

**Hexham Middle School**

**Year 7 Curriculum**

**RESPECT. ENGAGE. ASPIRE.**

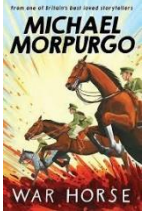
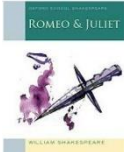
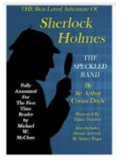

The HMS curriculum is sequenced to build on learning prior learning. Staff develop a coherent understanding of curricula across the Partnership as part of our ongoing working groups. At HMS, teachers plan in the long, medium and short-term to ensure consistency in the learning experience for all children. The long-term mapping details the sequence of learning in each subject, the key themes, how reading and literacy are developed, how our personal development curriculum is embedded and the key assessment strategies to ensure that staff and pupils know the security of learning. The curriculum is planned with ambition for all learners at its core and those with additional needs are empowered to succeed. Pupils learn about the influence of significant people both in history and in the modern world so that they develop an appreciation of the world in which they are living. Detailed medium-term planning is produced for effective implementation and consistency giving teachers the understanding of why learning happens when it does, what pupils should already know, how they will build on this learning and the required end-points (in terms of knowledge, skill and understanding).

| Subject   | Autumn  | Spring   | Summer  |
|---|---|--|---|
| <b>Personal Development</b><br><br><b>(2 hours)</b> | <b>Assembly Themes including:</b> <ul style="list-style-type: none"> <li>Democracy in action; Will there ever be world peace?; Sustainability in our school; Dealing with our emotions; Firework safety; Building bridges not wall... Armistice Day; Anti-bullying – being generous and showing courage; Advent</li> </ul> <b>Character Education:</b> <ul style="list-style-type: none"> <li>Courage</li> <li>Generosity</li> </ul> <b>Skills Builder:</b> <ul style="list-style-type: none"> <li>Speaking</li> <li>Listening</li> </ul> | <b>Assembly Themes including:</b> <ul style="list-style-type: none"> <li>Aiming High/Aspirations; Lunar New Year; Holocaust Memorial Day; Diversity and Inclusion; Safer Internet Day; Love in Literature; Lent; National Careers Week; Red Nose Day; Earth Hour; Easter Story</li> </ul> <b>Character Education:</b> <ul style="list-style-type: none"> <li>Justice</li> <li>Humility</li> </ul> <b>Skills Builder:</b> <ul style="list-style-type: none"> <li>Aiming high</li> <li>Staying Positive</li> </ul> | <b>Assembly themes including:</b> <ul style="list-style-type: none"> <li>William Shakespeare; Interrogating integrity; Islam’s holiest day; Florence Nightingale; Mary Seacole; Protected Characteristics: The Equality Act; Biodiversity; Caring for others; Magna Carta; Alan Turing’s Example; Was Henry VIII a good leader?; Skills Builder</li> </ul> <b>Character Education:</b> <ul style="list-style-type: none"> <li>Integrity</li> <li>Honesty</li> </ul> <b>Skills Builder:</b> <ul style="list-style-type: none"> <li>Creativity</li> <li>Leadership</li> </ul> |
| <b>PSHE/RSE</b><br><br><b>(2 hours)</b>             | <b>Living in the wider world</b> <ul style="list-style-type: none"> <li>What influences my decisions?</li> <li>Why do my decisions matter?</li> <li>How can I make informed decisions?</li> <li>How can I manage financial risk?</li> <li>Piracy – what’s the big deal?</li> </ul>  | <b>Citizenship</b> <ul style="list-style-type: none"> <li>What is Parliament?</li> <li>What does the Government do?</li> <li>The election process</li> <li>The role of the police</li> <li>British Law</li> </ul>  | <b>Relationships</b> <ul style="list-style-type: none"> <li>Respectful relationships</li> <li>Conflict resolution including online</li> <li>Equality and diversity</li> <li>Tackling prejudice-based bullying and discrimination</li> </ul>   |

