their colour and blending skills</p>	<p>formal elements of line, shape, colour, and tone. They will gain an understanding of how the artist or art movement shaped cultural society at the time and present day. A completed piece of work, using paint as a medium.</p> <p>They will show progression with their colour mixing and blending</p>	<p>working from a primary and secondary source.  They will reinforce their understanding of composition and framing and will arrange their own still life composition.  Pupils will be introduced to various artists and art movements that used still life as an inspiration.</p> <p><b>Mono-printing</b> To gain an understanding of basic mono-printing techniques</p> <p>Pupils will produce a print from a secondary source</p>	<p>area, and perimeter as well as symmetry and co-ordinates. They will reinforce the formal elements of line and shape</p> <p>Pupils will gain and understanding of nets, area, and perimeter as well as symmetry and co-ordinates and will gain an understanding of Form</p>	<p>Pupils will be introduced to a the work of Sonia Delaunay and will demonstrate an understanding of working with clay as a three dimensional medium</p> <p>Pupils will be introduced to the themes and ideas based on Abstract Art</p> <p>They will understand Art timelines and the evolution of Abstract art, from artists such as Jackson Pollock and Mark Rothko.</p>
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<p><b>Computing</b></p>	<p><b>Basic Skills</b> Introduction to the school network, passwords. Skills and knowledge to build keyboard and mouse dexterity. Familiarisation with common software packages. Pupils will also look at how binary numbers work.</p>	<p><b>Introduction to Spreadsheets</b> Pupils will work through a set of learning exercises in Excel covering cell references, basic formulae ( +, -, /, *) and the SUM and AVERAGE functions.</p> <p><b>Road Safety &amp; Computing</b> Pupils look at road safety, how programs can be used to control crossings and lights and use their spreadsheet skills from the previous module to create graphs of stopping distances.</p>	<p><b>Scratch LOGO</b> Pupils will look at machine vs human intelligence. They will use an on-screen module of a Martian rover and control it around the surface of Mars. They will then use Scratch to program the computer to draw regular polygons.</p>	<p><b>Games &amp; Variables</b> Pupils will use Scratch to create a “bubble popping” game.</p> <p><b>Perfect Presentations</b> Pupils will create a short PowerPoint, focusing on building up a presentation from titles, to bullet points before adding colour, fonts and images.</p>	<p><b>E-Safety</b> Pupils will discuss online safety &amp; which measures should be put in place to protect oneself from the dangers on the internet.</p>	<p><b>Textual programming Introduction</b> Pupils will develop programming skills through a project.</p>
<p><b>French</b></p>	<p><b>Talking about yourself</b> Greetings, saying how you are, name, age Focus on pronunciation.</p>	<p><b>Talking about yourself</b> Alphabet, months and days, saying when your birthday is, classroom instructions,</p>	<p><b>Talking about yourself</b> Pets, colours. Making nouns plural and introduction of adjectival agreement.</p>	<p><b>Talking about your family.</b> Brothers and sisters. Saying if you have/haven’t got brothers and/or sisters. Easter</p>	<p><b>Talking about your family.</b> Who is in your family continued.</p>	<p><b>Hobbies and interests.</b> Giving opinions about hobbies. Learning verbs of opinion and regular ‘er’ verbs.</p>



		summative assessment. Christmas celebrations in France and Francophone countries.		traditions in France and Francophone countries		Bastille Day and the French Revolution.
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<p><b>Geography</b></p> <p><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><b><u>How do I become a skilled MAST Geographer?</u></b></p> <p>Why do we study Geography?          Where are the world's continents and oceans?          Where are Europe's famous countries located?          Where and what is the UK?          What are the UK's main physical features (rivers, mountains, oceans)          What are the UK's main human features (cities, counties, countries)? What is the employment structure of the UK?          (Primary/Secondary/Tertiary/Quaternary)          What are map symbols?          How do we work out 4 figure grid references?          How do we work out 6 figure grid references?          How do we measure height on a map?          How do we calculate distance on a map?</p>	<p><b><u>How do we use our planet as a natural resource?</u></b></p> <p>What are rocks and how are they a natural resource?          What are renewable and non-renewable resources?          What is the greenhouse effect and what does it result in?          What are the impacts of global warming?          How dangerous is it to use oil as an energy resource?          What are the advantages and disadvantages of wind farms as a form of energy production?          How can we use resources sustainably?</p>	<p><b><u>How are settlements structured in urban areas?</u></b></p> <p>How were sites for early settlements chosen?          What different settlement patterns are there?          How have settlements changed and grown?          How are cities structured?          How and why has land-use changed in Huddersfield?          Why is traffic in urban areas a problem?          Are there any solutions to traffic in urban areas?          How has shopping changed?          How are our cities becoming sustainable?</p>	
<p><b>History</b></p> <p><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><b><u>The Romans</u></b></p> <p>Where did the Roman Empire come from?          How did the Roman army help to expand the Roman Empire?          How did Britain become part of the Roman Empire? (The three attempts)          Who was Boudicca and how did she rebel against the Romans?          What did the Romans build after they settled in Britain?          How did bathhouses provide leisure for Romans in Britain?</p>	<p><b><u>Islam and the Crusades</u></b></p> <p>How did Islam rise to a 'Golden Age'?          What was the Byzantine Empire?          How was the Byzantine Empire under threat?          Why did people join the First Crusade?</p>		<p><b><u>Norman Conquest – 1066 (focus on the impact)</u></b></p> <p>What happened between the Romans leaving Britain and the Normans arriving?          What was the succession crisis?          Why was 1066 a year of 3 kings?          How did William secure power in England?          How did the Harrying of the North help William maintain control?          Why is the Domesday Book significant?</p>



