

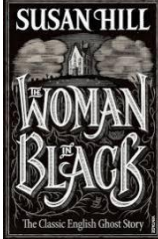
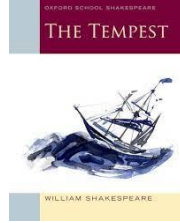
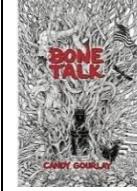

The HMS curriculum is sequenced to build on learning prior learning. Staff develop a coherent understanding of curricula across the Partnership as part of our ongoing working groups. At HMS, teachers plan in the long, medium and short-term to ensure consistency in the learning experience for all children. 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>  <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>  <b>(2 hours)</b>	<b>Living in the wider world</b> <ul style="list-style-type: none"> <li>Recognising and building personal skills</li> <li>Exploring personal strengths for employment</li> <li>Problem solving</li> <li>The journey to your career</li> <li>Setting goals</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Dental health</li> <li>The sleep factor</li> <li>Making choices about diet and exercise</li> <li>Maintaining physical health</li> <li>Understanding drugs</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Sexual orientation</li> <li>Gender identity</li> <li>Relationship values</li> <li>Consent</li> <li>Introduction to contraception</li> </ul>

## Hexham Middle School

### Year 8 Curriculum

#### RESPECT. ENGAGE. ASPIRE.

	<ul style="list-style-type: none"> <li>Building a positive online reputation</li> <li>Recognising your money personality</li> <li>Value for money</li> <li>Next steps in your financial journey</li> <li>Dealing with financial dilemmas</li> <li>Understanding fraud</li> <li>Identify fraud and data protection</li> </ul>	<ul style="list-style-type: none"> <li>Nicotine: risks and influences</li> <li>Alcohol and risk</li> <li>Online stress and FOMO</li> <li>Bullying and cyberbullying</li> <li>Social media</li> <li>First Aid: Allergies</li> <li>First Aid: Asthma</li> </ul>	<ul style="list-style-type: none"> <li>Parenting</li> <li>Menstrual wellbeing</li> <li>Managing conflict</li> </ul> <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>Dictatorship v democracy</li> <li>The role of an MP</li> <li>Parliament revisited</li> <li>Young Offenders</li> <li>British Values</li> </ul>
<p><b>Reading – key texts</b></p> <p><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></p> <p><b>(2 hours)</b></p>	<p><b>Fantasy Shoe Project</b></p> <ul style="list-style-type: none"> <li>Studying the work of Kobi Levi and Costa Magarakis</li> <li>Choose a theme to produce a fantasy shoe</li> </ul>  <ul style="list-style-type: none"> <li>Manipulating materials to create a sculpture</li> <li>Planning and design of the shoe</li> </ul>	<p><b>Portraiture</b></p> <ul style="list-style-type: none"> <li>Drawing facial features</li> <li>Creating a self-portrait</li> <li>Use of the grid method</li> <li>Tonal variation to create facial features and the skin</li> <li>Accuracy and symmetry</li> <li>Blending</li> <li>Combining materials in collage</li> <li>Studying the work of Frida Kahlo and Mark Powell</li> </ul>	<p><b>Environment and Architecture</b></p> <ul style="list-style-type: none"> <li>Studying the work of Ian Murphy</li> <li>Taking photographs as inspiration in the style of the artist</li> <li>Collage technique for texture</li> <li>Combining materials</li> <li>Abstraction in drawing</li> </ul>