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|   |   |  |  |
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|   | <p><b>Health and Well-being</b></p> <ul style="list-style-type: none"> <li>Physical and mental well-being</li> <li>Self-care</li> <li>Building connections</li> <li>First aid: basic life support</li> <li>First aid: bleeding</li> </ul>   | <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Careers and your future</li> <li>Transition points</li> <li>Personal qualities and skills</li> <li>Finding careers information</li> <li>Career management</li> <li>Character traits and skills</li> <li>Action points</li> </ul>                            | <ul style="list-style-type: none"> <li>Tackling bullying online</li> <li>Managing 'group-think' and persuasion about gender identity, transphobia and gender-based discrimination; homophobia and biphobia; racism and religious discrimination and disability discrimination.</li> </ul>  |
| <p><b>Reading – key texts</b><br/><b>(Whole class reading sessions)</b></p> |  <p>During whole class reading, children read a wide range of fiction, non-fiction and poetry. As well as whole texts, children also engage with extracts and linked texts to broaden their vocabulary, comprehension and contextual understanding.</p>  | <p>During whole class reading, children read a wide range of fiction, non-fiction and poetry. As well as whole texts, children also engage with extracts and linked texts to broaden their vocabulary, comprehension and contextual understanding.</p>  | <p>During whole class reading, children read a wide range of fiction, non-fiction and poetry. As well as whole texts, children also engage with extracts and linked texts to broaden their vocabulary, comprehension and contextual understanding.</p>  |
| <p><b>Art</b><br/><b>(2 hours)</b></p>                                      | <p><b>Impressionism</b></p> <ul style="list-style-type: none"> <li>Studying the work of Vincent Van Gogh.</li> <li>Developing oil pastel techniques.</li> <li>Developing their interpretation of 'The Starry Night'.</li> <li>Mark making</li> <li>Blending</li> <li>Accurate pastiche</li> </ul>  | <p><b>Landscapes</b></p> <ul style="list-style-type: none"> <li>Mixed media of a landscape from the Lake District.</li> <li>Using three different mediums within one artwork to emulate the style of artists studied.</li> <li>Understanding perspective.</li> <li>Developing water colour techniques.</li> </ul>                          | <p><b>Greek Mythology</b></p> <ul style="list-style-type: none"> <li>Print making using foam boards.</li> <li>Creating designs with pattern.</li> <li>Designing and creating character.</li> <li>Understanding the Greek culture.</li> </ul>   |
| <p><b>Computing</b><br/><b>(2 hours)</b></p>                                | <p><b>Computing System and Networks</b></p> <ul style="list-style-type: none"> <li>Introduction to school systems</li> <li>Components of a computer</li> <li>The CPU</li> </ul> <p><b>Creating media</b></p> <ul style="list-style-type: none"> <li>Audio in computing</li> </ul>   | <p><b>Programming</b></p> <ul style="list-style-type: none"> <li>Introduction to Python</li> <li>Variables</li> <li>Inputs and Outputs</li> <li>Data types</li> <li>Mathematical operators</li> </ul>  | <p><b>Data and Information</b></p> <ul style="list-style-type: none"> <li>Modelling data</li> <li>Calculations</li> <li>Analysing Data</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Sound effects</li> <li>• Podcasts - History of Computing</li> </ul>  | <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• HTML</li> <li>• Text</li> <li>• Images</li> <li>• Hyperlinks</li> </ul>  |  |
| <p align="center"><b>Digital Citizenship</b></p> <p align="center">Throughout the year, pupils will focus on fundamental themes such as: self-image and identity; online relationships; online reputation; online bullying; managing online information; health, wellbeing and lifestyle; privacy and security; copyright and ownership.</p> |   |  |  |
| <p align="center"><b>English</b></p> <p align="center"><b>(8 hours)</b></p>  | <p><b>Reading – texts</b></p> <ul style="list-style-type: none"> <li>• War Horse by Michael Morpurgo</li> <li>• Wilfred Owen letters</li> <li>• Poetry: Exposure; Who’s for the game?; Dulce et Decorum est Charge of the Light Brigade</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Comment on the effect of narrative perspective (analysis)</li> <li>• Confidently select and explain evidence from a text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write a speech from Albert’s father to his friends justifying why he sold Joey.</li> <li>• Write a description of the battlefield.</li> <li>• Write a letter home from the trenches.</li> </ul> <p><b>Spelling, punctuation and grammar</b></p> <ul style="list-style-type: none"> <li>• Revision of Key Stage 2 terminology and knowledge to ensure retention</li> <li>• Identify and explain the impact of grammatical features of texts read</li> </ul> | <p><b>Reading – texts</b></p> <ul style="list-style-type: none"> <li>• Romeo and Juliet by William Shakespeare</li> <li>• Shakespeare’s Globe</li> <li>• Shakespearean Costume</li> <li>• Shakespearean sonnets</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Understand how Shakespeare shows the changing character of Juliet.</li> <li>• Understand the context of the play and modern audience reactions</li> <li>• Consider the play as a drama performance – how can it be interpreted on stage in different ways</li> <li>• Understand and explain increasingly complex language, in particular layers of meaning in language</li> <li>• Track development of characters throughout a whole text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing to recount – newspaper article writing</li> <li>• Summarise key events from a play and present in an alternative form</li> </ul> | <p><b>Reading – texts</b></p> <ul style="list-style-type: none"> <li>• Sherlock Holmes: The Adventures of the Speckled Band by Sir Arthur Conon Doyle</li> <li>• The Bruce Partington Plans by Sir Arthur Conon Doyle</li> <li>• About His Person by Simon Armitage</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Evaluate: Is Dr Roylott a typical Victorian villain?