	<p>What was crime and punishment like in Roman times?</p> <p>What were the religious beliefs of the Romans and who did they worship?</p> <p>What lasting impact did the Romans leave in Britain?</p>	<p>What were the key events and consequences of the First Crusade?</p> <p>How did the crusaders keep control of the Holy Land?</p> <p>How did the Muslims fight back against the crusaders?</p> <p>How did the Muslims re-conquer Jerusalem?</p> <p>Why was there a Third Crusade?</p> <p>What impact did the crusades have on the Holy Land?</p>		<p>How did the Normans influence life in England?</p> <p>What happened after William died?</p>		
<p><b>Music</b></p> <p><i>5 units are taught, each lasting approx. 7 weeks.</i></p>	<p><b>What is Music?</b></p> <p>Know and understand some key element words. Develop singing technique. To be able to read a ukulele chord diagram and play C, F and A chords and strum simple patterns as part of a</p>	<p><b>Keyboard Kick-Off</b></p> <p>Understand the layout of the Piano/Keyboard. Use a 5- finger technique when playing 'Ode to Joy' and Jingle Bells' melodies and combine with chords. Develop reading of</p>	<p><b>I Got Rhythm</b></p> <p>Read more complex rhythms, including semiquaver patterns. Explore body percussion and to develop performance technique on the Djembe drum including slap tone</p>	<p><b>Composing for Film</b></p> <p>To learn basic features of music sequencing software including searching for, selecting and arranging loops. To add automation to a music technology project. To create an</p>	<p><b>Mash It Up</b></p> <p>Further develop chord playing technique on both the ukulele and keyboard including learning more challenging chords. Performing a variety of 4 chord songs. As a</p>	



	group performance. To recognise four note durations: Semibreve, Minim, Crotchet, Quaver.	staff notation and play chords with good technique. Rehearse and perform with confidence.	and bass. To create a structured group drumming composition and perform it confidently.	effective soundtrack to a film trailer which includes leitmotif and other film music features	group, create a mash-up of 4-chord songs and perform. Identifying major and minor tonalities.	
<b>PE</b>	Introducing basic skills and knowledge in <b>Sports hall Athletics</b> . Introducing some knowledge of different Fitness components and Types of Training to improve <b>Fitness</b> levels. <b>Outdoor and Adventurous Activities</b> such as Team Building and Orienteering are used in the first week to strengthen new friendships within the class. Introducing and developing skills and knowledge in invasion games through <b>Football</b> . Playing adapted games.	Introducing and developing basic skills in <b>Gymnastics</b> . Creating individual routines and sequences on the floor. Introducing and developing basic skills for invasion games through <b>Quicksticks Hockey</b> . Playing adapted games.	Dancing through the ages. Introducing the basics skills in <b>Dance</b> through 1920s to 1980s dance styles. <b>Outdoor and Adventurous Activities</b> such as Team Building and Orienteering are used in the first week to strengthen new friendships within the class.	Introducing and developing basic skills in Net games through <b>Table Tennis</b> . Introducing and developing basic skills for Invasion games through <b>High 5 Netball</b> . Playing adapted games.	Introducing and developing basic skills in striking and fielding activities through <b>Cricket and Rounders</b> . Introducing and developing skills and knowledge in invasion games through <b>Tag Rugby</b> . Playing adapted games.	Introducing and developing basic skills in Net games through <b>Short Tennis</b> . Introducing basic skills and knowledge in outdoor <b>Athletic</b> activities.



<p><b>PSE</b> <i>PSE is taught for half and year and RE is taught for the other half year</i></p>	<p><b>Being me in my world</b> A discussion of Rights, Responsibilities, Rewards and Consequences. We consider our hopes/goals, worries/fears looking ahead to the future.</p> <p><b>Celebrating difference</b> Consideration of what is normal, understanding difference, and consideration of why people bully.</p>	<p><b>Healthy Me</b> Taking responsibility for our Health and Wellbeing, Drugs, and Emotional and Mental Health.</p>	<p><b>Relationships</b> What is Mental Health, My mental Health, Love and Loss.</p> <p><b>Changing me</b> Self-image, how a baby is conceived and develops.</p>	<p><b>Being me in my world</b> A discussion of Rights, Responsibilities, Rewards and Consequences. We consider our hopes/goals, worries/fears looking ahead to the future.</p> <p><b>Celebrating difference</b> Consideration of what is normal, understanding difference, and consideration of why people bully.</p>	<p><b>Healthy Me</b> Taking responsibility for our Health and Wellbeing, Drugs, and Emotional and Mental Health.</p>	<p><b>Relationships</b> What is Mental Health, My mental Health, Love and Loss.</p> <p><b>Changing me</b> Self-image, how a baby is conceived and develops.</p>
<p><b>RE</b> <i>RE is taught for half and year and PSE is taught for the other half year</i></p>	<p><b>Christianity</b> What are the features of a church?</p> <p>What are the main Christian beliefs?</p> <p>Why is the bible important to Christians?</p>	<p><b>Christianity</b> What are parables?</p> <p>What is Communion?</p> <p><b>Islam</b> Who was Muhammad?</p>	<p><b>Islam</b> What does Islam teach about morality?</p> <p>Life as a Muslim in Modern Britain?</p> <p>What are the features of a Mosque?</p>	<p><b>Christianity</b> What are the features of a Church?</p> <p>What are the main Christian beliefs?</p> <p>Why is the Bible important to Christians?</p>	<p><b>Christianity</b> What are parables?</p> <p>What is Communion?</p> <p><b>Islam</b> Who was Muhammad?</p>	<p><b>Islam</b> What does Islam teach about morality?</p> <p>Life as a Muslim in Modern Britain?</p> <p>What are the features of a Mosque?</p>