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	<ul style="list-style-type: none"><li>Manipulating 3D materials</li><li>Realising intentions</li></ul>		
<b>Computing</b>  <b>(2 hours)</b>	<b>Computing System and Networks</b> <ul style="list-style-type: none"><li>Introduction to school systems</li><li>LANs</li><li>WANs</li><li>The internet</li><li>Threats &amp; preventions</li></ul> <b>Creating media</b> <ul style="list-style-type: none"><li>Planning a video product</li><li>Skills</li><li>Recording &amp; Editing</li></ul>	<b>Programming 1</b> <ul style="list-style-type: none"><li>Python - recap</li><li>Selection</li><li>Iteration – While loops</li><li>Iteration – For loops</li></ul> <b>Programming 2</b> <ul style="list-style-type: none"><li>App development</li><li>GUI creation</li><li>Event driven environments</li><li>Passing values</li><li>User input</li></ul>	<b>Data and Information</b> <ul style="list-style-type: none"><li>Binary recap</li><li>Binary and text</li><li>Binary and images</li></ul>
	<b>Digital Citizenship</b> 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.		
<b>English</b>  <b>(8 hours)</b>	<b>Reading – texts</b> <ul style="list-style-type: none"><li>Extracts from The Woman in Black, Dracula and Rebecca</li><li>The Raven by Edgar Allan Poe</li><li>The Tell Tale Heart by Edgar Allan Poe</li></ul> <b>Reading</b> <ul style="list-style-type: none"><li>Select, explain and evaluate evidence from a text</li><li>Identify, explain and evaluate features of poetry</li><li>Understand the specific setting of the novel – comparing between texts</li></ul> <b>Writing</b>	<b>Reading – texts</b> <ul style="list-style-type: none"><li>Julius Caesar by William Shakespeare</li><li>The Leader and the Led Niyi Osundare and Ozymandias by Percy Bysshe Shelley</li></ul> <b>Reading</b> <ul style="list-style-type: none"><li>Identify and explore key themes such as duty, power, honour, fate, supernatural</li><li>How does Shakespeare use language to establish the mood of the play in the opening scenes?</li><li>Track development of characters throughout a whole text</li><li>Understand how the writer creates atmosphere</li></ul>	<b>Reading – texts</b> <ul style="list-style-type: none"><li>Bone Talk by Candy Gourlay</li><li>Poetry: Where I’m from by George Ella Lyon</li></ul> <b>Reading</b> <ul style="list-style-type: none"><li>Evaluate: how successfully does the writer develop tension and a threatening atmosphere and engage the reader?</li><li>Understand key concepts of context including colonialism and history of world shows in the 20<sup>th</sup> century</li><li>Use key terminology accurately</li><li>Recognise the writer’s intention; the techniques they have used and evaluate the effect on the reader</li></ul>

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	<ul style="list-style-type: none"><li>• Write an opening to a gothic story using the conventions studied in a range of gothic texts.</li><li>• Use the gothic techniques in their own writing to emulate the style.</li><li>• Write imaginatively and with consideration for deliberate impact on the reader</li><li>• Produce final and polished writing for a wide range of purposes and audiences with confidence, deliberate craft and individuality</li><li>• Draw on increasingly sophisticated use of vocabulary and punctuation to create deliberate impact</li><li>• Evaluate, edit and improve writing with guidance</li></ul> <p><b>Spelling, punctuation and grammar</b></p> <ul style="list-style-type: none"><li>• Grammatical 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>• Understand and evaluate the effectiveness of the play as a performance where language and staging must communicate plot, characterisation and themes</li><li>• Understand the specific context of the play but be able to appreciate how the play is still relevant to modern audiences</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Write an informal letter in role drawing upon events in the text to persuade another character on the night before the assassination of Caesar.</li><li>• Compare how leadership is portrayed in a range of texts (2 poems/play)</li><li>• Explain how Shakespeare creates tension in Act 1</li></ul> <p><b>Spelling, punctuation and grammar</b></p> <ul style="list-style-type: none"><li>• Revision of grammatical 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>Writing</b></p> <p>Describe a place of significance</p> <p>To what extent do you agree that the American's had a permanent impact on the community?</p> <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></p> <p><b>(1 hour)</b></p>	<p><b>Devising: Haunted House</b></p> <ul style="list-style-type: none"><li>• Responding to stimulus</li><li>• Applying new techniques</li><li>• Developing Characterisation</li><li>• Hot seating</li><li>• Costume</li></ul>	<p><b>Scripts: Various</b></p> <ul style="list-style-type: none"><li>• Characterisation</li><li>• Stereotypes</li><li>• Applying techniques</li><li>• Rehearsing and performing</li><li>• Costume design</li></ul>	<p><b>Live theatre evaluation and design: Treasure Island</b></p> <ul style="list-style-type: none"><li>• Design roles</li><li>• Technical terminology</li><li>• Analysing</li><li>• Writing</li><li>• Evaluating</li><li>• Symbolism on stage</li></ul>