</li> <li>• Understand and explain increasingly complex language, in particular layers of meaning in language</li> <li>• Apply analysis skills to an unknown text</li> <li>• Critically evaluate how effective a writer has been in meeting their intentions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing an opening to a new Sherlock Holmes story</li> <li>• Adapting narrative into playscript</li> <li>• Understand and apply conventions of Sherlock Holmes story</li> <li>• Be able to transform content from one literary form to another</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>Apply grammatical knowledge to analyse more complex literature</li> </ul>  | <ul style="list-style-type: none"> <li>Use language and structure to create deliberate effect on a particular audience and purpose</li> </ul> <p><b>Spelling, punctuation and grammar</b></p> <ul style="list-style-type: none"> <li>Revision of Key Stage 2 terminology and knowledge to ensure retention</li> <li>Identify and explain the impact of grammatical features of texts read</li> <li>Apply grammatical knowledge to analyse more complex literature</li> </ul> | <ul style="list-style-type: none"> <li>Use language and structure to create deliberate effect on a particular audience and purpose in writing</li> </ul> <p><b>Spelling, punctuation and grammar</b></p> <ul style="list-style-type: none"> <li>Revision of Key Stage 2 terminology and knowledge to ensure retention</li> <li>Identify and explain the impact of grammatical features of texts read</li> <li>Apply grammatical knowledge to analyse more complex literature</li> </ul> |
| <p><b>Drama</b><br/><b>(1 hour)</b></p>   | <p><b>Introduction to drama and working together</b></p> <ul style="list-style-type: none"> <li>Group working skills</li> <li>Trust</li> <li>Co-operation (physical theatre)</li> <li>Give and take (careers acting)</li> </ul> <p><b>Devising – making drama</b></p> <ul style="list-style-type: none"> <li>Responding to stimulus</li> <li>Applying new techniques</li> <li>Music</li> <li>Physical skills</li> <li>Narration and still image</li> <li>Characterisation and hot seating</li> <li>Costume</li> </ul> | <p><b>Scripts – Blood Brothers</b></p> <ul style="list-style-type: none"> <li>Characterisation</li> <li>Stereotypes</li> <li>Social status</li> <li>Applying techniques</li> <li>Rehearsing and performing</li> <li>Split stage</li> </ul>   | <p><b>Live theatre evaluation and design: Peter Pan</b></p> <ul style="list-style-type: none"> <li>Design roles</li> <li>Design elements</li> <li>Symbolism on stage</li> <li>Technical theatre terminology</li> <li>Analysing</li> <li>Writing</li> <li>Evaluating</li> <li>Performance skills</li> </ul>  |
| <p><b>French</b><br/><b>(2 hours)</b></p> | <p><b>School</b></p> <ul style="list-style-type: none"> <li>Opinions with reasons</li> <li>School subjects</li> <li>Numbers to 60</li> <li>Telling the time</li> </ul>  | <p><b>Where I live</b></p> <ul style="list-style-type: none"> <li>Where I live</li> <li>My region</li> <li>Types of house</li> <li>Rooms in the house</li> </ul>   | <p><b>En ville</b></p> <ul style="list-style-type: none"> <li>Type of town</li> <li>Places within town</li> <li>Aller</li> <li>Je vais and place</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>School timetable</li> <li>Er verbs</li> <li>School routine</li> <li>Colours</li> <li>School uniform</li> <li><b>Grammar:</b> Il est..heures; er verbs – jouer, porter; conjunctions; frequency words; adjectival agreement with colours and clothing.</li> </ul>   | <ul style="list-style-type: none"> <li>In my bedroom</li> <li>Prepositions</li> <li>Ideal house</li> <li><b>Grammar:</b> Avoir – first and third person; Il y a/ Il N’y a pas de; etre and preposition; adjectival agreement with colours and furniture; er verbs – habiter</li> </ul>                    | <ul style="list-style-type: none"> <li>Invitations</li> <li>Directions</li> <li><b>Grammar:</b> Etre and adjective; Il y/Il n’y a pas de; aller; je vais + au/ a la/aux; questions</li> </ul>  |
| <p><b>Geography</b><br/><b>(3 hours)</b></p> | <p><b>Water challenges</b></p> <ul style="list-style-type: none"> <li>Case study – Ogallala (USA)</li> <li>Issues surrounding bottled water – Fiji water</li> <li>Aquifers</li> <li>Water shortages</li> <li>Human planning</li> </ul> <p><b>Weather and climate</b></p> <ul style="list-style-type: none"> <li>Air pressure</li> <li>How air pressure influences types of weather</li> <li>Air masses of the UK</li> <li>Climate graphs</li> </ul> | <p><b>Settlement</b></p> <ul style="list-style-type: none"> <li>The settlement hierarchy</li> <li>Recognising settlement size on maps</li> <li>Function of a settlement</li> <li>Recognising functions on OS maps</li> <li>Designing sustainable settlements for Newcastle and The Tyne Valley</li> </ul> | <p><b>Why are some countries more developed than others?</b></p> <ul style="list-style-type: none"> <li>Understanding what life in poverty is like</li> <li>Methods of reducing poverty</li> <li>Use development indicators to determine how developed a county is</li> <li>Life expectancy</li> <li>GNP per capita</li> <li>HDI</li> <li>Case studies: African nations</li> </ul> <p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>Explain how coastal features are formed</li> <li>Understand the effects of storm surges</li> <li>Analyse the impact of climate change on the coastal areas of the UK.</li> <li>Understanding coastal protection methods and future-proofing.</li> </ul> |