	<u>Side A on the timetable</u>	What are the 5 Pillars of Islam?  Why is the Quran important to Muslims?  <u>Side A on the timetable</u>	<u>Side A on the timetable</u>	<u>Side B on the timetable</u>	What are the 5 Pillars of Islam?  Why is the Quran important to Muslims?  <u>Side B on the timetable</u>	<u>Side B on the timetable</u>
<b>Technology</b>  <b>Rotational 12 week carousel with all technology subjects and Drama</b>	<b>Food Preparation &amp; Nutrition</b> - Pupils will be taught about safe food preparation and hygiene. They will be introduced to the cooker, using the hob, grill and oven. they will learn the bridge and claw methods of cutting and look at the science behind the reactions happening in the dishes they cook. They will learn about nutrition following the Eatwell guide and will make several dishes using a range of healthy ingredients	<b>Textiles</b> This unit covers the origins and properties of natural and synthetic fibres and exploring the methods of fabric construction. Students will learn to safely use hand sewing and cutting equipment and to operate a sewing machine to produce different stitch patterns. We introduce the design process by exploring sketching skills, rendering and line control. The pupils learn to explain their design thinking	<b>Product Design-</b> Pupils are introduced to the workshop environment and associated Health and Safety. They research the design problem and develop ideas to meet the brief. Pupils then learn how to use a variety of hand tools and the pillar drill in order to make a novelty coat hook from a piece of aluminium.	<b>On rotation with Drama</b>	<b>On rotation with Drama</b>	<b>On rotation with Drama</b>



		through annotation and analyse the design brief to create user centred specification in order produce a hand-made – key chain or hanging decoration.				
<b>Drama</b>	<b>Roald Dahl</b> An introductory unit which introduces dramatic techniques such as tableau, split screen, hot seating, role-play and characterisation through studying a number of Roald Dahl poems and novels.	<b>Darkwood Manor</b> A spooky journey to the mysterious Darkwood Manor. An introduction to physical theatre techniques, whole class acting with a focus on building tension.	<b>On rotation with technology</b>			



## Scissett Middle School Curriculum Map Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b>  <i>Pupils will be given many opportunities to revisit prior knowledge and skills acquired throughout each unit.</i></p>	<p><b>Holes</b>            Pupils will acquire new knowledge of how to track a specific character throughout the novel and learn the knowledge of what a theme is.            Pupils will build their knowledge of building PEE paragraphs, but these will be developed further by building the knowledge of how to zoom in on language techniques and analyse further.            The final assessed piece is a reading assessment about a character in the novel.</p>	<p><b>Gothic Horror</b>            Pupils will build on the skill of writing in a clear, controlled and effective way.            Pupils will learn the skill of changing their tone to achieve type, audience and purpose (TAP)            Pupils will recap their knowledge of the key elements of narrative writing, this will then be developed further by exploring the specific genre of gothic horror. The final written piece is a gothic horror narrative.</p>	<p><b>Natural World Poetry</b>            Pupils will study a range of poetry that all encompass the theme of our natural world. Pupils will acquire new knowledge in how to annotate a poem and to develop strategies that will help them make 'sense' of a poem.            Students will focus on the writer's choice of language and structure within each poem that they look at.</p>	<p><b>World of Persuasion</b>            Pupils will build on the skill of writing in a clear, controlled and effective way and learn how to change their tone in order to achieve type, audience and purpose (TAP).            Pupils will develop their skills in organising their ideas and sentences.            Pupils will acquire new knowledge in how to plan a letter and the layout of a speech.            This unit will also have close links to careers; in particular media and marketing.</p>	<p><b>A Monster Calls</b>            Pupils will be re-visiting and recap their knowledge of the layout of an informal letter with a particular focus on how to organise paragraphs and use topic sentences.            Pupils will build on their knowledge of how to answer an impressions question, focussing specifically on the higher marks that are available, in comparison to SATs.            Pupils will build on their knowledge of using word classes to analyse language. The final assessed piece is a series of reading questions about the novel.</p>	<p><b>Speaking and Listening</b>            Within this final unit, students will build on their speaking and listening skills. They will complete a formal presentation to their English class.</p>



<p><b>Maths</b></p>	<p><b>Number – Place Value</b> Place Value up to one billion. Place value in decimals. Rounding to decimal places and significant figures. Multiplying and dividing by powers of ten (including negative powers). Use place value in the context of measure to convert between units.</p> <p><b>Properties of Number</b> Multiples, factors, primes, square numbers and cube numbers. Exponents (powers) and roots. Prime factorisation. Highest common factor, lowest</p>	<p><b>Number - Arithmetic</b> Addition and subtraction with decimals. Addition and subtraction with negative numbers. Multiplication and division with decimals. Multiplication and division with negative numbers. Laws of arithmetic: Commutative, Associate and Distributive Laws. BIDMAS. Using a calculator.</p> <p><b>Probability</b> Language of probability. Probability scale. Identifying outcomes. Theoretical probability. Experimental Probability.</p>	<p><b>Algebra</b> Algebraic notation. Identify: term, coefficient, factor, product, expression, formula, equation. Simplifying expressions. Function machines. Expanding brackets. Factorising. Expressions. Substitution.</p> <p><b>Geometry</b> Perimeter. Recap the area of: Rectangles, triangles, parallelograms. Area of a trapezium. Perimeter of composite shapes. Area of composite shapes. Recap angle rules.</p>	<p><b>Number – Fractions, Decimals and Percentages</b> Recap: equivalent fractions, simplifying, improper fractions and mixed numbers. Convert fluently between FDP using non-calculator and calculator methods. Compare and order negative numbers and decimals. Compare and order fractions.</p> <p><b>Number – Fractions – Four Operations.</b> Add and subtract fractions, including mixed numbers. Multiply and divide fractions, including mixed numbers. Problem solving with fractions.</p>	<p><b>Ratio and Proportion</b> Language of ratio. Multiplicative relationships. Calculate multipliers. Ratio tables to represent multiplicative relationships. Fractions of an amount (including finding the original amount). Express one number as a fraction of another. Divide a quantity into given ratios. Exchange rates, conversions and real-life problems.</p>	<p><b>Geometry</b> Transformations: Translation using vectors. Describing rotations using centre of rotation, size of turn and direction. Rotate shapes. Reflect shapes using a line of reflection. Enlarge shapes using a centre of enlargement and scale factor. Recap co-ordinates. Problem solving using co-ordinates and transformations.</p> <p><b>Data</b> Averages; mean, median, mode Range. Draw and interpret bar charts. Grouped data. Draw and interpret pie charts.</p>
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	common multiple using Venn Diagrams.					
<b>Science</b>	<p><b>Introduction to Science</b> Students will develop vital skills that will be used throughout their science education, including using and converting SI units, identifying and using laboratory equipment and plotting graphs.</p> <p><b>Organisms</b> Students will start to explore the structure of living things based on organisation of cells → tissues → organs → organ systems → organisms, looking at the importance of specialised cells, using microscopes and looking in detail at how the skeleton</p>	<p><b>Energy</b> Students will study the seven energy stores and understand the law of conservation of energy, they will then take this further to consider efficiency. Students will revisit circuits, this time expanding their understanding to the role of series and parallel circuits and measuring current. Magnets will be explored in this unit of work, considering the role of electromagnets and magnets in navigation and motors.</p>	<p><b>Matter</b> This units of work builds on the principles of states of matter from year 6, expanding it to investigate cooling curves. Students will get the opportunity to explore the periodic table, its structure and how to use chemical formula. Students will get the opportunity to investigate methods of separating mixtures, including chromatography and distillation.</p> <p><b>Forces</b> Students will get to develop the idea of resultant forces in this unit of work, understanding the difference between mass and weight. Students will learn how to calculate speed, plotting and interpreting distance time graphs and explaining relative motion.</p>	<p><b>Genes and Ecosystems</b> Students will explore the concepts of continuous and discontinuous variation, applying their graph drawing skills. Students will develop their Year 6 knowledge of food chains to study food webs, the accumulation of toxins and using quadrats for observing ecosystems.</p>	<p><b>Reactions</b> Students will identify acids and alkalis, investigate the effects of reacting acids and alkalis in neutralisation reactions and making soluble salts.</p> <p><b>Earth Science</b> This unit explores our place in the solar system, causes of the seasons, the structure of the Earth, including the rock cycle and the use of ceramics, composites and polymers.</p>	