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<b>French</b>  <b>(2 hours)</b>	<b>Shops and Shopping</b> <ul style="list-style-type: none"><li>• Opinions and food items</li><li>• Types of shops</li><li>• Food and drink items</li><li>• At the market – quantities</li><li>• Ordering in a café</li><li>• Asking and answering questions</li><li>• <b>Grammar:</b> opinions; present tense verbs; articles; partitive; quantities + De; Je voudrais</li></ul>	<b>Family, jobs and daily routine</b> <ul style="list-style-type: none"><li>• Family members and descriptions</li><li>• Jobs</li><li>• Chores</li><li>• Frequency and time</li><li>• Daily routine</li><li>• <b>Grammar:</b> Etre + descriptions and jobs; present tense verbs; reflexive verbs</li></ul>	<b>Free time</b> <ul style="list-style-type: none"><li>• Opinions</li><li>• TV programmes</li><li>• Faire/ Jouer</li><li>• Weather and activities</li><li>• Future plans</li><li>• <b>Grammar:</b> Present tense first and third person; Jouer/Faire; near future tense – Je vais; On va + infinitive</li></ul>
<b>Geography</b>  <b>(3 hours)</b>	<b>The challenges of resource management</b> <ul style="list-style-type: none"><li>• Importance of soils</li><li>• How soils are being exploited by humans</li><li>• Impact of climate change</li><li>• Climate change and desertification</li><li>• Threat of moving deserts</li><li>• Human reliance on natural resources such as oil</li><li>• Impacts of oil extraction and subsequent geopolitics</li><li>• Energy supplies – renewable and non-renewable</li></ul> <b>Hazards</b> <ul style="list-style-type: none"><li>• Plate movements – conservative, collision, constructive and destructive (subduction)</li><li>• Causes and effects of tsunamis</li><li>• Causes and effects of volcanoes and earthquakes</li><li>• Different responses to hazards between the developed and developing nations</li></ul>	<b>Middle East</b> <ul style="list-style-type: none"><li>• Varied landscapes of the Middle East</li><li>• Cultures and values of the region</li><li>• Impact of migration on the region</li><li>• Widening gap within society</li><li>• The impact of tourism with a specific case study on Dubai</li><li>• Focus on the 2022 World Cup – evaluate – should it be held in Qatar?</li></ul> <b>Changing China</b> <ul style="list-style-type: none"><li>• Impact of globalization</li><li>• What is meant by an ‘emerging economy’</li><li>• Effects of rapid development with a case study on the megacity Shenzhen</li><li>• Population control methods – One Child Policy</li><li>• Rise of quaternary industries</li><li>• Interpret population pyramids and how they change over time</li><li>• Understand how they can be used for planning</li></ul>	<b>Tourism</b> <ul style="list-style-type: none"><li>• Deepen knowledge of globalisation</li><li>• Social development and the rise of tourism</li><li>• Different types of tourism including ‘dark tourism’ and ‘eco-tourism’</li><li>• Case study – France and the impact of tourism</li></ul> <b>Local Study – Hexham</b> <ul style="list-style-type: none"><li>• Fieldwork project</li><li>• Evaluating to what extent Hexham is a clone town</li><li>• How has Hexham changed over time</li><li>• How will Hexham change in the future</li><li>• Effects of modernization in Hexham</li><li>• Impact of increase in online shopping on the Hexham high street</li></ul>

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<b>History</b> <b>(3 hours)</b>	<b>Slave Trade</b> <ul style="list-style-type: none"><li>• Studying all stages of the slave trade</li><li>• Plantation life</li><li>• Life on 'The Middle Passage'</li><li>• Role of the British Empire</li><li>• Three points of the 'Triangular Trade'</li><li>• Impact on Britain</li><li>• Process of abolition – cause and impact</li></ul>	<b>Industrial Revolution</b> <ul style="list-style-type: none"><li>• Identify and explain turning points</li><li>• What was Britain like 250 years ago</li><li>• What was the Industrial Revolution and why it came about</li><li>• Understanding what caused the population to 'explode'</li><li>• Factory system and how it operated</li><li>• Agricultural revolution – impact</li><li>• Steam power and its impact</li><li>• Impact of the 1843 Poor Law</li><li>• Conditions for workers and Government reforms</li></ul>	<b>French Revolution</b> <ul style="list-style-type: none"><li>• Pupils will focus on studying the American Revolution and how this is connected to and inspired the French Revolution</li><li>• Pupils will focus on the consequences of the French Revolution</li><li>• Causes of the American Revolution and war on independence</li><li>• Long term causes of the French Revolution</li><li>• The Estate System</li><li>• Understating the Tennis Court Oath</li><li>• Significance of the 'Storming of the Bastille'</li><li>• Louis XVI capture and execution</li><li>• Region of Terror</li></ul>
<b>Maths</b> <b>(8 hours)</b>	<b>Ratio and Scale</b> <ul style="list-style-type: none"><li>• All new content. Ratio notation, simplifying ratios (including in the form 1:n and n:1), divide into a given ratio, converting between ratios and fractions, understand pi as the ratio between diameter and circumference, problem solving</li></ul> <b>Multiplicative Change</b>	<b>Algebra Techniques</b> <ul style="list-style-type: none"><li>• Recap of Year 7 content. Collect like terms, simplify expressions (including indices) including brackets and binomials. Understand and use the multiplication and division laws of indices. Form and solve equations with and without brackets. Use of inequalities on a number line. Solve inequalities.</li></ul>	<b>Area and Volume</b> <ul style="list-style-type: none"><li>• Recap of KS2 and Year 7 content. Area of a triangle, area of a circle and semi-circle, area of compound shapes, circumference of a circle, volume of cubes and cuboids, volume of prisms, volume of a cylinder, problem solving</li></ul> <b>Transformations</b>