| <p><b>History</b><br/><b>(3 hours)</b></p>   | <p><b>The Norman Conquest</b></p> <ul style="list-style-type: none"> <li>Explore the events of 1066.</li> <li>Understand how William the Conqueror came to seize the throne.</li> </ul>   | <p><b>The Power of Kings in the Middle Ages</b></p> <ul style="list-style-type: none"> <li>Understanding the power of monarchs.</li> <li>How power is influenced by the church and society.</li> <li>Understand the impact of different monarchs.</li> </ul>  | <p><b>English Civil War</b></p> <ul style="list-style-type: none"> <li>Understanding the causes of The English Civil War.</li> <li>Understanding the consequences of the war.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>Understand the consequences this had for England.</li> <li>Focus on the impact on a local area.</li> <li>Understanding the link between causes.</li> </ul>   | <ul style="list-style-type: none"> <li>Analyse what makes the monarchs significant rulers.</li> <li>Identifying and explaining similarities, change and differences over time.</li> <li>Evaluating the change of power over time.</li> </ul>   | <ul style="list-style-type: none"> <li>Exploring the Interregnum and the historical significance of Oliver Cromwell.</li> <li>Evaluate how significant people in power cause change over time.</li> </ul>   |
| <p><b>Maths</b></p> <p><b>(8 hours)</b></p> | <p><b>Exploring Sequences</b></p> <ul style="list-style-type: none"> <li>Describing and continuing sequences, explain term-to-term rules, recognise different types of sequence, represent sequences as graphs</li> </ul> <p><b>Understanding and Using Algebraic Notation</b></p> <ul style="list-style-type: none"> <li>Function machines, understand and use algebraic notation, substitute into simple expressions (positive numbers only), simplify expressions, expanding and factorising single brackets, problem solving</li> </ul> <p><b>Equality and Equivalence</b></p> <ul style="list-style-type: none"> <li>BIDMAS, solving one and two step equations, solving equations with single brackets, problem solving</li> <li>Expanding and factorising single brackets if students are ready</li> <li>Form and solve equations</li> </ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>Rounding numbers to powers of 10 and decimal places</li> </ul> | <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Factors and multiples, area of a rectangle and parallelogram, problem solving</li> </ul> <p><b>Fractions and Percentages of an Amount</b></p> <ul style="list-style-type: none"> <li>Calculate a fraction/percentage of an amount, calculating with percentages over 100, using a calculator, problem solving</li> </ul> <p><b>Directed Number</b></p> <ul style="list-style-type: none"> <li>Order and compare directed numbers, use all four operations with directed numbers, use a calculator with directed number, BIDMAS, algebra with directed number, understanding that positive numbers have more than one square root, higher powers and roots with directed numbers</li> </ul> <p><b>Fractional Thinking</b></p> <ul style="list-style-type: none"> <li>Compare and order fractions, convert between mixed numbers and improper fractions, add and subtract fractions, linking fractions and decimals, equations with fractions, problem solving</li> </ul> | <p><b>Geometric Reasoning</b></p> <ul style="list-style-type: none"> <li>Basic angle facts, angle sum of polygons, angles in parallel lines, problem solving</li> </ul> <p><b>Developing Number Sense</b></p> <ul style="list-style-type: none"> <li>Estimation for sense checking, multiplying and dividing decimals and integers, using a calculator</li> </ul> <p><b>Sets and Probability</b></p> <ul style="list-style-type: none"> <li>Basic probability, sample spaces, Venn Diagrams</li> </ul> <p><b>Prime Numbers and Proof</b></p> <ul style="list-style-type: none"> <li>Work with prime, square and triangular numbers, HCF and LCM, product of prime factors (index form), proof and conjectures, problem solving</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• multiplying and dividing by powers of 10, solving problems</li></ul> <p><b>Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"><li>• Convert fluently between FDP, FDP on number lines, FDP over 1/100, problem solving</li></ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"><li>• Financial maths problems, timetables, frequency trees, perimeter, problem solving</li></ul>   | <p><b>Construction and Measures</b></p> <ul style="list-style-type: none"><li>• Label geometric figures, draw and measure angles (over 180°), identify parallel and perpendicular lines, types of triangles and quadrilaterals, identify polygons, construct triangles</li></ul>  |   |
| <p><b>Music</b><br/><b>(2 hours)</b></p> | <p><b>Tonality</b></p> <ul style="list-style-type: none"><li>• Major minor scale construction</li><li>• Aural exercises for chords and keys</li><li>• Description in listening - reducing the description to specific elements by teacher questioning</li><li>• Keyboard skills</li></ul> <p><b>Ensemble</b></p> <ul style="list-style-type: none"><li>• Playing as part of an ensemble</li><li>• Whole class – C major scale - for technique and construction understanding – leading to major scale construction in different keys</li><li>• Tonic and dominant – finished and unfinished endings</li><li>• Compose and perform two melodies in different tonalities</li></ul> | <p><b>Impressionism</b></p> <ul style="list-style-type: none"><li>• Extended listening – Debussy</li><li>• Chromatic scale</li><li>• Whole tone scale construction and impact</li><li>• Composition</li><li>• Performance of techniques</li><li>• Ostinato</li><li>• Cluster chords</li><li>• Texture to highlight mood</li></ul> | <p><b>Music in advertising</b></p> <ul style="list-style-type: none"><li>• Awareness of music in media</li><li>• Composing background music</li><li>• Creating jingles</li><li>• How music relates to a product</li></ul> |