	<p>and muscles work together. In this unit students will study reproduction, learning the organs in the reproductive systems, the impacts of puberty, the process of fertilisation and the importance of a healthy pregnancy.</p>				
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<p><b>Art</b></p>	<p><b>Formal Elements</b> Sketching and tonal work</p> <p>Pupils will produce a series of sketches from primary and secondary sources reinforcing the formal elements of line, shape, tone, form and shape.</p> <p>Demonstrating a knowledge of tonal differences</p>	<p><b>Mixed Media – African Art</b> Pupils will demonstrate an understanding of African Art, its history, it's use of pattern and colour</p> <p>Pupils will explore the work of <b>Angu Walters</b>. They will use several printing techniques to produce an African inspired boarder.</p> <p>Pupils will reinforce the formal elements of pattern, shape, line and colour.</p> <p>They will also attempt another form of printing</p> <p>.</p>	<p><b>Mixed Media – Exploded Colour</b> Pupils will choose an image and expand/reproduce the image</p> <p>Pupils will demonstrate an understanding of composition and framing.</p> <p>Pupils will then use that image and expand it again onto A3 card</p> <p>Reinforcing their knowledge and understanding of the formal elements of line, colour, tone and shape</p>	<p><b>Papier Mache – Mexican Sugar Skulls</b> Pupils will be introduced to the ideas and themes of Mexican Sugar Skulls They will demonstrate an understanding of symmetry and pattern They will produce an initial design in their sketchbooks followed by a 3d paper Mache model Pupils will demonstrate an understanding of tone and shade when using paint.</p>	<p><b>Oil Pastel - Barbara Hepworth/Modernism</b> Pupils will be introduced to Barbara Hepworth's work, ideas and influence.</p> <p>They will gain an understanding of how the artist or art movement shaped cultural society at the time and present day.</p> <p>Pupils will show progress in Oil Pastel and produce a completed piece of Modernist sculpture.</p>	<p><b>Drawing – Still Life</b> Pupils will demonstrate an understanding of working from a primary and secondary source.</p> <p>They will revisit their understanding of composition and framing and will arrange their own still life composition.</p> <p>Pupils will be introduced to various artists and art movements that used still life as an inspiration as well as reinforcing the formal elements of line, tone, shape, tone, and composition.</p>
<p><b>Computing</b></p>	<p><b>Spreadsheets and Charts</b></p>	<p><b>How Computers Work</b></p>	<p><b>Encryption and Code Breaking</b></p>	<p><b>RGB Colour</b></p>	<p><b>Integrated Project – 'Sandwich Shop'</b></p>	<p><b>Integrated Project - 'Super Powered'</b></p>