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	<ul style="list-style-type: none"><li>All new content. Direct proportion (not algebraic), best buy, direct proportion graphs, converting currencies, enlarging a shape, problem solving</li></ul> <p>Multiply and Divide Fractions</p> <ul style="list-style-type: none"><li>Recap of KS2 and Year 7 content. Multiply fractions (including with integers), reciprocal, divide fractions (including with integers)</li></ul> <p>Working in the Cartesian Plane</p> <ul style="list-style-type: none"><li>Recap of KS2 and Year 7 content. Midpoint of a line, lines parallel to the axes, recognise and use <math>y = mx + c</math>, link linear sequences to graphs, explore non-linear graphs, problem solving</li></ul> <p>Representing Data</p> <ul style="list-style-type: none"><li>Scatter graphs, describe non-linear relationships, frequency tables, describe types of data, two-way tables.</li></ul>	<p>Sequences</p> <ul style="list-style-type: none"><li>Recap of KS2 and Year 7 content. Generate a sequence from nth term, decide whether a term is in a sequence from the nth term</li></ul> <p>Percentages and fractions</p> <ul style="list-style-type: none"><li>Recap of KS2 and Year 7 content of FDP. Increase and decrease by a percentage (including with a calculator and using a multiplier), percentage change, simple reverse percentages, choosing the appropriate method for percentage questions, problem solving</li></ul> <p>Number Sense</p> <ul style="list-style-type: none"><li>Recap of KS2 and Year 7 content. Problem solving with money, time, timetables, calendars, and distance tables.</li></ul> <p>Angles</p> <ul style="list-style-type: none"><li>Recap of KS2 and Year 7 content. Solve problems with angles in parallel lines,</li></ul>	<ul style="list-style-type: none"><li>Recap of KS2 and Year 7 content. Enlargement, reflection, translation, rotation, mixed transformations</li></ul> <p>Constructions and Loci</p> <ul style="list-style-type: none"><li>Recap of KS2 and Year 7 content. Scale diagrams, construct 3D solids, construct circles, perpendicular bisector, angle bisector, loci, problem solving</li></ul> <p>Data Handling Cycle</p> <ul style="list-style-type: none"><li>Recap of KS2 and Year 7 content. Statistical enquiries, bar charts, vertical line charts, line graphs, pie charts, compare charts, financial graphs</li></ul> <p>Measures of Location and Dispersion</p> <ul style="list-style-type: none"><li>Averages and range from a list, mean from an ungrouped frequency table, limitations and advantages of each</li></ul>
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	<p>Tables and probability</p> <ul style="list-style-type: none"><li>Construct sample space diagrams. Find probability from two-way tables and sample space diagrams. Find probabilities from Venn diagrams. Use the product rule.</li></ul>	<p>properties of special quadrilaterals, construct special quadrilaterals, sum of interior angles, one interior and exterior angle of regular polygons.</p>	<p>average, compare data using averages and range, problem solving</p>
<p><b>Music</b> <b>(2 hours)</b></p>	<p><b>AABA form</b></p> <ul style="list-style-type: none"><li>Beethoven's 9<sup>th</sup> Symphony – Ode to Joy Theme</li><li>Keyboard skill development</li><li>Melody in the AABA form</li><li>Notation - building reliable following, reading and interpretation</li><li>Ensemble playing and performing</li><li>Harmony - use of triads</li></ul> <p><b>Drumming</b></p> <ul style="list-style-type: none"><li>Rhythm notation</li><li>Practical drumming</li><li>Composition patterns</li></ul>	<p><b>Blues to Rock n Roll</b></p> <ul style="list-style-type: none"><li>History of Blues</li><li>Development towards R&amp;B and Rock n Roll</li><li>Changes in styles of music</li><li>Finding notes and position on the guitar</li><li>Chords, single notes and bass lines</li><li>Strumming techniques for performance and to build understanding of genre</li><li>Blues accompaniments</li><li>Buddy Holly piece</li><li>Ensemble – performance of a song</li></ul>	<p><b>Song writing – cover song</b></p> <ul style="list-style-type: none"><li>Song writing study – Bob Dylan and David Bowie</li><li>Word plays, syllables and ideas</li><li>Chord progressions and knowing the key</li><li>Melodic writing</li><li>Riffs and motifs</li><li>Analysis of songs</li><li>Harmony - controlling selection, frequency (pace) and variety of chords</li><li>Rehearsal techniques</li></ul>
<p><b>PE</b> <b>(4 hours)</b></p>	<ul style="list-style-type: none"><li>Handball</li><li>Cross Country (Run for Fun)</li><li>Outdoor and Adventurous Activity</li><li>Hockey</li></ul>	<ul style="list-style-type: none"><li>Lacrosse</li><li>Basketball</li><li>Tennis</li></ul>	<ul style="list-style-type: none"><li>Athletics</li><li>Cricket</li><li>Ultimate Frisbee</li></ul>