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| <p align="center"><b>PE</b></p> <p align="center"><b>(4 hours)</b></p> <p><b>(Due to groupings and facility access, some classes may do sports in different terms)</b></p> | <ul style="list-style-type: none"> <li>• Netball</li> <li>• Tchoukball</li> <li>• Cross Country (Run for fun)</li> <li>• Outdoor and Adventurous Activity</li> </ul>  | <ul style="list-style-type: none"> <li>• Dance</li> <li>• Rugby</li> <li>• Tennis</li> </ul>   | <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Cricket</li> <li>• Rounders</li> </ul>  |
| <p align="center"><b>RE</b></p> <p align="center"><b>(2 hours)</b></p> <p><b>The RE curriculum is based on the locally-agreed syllabus.</b></p>                            | <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Origin story</li> <li>• Beliefs</li> <li>• Sacred texts</li> <li>• The Five Ks</li> <li>• Guru Granth Sahib</li> <li>• The gurdwara and why it is important</li> <li>• Khalsa</li> <li>• Equality, community and service</li> </ul>  | <p><b>God and the meaning of life</b></p> <ul style="list-style-type: none"> <li>• Beliefs about life after death</li> <li>• The value of human life</li> <li>• How do fundamental beliefs impact action</li> <li>• Theist</li> <li>• Atheist</li> <li>• Agnostic</li> </ul>   | <p><b>Was Jesus a radical?</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the teachings of Jesus including:</li> <li>• Authority</li> <li>• Wealth</li> <li>• Poverty</li> <li>• Justice</li> <li>• How do Christians respond?</li> <li>• Are Jesus' teachings too radical?</li> </ul>   |
| <p align="center"><b>Science</b></p> <p align="center"><b>(6 hours)</b></p>  | <p><b>Matter</b></p> <ul style="list-style-type: none"> <li>• The particle model, including changes of state and diffusion</li> <li>• Separation techniques, including filtration, evaporation and distillation and chromatography</li> </ul> <p><b>Organisms</b></p> <ul style="list-style-type: none"> <li>• Levels of organisation and cells</li> <li>• Movement: the skeletal and muscular organ systems</li> </ul> | <p><b>Reactions</b></p> <ul style="list-style-type: none"> <li>• Chemical reactions</li> <li>• Properties of acids and alkalis</li> <li>• Neutralisation reactions</li> </ul> <p><b>Ecosystems</b></p> <ul style="list-style-type: none"> <li>• Interdependence, food chains and food webs.</li> <li>• Ecosystems and competition</li> <li>• Plant reproduction</li> </ul> <p><b>Waves</b></p> | <p><b>Earth</b></p> <ul style="list-style-type: none"> <li>• The structure of the Earth</li> <li>• Sedimentary, igneous and metamorphic rocks</li> <li>• The rock cycle</li> </ul> <p><b>Genes</b></p> <ul style="list-style-type: none"> <li>• Puberty and adolescence</li> <li>• Human reproductive systems, fertilisation and implantation</li> <li>• Gestation and foetal development</li> <li>• The menstrual cycle</li> </ul> |