	<p>Pupils revise the spreadsheet work carried out in year 6. They then go on to work on profit/loss spreadsheets, absolute and relative cell references and creating graphs for various scenarios.</p>	<p>Pupils learn about the parts that make up a modern pc. They will revisit the use of 4-bit binary numbers, and extend this to converting 8-bit binary numbers between denary and binary and vice versa. They will look at logic gates and how they can be used to create various outputs from binary inputs.</p> <p><b>Bitmap and Vector Graphics</b></p> <p>Pupils will work on a series of image manipulation tasks. They will gather, input and process both real life and computer created images. Pupils will look at company logos and at what features make a good logo. They will</p>	<p>Pupils will look at some simple codes and carry out some exercises to encrypt messages. They will look at why encryption is important today, particularly in relation to the Internet. Pupils will then learn about the work of Alan Turing and build spreadsheets to break coded messages. They will look at ASCII code and how it is used in a modern computer.</p> <p><b>Animation, Sequencing and Control</b></p> <p>Pupils will use FLOWOL to create sequences of instructions using selection and</p>	<p>Pupils will revisit the RGB colour model, carry out some exercises to revise RGB colour and then take a summative test. They will complete a programming task in BASIC to animate a sprite and use the RGB colour model to alter the default colours.</p>	<p>Pupils complete a project to set up a business selling sandwiches. They will need to create a logo for the company, create a spreadsheet to calculate profit/loss and design a three-panel leaflet to advertise the business. Some pupils may go on to create business cards and letterheads for the company.</p>	<p>Pupils will work on a series of tasks using different programs to create a superhero character. They will design a costume, a team logo and team identity cards. They will use a spreadsheet to break a coded message, and then use a database to identify a supervillain. Finally, they will use the programming skills from a previous module to control a robot through a maze to the villain's hideout.</p>
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		produce logos for specific companies or organisations and evaluate their own work. They will create a portfolio of work in PowerPoint.	repetition. They will design a toy for a young child that has hidden functions. Pupils will produce some animations using Scratch and engage in a series of problem-solving exercises using Scratch.			
<b>French</b>	<b>Describing our family.</b> Family members and adjectives to describe personality. Learning the different words for my and talking about how old other people are and what they are called. Describing our appearance and that of others, expressing our opinion about family.	<b>School life</b> Describing what is in the classroom and what equipment we have/don't have. Focus on masculine/feminine nouns. School subjects. Giving opinions of school subjects. Using conjunctions to link sentences. Life in a French school. Christmas celebrations in France	<b>Free time(1)</b> Giving opinions about hobbies about what we and others like to do. Focus on regular -er verbs.	<b>Free time (2)</b> Hobbies and interests of ourselves and others. Focus on the irregular verb "faire".	<b>My home life.</b> Describing our homes and local area. Talking about what rooms we have in our house and where our village/town is located.	<b>Daily Routine.</b> Daily routine and food and healthy eating. Reflexive verbs



<p><b>Geography</b>  <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><b><u>How do weather and climate affect the world?</u></b></p> <p>What do we mean by 'weather'?</p> <p>How do we measure the weather?</p> <p>How can weather data be presented?</p> <p>What are the rules on climate?</p> <p>How does climate vary across the world?</p> <p>What is the climate of the UK?</p> <p>What types of extreme weather does the UK experience?</p>	<p><b><u>Should we think of Africa as a 'poor continent?'</u></b></p> <p>Where and what is Africa? Addressing the misconceptions.</p> <p>Where are Africa's climate zones?</p> <p>What is the development gap?</p> <p>How do we construct and interpret population pyramids?</p> <p>Where is Nigeria what and is it like?</p> <p>How is Nigeria's population distributed?</p> <p>How is Nigeria's employment structure changing?</p> <p>What are TNCs and how are they having an impact in Nigeria?</p> <p>How can we manage environmental issues in Nigeria?</p>	<p><b><u>How diverse is the Asian continent?</u></b></p> <p>What are the main human and physical characteristics of Asia?</p> <p>What is Asia's political geography?</p> <p>Where are the different climate zones distributed around Asia? (focus on the diversity within India)</p>	<p><b><u>How has China's past shaped its present?</u></b></p> <p>Where is China and what is it like?</p> <p>What are China's main physical features?</p> <p>Where does everyone in China live?</p> <p>How diverse is China from east to west?</p> <p>How did the one-child policy impact China?</p> <p>How can the environment in China be improved?</p>	<p><b><u>How does water shape the land?</u></b></p> <p>What are the features of the river basin?</p> <p>What is the profile of a river like?</p> <p>What are the main processes occurring along the course of a river?</p> <p>How are waterfalls formed?</p> <p>How are meanders and ox-bow lakes formed?</p> <p>What factors cause and affect river flooding?</p> <p>How can river flooding be managed?</p>
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<p><b>History</b>  <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><b><u>Medieval Britain 1066 - 1500</u></b>          How clean were Medieval towns?          What was life like in a medieval village?          Who were the villeins?          How free were ordinary people in the medieval period?          What were the causes and consequence of the Black Death?          How important were medieval institutions? (church &amp; hospitals)</p>	<p><b><u>What can the life of Mansa Musa reveal about Medieval Mali?</u></b>          How did Mansa Musa become Emperor of Mali?          What happened when Mansa Musa went to Mecca?          What is the legacy of Mansa Musa?  <i>How do we know about the history of Medieval Mali?</i>          How and why did Portugal become involved in West Africa?</p>	<p><b><u>The Tudors and Elizabethan England: 1485 - 1603</u></b>          The reign of Henry VIII          The reign of Edward VI          The reign of Mary I          Elizabeth's problems          Why was the Spanish Armada a problem for Elizabeth?          How did Elizabeth deal with the problem of the poor?          Life in Elizabethan England          How did the church change?</p>	<p><b><u>Renaissance: 14th – 17th Century</u></b>          The Age of Discovery          The Conquistadors and the Columbian Exchange          The Gunpowder Plot          Witch Trials 1612          Charles I          Civil War          Cromwell          Charles II &amp; Restoration          Great Plague 1665          Great Fire of London 1666          Glorious Revolution</p>	<p><b><u>Was the Industrial Revolution a time of progress in Britain?</u></b>          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 were children treated in the factories?          How did Huddersfield contribute to the Industrial Revolution?          How far did government legislation make a difference to the lives of people in the 19<sup>th</sup> century?          Why was housing so poor?          Who were the heroes of public health during the Industrial Revolution?</p>
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<p><b>Music</b></p> <p><i>5 units are taught, each lasting approx. 7 weeks.</i></p>	<p><b>Instruments Of The Orchestra</b></p> <p>Learning about the instruments of the orchestra. Revisiting keyboard technique and notation skills and performing a selection of orchestral pieces on the keyboard. four families of the orchestra.</p>	<p><b>Blues</b></p> <p>Pupils learn about the history and origins of the Blues. Pupils 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.</p>	<p><b>Minimalism</b></p> <p>Exploring the music of Steve Reich and other prominent Minimalist composers. Using music technology to create a minimalist cell-based composition which includes phasing and other musical features typical of the style</p>	<p><b>Rock Band 1</b></p> <p>Pupils form a band and perform a set song using Rock band instruments. Learn basic skills on electric guitar, bass guitar drums and perform <i>Wild Thing</i>.</p>	<p><b>Samba</b></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><b>PE</b></p>	<p>Developing skills and knowledge in <b>Sports hall Athletics. Outdoor and Adventurous Activities</b> such as team building and Orienteering are used in the first week to strengthen new friendships within the class.</p>	<p>Developing skills in <b>Gymnastics</b>. Creating Pair routines and sequences on the floor using counterbalance. Dancing through the ages. Developing the skills in <b>Dance</b> through 1980s to 2020s dance styles. Developing more advanced skills and</p>	<p><b>Outdoor and Adventurous Activities</b> such as team building and Orienteering are used in the first week to strengthen new friendships within the class. Developing more advanced skills and knowledge in invasion games through</p>	<p>Developing skills in Net Games through <b>Table Tennis</b>. Playing single sided games with scoring systems. Developing more advanced skills for Invasion games through <b>Netball and Handball</b>. Playing small sided games.</p>	<p>Developing more advanced skills in striking and fielding activities through <b>Cricket and Rounders</b>. Developing skills and knowledge in invasion games through <b>Tag Rugby</b>. Playing small sided games.</p>	<p>Developing skills in Net games through <b>Short Tennis</b>. Playing single sided games with scoring systems. Developing skills and Knowledge in outdoor <b>Athletic</b> activities.</p>



	Developing more advanced skills and knowledge in invasion games through <b>Football</b> . Playing small sided games.	knowledge for Invasion games through <b>Hockey</b> . Playing small sided games with full rules.	<b>Basketball</b> . Playing games with adapted rules.			
<b>PSE</b>	<b>Citizenship</b> Identity and group work, Diversity, Families, Communities, Citizens	<b>Discrimination</b> Physical disability, HI, VI  <b>Emotional Health and Wellbeing</b>	<b>Prevent – Tackling and preventing extremism</b> Understanding and preventing extremism, how can language divide us? How can people’s actions be affected by others’ influence? How can you help the community?	<b>Careers- Planning for the Future</b>  Jobs through the ages, National careers service, Career speed dating, Reflection and evaluation.	<b>Risk (Drugs and Emotional Wellbeing)</b> Transport and home safety, Running away, Smoking, Alcohol, E-safety, Role play/peer pressure assessment.	<b>RSHE and Healthy Lifestyle</b> Self-esteem and personal Hygiene, Puberty, key words and diagrams, Sanitary products, Puberty problems and advice, my opinions, EHWB managing feelings.
<b>RE</b>	<b>Hinduism</b> What Gods do Hindus believe in?  How do Hindus worship?  What are the 4 main Hindu beliefs?	<b>Hindusim</b> Where do Hindus live?  What is inside a Mandir?  Why is the Ganges so important to Hindus?	<b>(STARTS AT END OF AUTUMN TERM)</b>  <b>Religious art and spirituality</b> What is beauty?  How do Christians use stained glass	<b>Religious art and spirituality</b> How does Islam use symmetry to explain some of the features of Allah?  How do Buddhists use Mandalas as part of their religion?	<b>(STARTS AT END OF SPRING TERM)</b>  <b>Religious special places</b>  What makes a place special?	<b>Religious special places</b>  Why is Varanasi a sacred place for Hindus?  Why is Jerusalem a place of conflict?



			<p>windows to teach about their religion?</p> <p>How does Islam use calligraphy to teach about the Word of Allah?</p>		<p>Why is Lourdes a special place for Christians?</p> <p>Why is Mecca an important place for Islam?</p>	
<p><b>Technology Rotational 12 week carousel with all technology subjects and Drama</b></p>	<p><b>Food Preparation &amp; Nutrition</b> Pupils investigate provenance and sustainability of food and food production. While still focusing on the Eatwell guide. The pupils investigate food intolerances and specific diets due to religion and health issues. They explore world foods and cook a series of recipes that follow the theory they are covering</p>	<p><b>Textiles Technology</b> Pupils will develop their skills on the sewing machines practicing and taking their driving test. They investigate the global environmental impact of the fashion and textiles industry. They look at the work of artists and designers who create sustainable projects and develop their own scrappy doll creation using upcycled and reclaimed materials .</p>	<p><b>Resistant Materials Technology</b> Pupils build upon their knowledge and skills from Year 6 as they focus upon Wood as a material. They start by making a practice piece (memo holder) to develop their marking out and making skills. The finished memo holder is then drawn using two different formats – isometric and orthographic. Pupils then research different types of wood and products as well as making a variety of different</p>	<p>On rotation with Drama</p>	<p>On rotation with Drama</p>	<p>On rotation with Drama</p>



			<p>joints. Using this knowledge and new skills, pupils then design and make a money box to satisfy the design problem.</p>			
<p><b>Drama</b> 3 units of work taught across 13 weeks (This Year 7 cohort are studying drama for the first time this year)</p>	<p><b>Introduction To Drama Skills</b> 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.</p>	<p><b>Shakespeare</b> A text -based unit provides pupils with the practical skills to explore and perform elements of four Shakespearean plays. This includes the study of language to support English, themes within the plays, the reading and performance from a script</p>	<p><b>Cluedo</b> A scheme of work based of the board game. Students use characterisation, interrogation and hot seating to develop the characters of the suspects within the storyline. Forum Theatre helps students to engage with the action and use improvisation skills. Fingerprint dusting, clue finding and problem solving encourage group work and co-operation.</p>	<p>Rotation with Technology.</p>	<p>Rotation with Technology.</p>	<p>Rotation with Technology.</p>