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|  | <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>Balanced and unbalanced forces</li> <li>Calculating speed, distance-time graphs</li> <li>Mass, weight and gravity</li> </ul>  | <ul style="list-style-type: none"> <li>Sound waves, amplitude, frequency</li> <li>The ear and hearing</li> <li>Light waves, reflection, refraction</li> <li>How we see colour</li> <li>The eye</li> </ul>   | <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>Energy costs, food and fuels, energy and power</li> <li>Energy stores and energy transfer</li> </ul>   |
| <p><b>Spanish</b><br/><b>(2 hours)</b></p>           | <p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>Where is Spain?</li> <li>An introduction to phonics</li> <li>Greetings and how are you?</li> <li>Name and spelling</li> <li>Age and numbers up to 20</li> <li>Months and birthdays</li> <li>Days of the week</li> <li>Where I live</li> <li>Pencil case items</li> <li>Colours</li> <li>La Navidad en Espana</li> <li><b>Grammar:</b> Me llamo; tengo/no tengo; tiene; vivo en; vive en; soy de; es de</li> <li><b>Spanish Themed Lunch in the Dining Hall</b></li> </ul> | <p><b>Family and Descriptions</b></p> <ul style="list-style-type: none"> <li>Family members</li> <li>Pets</li> <li>Hair and eye colour</li> <li>Other physical description</li> <li>Height and weight</li> <li>Simple personal descriptions</li> <li>Pascua en Espana</li> <li><b>Grammar:</b> Tengo/No Tengo; Soy/No Soy; Es/No Es; adjectival agreements; linking sentences; first and third person.</li> </ul> | <p><b>Weather and Countries</b></p> <ul style="list-style-type: none"> <li>Spanish towns</li> <li>Compass points</li> <li>Weather phrases</li> <li>Seasons and days of the week</li> <li>Weather in Spain</li> <li>Weather in the Spanish world</li> <li>Weather forecast</li> <li><b>Grammar:</b> Esta; hace; hay; linking sentences; forming longer sentences</li> </ul> |
| <p><b>Design Technology</b><br/><b>(2 hours)</b></p> | <p><b>Acrylic Egg Cup</b></p> <ul style="list-style-type: none"> <li>The students can identify and use specialist tools, techniques, processes, equipment, and machinery precisely.</li> <li>Understand the properties of plastics and their performance</li> <li>Isometric drawing</li> <li>Knowledge and use of tools and equipment suitable for working with plastics.</li> <li>Marking out processes.</li> </ul>  | <p><b>Alessi Design Project</b></p> <ul style="list-style-type: none"> <li>Analyse the work of past and present professionals and others to develop and broaden their understanding</li> <li>Use research and exploration to identify and understand user needs</li> <li>Use a variety of strategies to generate creative ideas and avoid stereotypical responses</li> </ul>                                      | <p><b>Electronic Steady Hand Game</b></p> <ul style="list-style-type: none"> <li>Understand how more advanced electrical and electronic systems can be powered and used in their products</li> <li>Select from and use specialist tools, techniques, processes, equipment</li> <li>Use a range of materials, considering their properties</li> </ul>                       |