## Scissett Middle School Curriculum Map Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b>  <i>Pupils will be given many opportunities to revisit prior knowledge and skills acquired throughout each unit.</i></p>	<p><b>Of Mice and Men</b>            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><b>Extreme Sports</b>            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><b>Journey's End and Conflict Poetry</b>            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><b>Twisted Tales</b>            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><b>Growing Up Poetry</b>            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</p>	<p><b>Woman in Black</b>            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><b>King Lear</b>            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</p>



				and analysing the writer's choice of language and structure.		their understanding of the play by complete a formal speaking and listening assessment.
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<p><b>Maths</b></p>	<p><b>Place Value and Properties of Number</b>          Multiples, factors, highest common factor (HCF), lowest common multiple (LCM).          Squares and square roots, triangular numbers.          Product of prime factors.          Rounding.          Using a calculator.          Multiplying and dividing by powers of 10.          Standard form.</p> <p><b>Algebra - Sequences and Relationships</b>          Term-to-term rules.          Position-to-term rule (nth term) for linear sequences.          Recognise geometric sequences.          Quadratic sequences.</p>	<p><b>Geometrical Reasoning</b>          Angle notation.          Understand and applying the angle rules:          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.</p> <p>Problem solving.          Simple angle proofs.          Construct:          Triangles using protractors and compasses.          Angle bisectors and perpendicular bisectors.</p>	<p><b>Ratio and Proportion</b>          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><b>Algebra – Linear Graphs</b>          Recognise and plot linear graphs.          Find the gradient and intercept of linear graphs.          Use <math>y = mx + c</math> to find the equation of linear graphs.          Recognise quadratic and cubic graphs.</p>	<p><b>Averages and Data</b>          Draw and interpret pie charts.          Discrete and continuous data.          Grouped data.          Averages.          Mean from frequency tables.          Stem and leaf diagrams.          Hypotheses / questionnaires.          Scatter graphs and correlation.</p> <p><b>Algebra – Formulae and Equations</b>          Simplify expressions.          Recap algebraic notation.          Expand brackets.          Factorise expressions.          Use BIDMAS.          Solve linear equations.</p>	<p><b>Perimeter, Area and Volume</b>          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><b>Transformations and Similarity</b>          Recap:          Translations.          Reflections.          Rotations.</p> <p>Congruence and similarity.          Enlargement.          Pythagoras' Theorem.</p>	<p><b>Probability, Sets and Unions</b>          Recap language of probability and the probability scale.          Theoretical probability.          Experimental probability.          Set notation and Venn Diagrams.</p>
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	<p><b>Fractions</b> Recap comparing and ordering. Recap converting between mixed numbers and improper fractions. Recap four operations with fractions (add, subtract, multiply and divide).</p>	<p><b>Fractions, Decimals and Percentages</b> 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.</p>				
<b>Science</b>	<p><b>Introduction to Science</b> 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><b>Matter</b> 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><b>Organisms</b> 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><b>Forces</b> In Year 8 students develop their knowledge of resultant forces, this time applying them to the principles of Hooke's law, terminal velocity and drag. Students will then go on to understand and calculate pressure.</p>	<p><b>Reactions</b> 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><b>Ecosystems</b> Students will explore in this unit, the importance of plants and how they reproduce, this will explore the importance of plants</p>	



	<p><b>Waves</b> 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>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>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><b>Earth Science</b> 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>
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<p><b>Art</b></p>	<p><b>Mixed Media – Pop Art (Roy Lichtenstein)</b>  Pupils will demonstrate an understanding of Roy Lichtenstein’s work, his ideas and theme, exploring Lichtenstein’s use of comic book imagery.</p> <p>Again pupils will reinforce their skills in the formal elements of line, shape and colour.</p>	<p><b>Mixed Media – Pop Art (Andy Warhol)</b>  Pupils will demonstrate an understanding of Andy Warhol’s work, his ideas and themes. They will demonstrate an understanding of printing. They will also use advertising, products and celebrities as inspiration for their work, while constantly reinforcing the formal elements of line and colour tone and composition</p>	<p><b>Sculpture – Pop Art Claes Oldenburg</b>  Pupils will be introduced to various Pop Art sculptures. They will specifically look at the work of Claes Oldenburg. They will gain an understanding of how the artist or art movement shaped cultural society at the time and present day. They will produce designs inspired by various images of Pop Art sculptures And will produce their own Pop Art sculpture</p>	<p><b>Drawing – Still Life</b>  Pupils will demonstrate an understanding of working from a primary and secondary source. They will reinforce their understanding of composition and framing.  They will arrange their own still life composition and will be explore various artists and art movements that used still life as an inspiration.</p>	<p><b>Oil Pastel – Henry Moore</b>  Pupils will be introduced to the ideas and themes of the modernist sculptor Henry Moore. They will revisit knowledge regarding Modernism</p> <p>Pupils will produce initial designs in their sketchbooks based on Henry Moore’s work. Pupils will reinforce the formal elements of line, tone, shade, shape, and composition</p>	<p><b>Spray paint – Stencil Art- Banksy</b>  Pupils will be introduced to the ideas and themes of street artists such as Banksy  Pupils will produce various stencils.</p> <p>They will use spray paint to create several images on an A2 piece of paper. Pupils will reinforce the formal elements of line, shape and colour Pupils will demonstrate an understanding of more contemporary art forms.</p>
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<p><b>Computing</b></p>	<p><b>Information and Communication</b> 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><b>How Computers Work</b> 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><b>The Maths Machine</b> 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><b>Programming in BASIC</b> 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><b>Binary, Hexadecimal and Colours</b> 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><b>Spreadsheets and Selection</b> 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><b>Databases</b> 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><b>The Guessing Game</b> 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.</p> <p><b>Sound and Vision</b> 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.  <b>Sequencing and Control</b>  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><b>French</b></p>	<p><b>My local area.</b>  Describing what there is/isn't in our town/village, opinions of our area, what we do at the weekend .</p>	<p><b>My local area part 2</b>  Making arrangements to go out, telling the time and using the future tense.</p>	<p><b>My teenage life part 1</b>  Food and drink, café role play. Expressing opinions about food</p>	<p><b>My teenage life part 2</b>  Describing what we wear and how we use technology. Past tense launch.</p>	<p><b>Holidays</b>  Countries, transport and accommodation. Weather. Past tense continued.</p>	<p><b>Holidays continued.</b>  Holiday activities. Using different tenses</p>



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<p><b>Geography</b>  <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><b><u>How developed is South America?</u></b></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><b><u>Why is there conflict in the Middle East?</u></b></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><b><u>Do tectonic hazards bring costs or benefits?</u></b></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><b><u>What is happening to the coast?</u></b></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><b><u>What is happening to the Holderness Coast?</u></b></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>
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<p><b>History</b>  <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><b>Industrial Revolution</b>          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><b>Empire</b>          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><b>The Trans-Atlantic Slave Trade</b>          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><b>What is the story of the Suffragettes?</b>          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><b>The Civil Rights Movement</b>          A study of the Civil Right</p>	<p><b>The First World War</b>          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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					Movement in the USA and Britain during the 20 <sup>th</sup> century.	
<p><b>Music</b></p> <p><i>5 units are taught, each lasting approx. 7 weeks</i></p>	<p><b>Samba</b></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>(This is being taught in Year 8 in 2022-23 as part of the recovery curriculum)</p>	<p><b>Waltz</b></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><b>Rock Band 2</b></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><b>Advanced Piano</b></p> <p>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 studies styles, giving a chance to revisit key knowledge from previous units.</p>	<p><b>Remix</b></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><b>PE</b></p>	<p>Consolidating skills and knowledge in <b>Sports hall</b></p>	<p>Developing skills in <b>Gymnastics through</b></p>	<p><b>Outdoor and Adventurous Activities</b> 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 <b>Table Tennis.</b></p>	<p>Consolidating more advanced skills in striking and fielding</p>	<p>Consolidating skills in Net games through <b>Tennis.</b></p>



	<p><b>Athletics. Outdoor and Adventurous Activities</b> 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 <b>Football.</b> Playing larger sided games. Developing officiating skills.</p>	<p><b>vaulting.</b> Creating routines and sequences through Flight. Dancing through the ages. Developing the skills in <b>Dance</b> through exploring a range of 2020s dance styles. Consolidating more advanced skills and knowledge for Invasion games through <b>Hockey.</b> Playing larger sided games with full rules. Developing officiating skills.</p>	<p>Consolidating more advanced skills and knowledge for invasion games through <b>Basketball.</b> 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 <b>Netball and Handball.</b> Playing full sided games. Developing officiating skills.</p>	<p>activities through <b>Cricket and Rounders.</b> Consolidating more advanced skills and knowledge in invasion games through <b>Tag Rugby.</b> Playing full sided games.</p>	<p>Developing officiating skills. Play singles and doubles games. Consolidating skills and knowledge in <b>Athletics</b> activities. Developing officiating skills.</p>
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<p><b>PSE</b></p>	<p><b>Emotional Health and Wellbeing</b> Self-esteem and identity, Body image, Healthy lifestyle and disordered eating, Managing feelings.</p> <p><b>E-safety</b> Cyberbullying, Sexting, Peer pressure, Self Esteem.</p>	<p><b>Real Love Rocks</b> Healthy relationships and consent, CSE and grooming, Keeping safe, Impact of pornography and Sexting</p> <p><b>Risk</b> Alcohol, smoking, peer pressure.</p>	<p><b>Careers</b> The world of work, National Careers service, Who am I? Routes available, CV, children and the law. Wages, employers, H&amp;S, Reflection and evaluation.</p>	<p><b>Bullying</b> Verbal bullying, Bullying strategies, Rights and responsibilities, Peer pressure, Smoking and alcohol.</p>	<p><b>Citizenship (Diversity)</b> Democracy in the UK, Local services, Mutual respect, Racism, Homophobia, Gender and disability, Discrimination.</p>	<p><b>RSHE</b> Puberty changes recap, Menstruation, Relationships, Gender and sexuality, Conception, Contraception, Parenthood.</p>
<p><b>RE</b></p>	<p><b>Judaism</b></p> <p>What are the main beliefs of Judaism?</p> <p>What is the difference between orthodox and reform Judaism?</p>	<p>What are the features of a synagogue and how do they relate to the significant beliefs within Judaism?</p>	<p><b>STARTED AT THE END OF THE AUTUMN TERM</b></p> <p><b>Evil and suffering</b> What is evil? Who is evil? What is the duality of evil? What is the problem of evil?</p>	<p><b>Evil and suffering</b></p> <p>What is a Christian response to evil?</p> <p>What is a humanism response to evil?</p>	<p><b>Evil and suffering</b></p> <p>What is anti-Semitism?</p> <p>Who helped in the Holocaust?</p> <p>What was Britain's</p>	<p><b>Humanism</b> What is the difference between Theist, Atheist and Agnostic? How might we compare the first cause argument and</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 Jewish marriage?</p> <p>How might the teachings of Moses Maimonides explain Jewish understanding of morality and ethics?</p>		<p>(Subunit: The Holocaust)</p> <p>What was the Holocaust?</p>	<p>response to the Holocaust?</p>	<p>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>
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<p><b>Technology Rotational 12 week carousel with all technology subjects and Drama</b></p>	<p><b>Food preparation and Nutrition</b> 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, contaminants and food poisoning in both a kitchen and industry environment</p>	<p><b>Textiles Technology</b> 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><b>Resistant Materials Technology</b> 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><b>On rotation with Drama</b></p>	<p><b>On rotation with Drama</b></p>	<p><b>On rotation with Drama</b></p>
<p><b>Drama</b> 3 units taught across 13 weeks</p>	<p><b>Physical Comedy</b> through the study of mime, Commedia de l’Arte and modern</p>	<p><b>Wonder.Land</b> Using Wonder.land as a text, this is a practitioner-based</p>	<p><b>Theatre In Education.</b> Using relatable themes and issues to create a piece of</p>	<p>In rotation with Technology</p>	<p>In rotation with Technology</p>	<p>In rotation with Technology</p>



	<p>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>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>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>			
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