**Hexham Middle School**

**Year 7 Curriculum**

**RESPECT. ENGAGE. ASPIRE.**

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|  | <ul style="list-style-type: none"> <li>Wasting processes</li> <li>Thermoforming processes</li> </ul>  | <ul style="list-style-type: none"> <li>Isometric drawing skills. Crating. Rendering. Thick and thin line technique. Shading.</li> <li>The difference between Zoomorphism and Anthropomorphism</li> <li>To be able to identify the key characteristics of a design style</li> </ul>  | <ul style="list-style-type: none"> <li>Knowledge and use of tools and equipment associated with soldering.</li> <li>Knowledge and use of tools and equipment suitable for working with timber</li> <li>Marking out processes</li> <li>Wasting processes</li> <li>Wood jointing techniques</li> </ul> <p><b>Introduction to CAD software – 2D design</b></p> <ul style="list-style-type: none"> <li>The advantages and disadvantages of using CAD to design.</li> <li>The advantages and disadvantages of using CAM to make</li> <li>Basic functionality of 2D design software</li> </ul>  |
| <p align="center"><b>Food Technology</b></p> <p align="center"><b>(1 hour)</b></p> | <p><b>Food preparation</b></p> <ul style="list-style-type: none"> <li>Potato wedges, Scone based pizza, ginger cakes, shortcrust pastry triangles, sausage rolls, savoury rice, vegetable curry, toad in the hole, chocolate biscuits, Finish fruit plait, chapatti, chocolate crinkle biscuits, Minestrone, Spring Rolls.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Spreading, mixing, rubbing in, creaming, knife skills, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one.</li> </ul> <p><b>Food Provenance and Nutrition</b></p> <ul style="list-style-type: none"> <li>Seasonality</li> </ul> | <p><b>Food preparation</b></p> <ul style="list-style-type: none"> <li>Potato wedges, Scone based pizza, ginger cakes, shortcrust pastry triangles, sausage rolls, savoury rice, vegetable curry, toad in the hole, chocolate biscuits, Finish fruit plait, chapatti, chocolate crinkle biscuits, Minestrone, Spring Rolls.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Spreading, mixing, rubbing in, creaming, knife skills, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one.</li> </ul> <p><b>Food Provenance and Nutrition</b></p> <ul style="list-style-type: none"> <li>Seasonality</li> </ul> | <p><b>Food preparation</b></p> <ul style="list-style-type: none"> <li>Potato wedges, Scone based pizza, ginger cakes, shortcrust pastry triangles, sausage rolls, savoury rice, vegetable curry, toad in the hole, chocolate biscuits, Finish fruit plait, chapatti, chocolate crinkle biscuits, Minestrone, Spring Rolls.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Spreading, mixing, rubbing in, creaming, knife skills, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one.</li> </ul> <p><b>Food Provenance and Nutrition</b></p> <ul style="list-style-type: none"> <li>Seasonality</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Chinese food and culture</li><li>• Nutrients and why they are needed for the body</li><li>• Vitamins and minerals</li></ul> | <ul style="list-style-type: none"><li>• Chinese food and culture</li><li>• Nutrients and why they are needed for the body</li><li>• Vitamins and minerals</li></ul> | <ul style="list-style-type: none"><li>• Chinese food and culture</li><li>• Nutrients and why they are needed for the body</li><li>• Vitamins and minerals</li></ul> |
| <p><b>The exact teaching sequence and ingredients needed for recipes will be shared by the class teacher in advance of sessions. If you need any support with providing ingredients, please contact us. School will always have ingredients to ensure that all lessons are inclusive for all learners.</b></p> |   |   |   |