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(Due to groupings and facility access, some classes may do sports in different terms)			
<p><b>Philosophy, Ethics and Religious Studies (PERS)</b></p> <p><b>(2 hours)</b></p> <p><i>The PERS curriculum is based upon, but not limited to, the locally-agreed syllabus</i></p>	<p><b>Jesus</b></p> <ul style="list-style-type: none"><li>• Who was the historical person of Jesus and what can we know about him and his life?</li><li>• Does it matter what Jesus looked like?</li><li>• What did Jesus' parables teach?</li><li>• Was Jesus really a miracle?</li><li>• Was Jesus mad, bad or a God? (Based on the quote from CS Lewis)</li><li>• What did Jesus' death mean to Christians?</li><li>• How do Christians think about Jesus?</li><li>• How do Christians express the meaning of Christmas today?</li></ul>	<p><b>Hinduism and Story Telling</b></p> <ul style="list-style-type: none"><li>• Why are stories important?</li><li>• What do Hindus believe?</li><li>• What are the religious stories of the Hindus?</li><li>• How do Hindus think the world was made?</li><li>• What do Hindus believe about God?</li><li>• What can the Bhagavad Gita teach Hindus?</li><li>• What do Hindus believe about life after death?</li></ul> <p><b>Census Data</b></p> <ul style="list-style-type: none"><li>• What does the national census data from 2021 tell us about religion in the UK?</li><li>• What does the local census data from 2021 tell us about religion in our area(s)?</li><li>• What is the history of Christianity in Britain?</li><li>• How has religion influenced our laws?</li><li>• How has religion influenced our education?</li><li>• How has religion influenced our festivals and traditions?</li></ul>	<p><b>The Philosophical Arguments for the Existence of God</b></p> <ul style="list-style-type: none"><li>• Why might some people argue that God doesn't exist? (The Problem of Evil)</li><li>• What are some of the philosophical arguments for the existence of God?<ul style="list-style-type: none"><li>○ The Cosmological Argument</li><li>○ The Teleological Argument</li><li>○ The Argument from Religious Experience</li></ul></li><li>• Which of these arguments do you think is the most convincing and why?</li></ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"><li>• What is morality? How do we decide what is right and what is wrong?</li><li>• What are some of the key ethical theories?<ul style="list-style-type: none"><li>○ The conscience</li><li>○ Virtue ethics</li><li>○ Situation Ethics</li><li>○ Utilitarianism</li><li>○ Kant</li><li>○ Personhood</li></ul></li><li>• Which ethical theory best aligns with our own thoughts?</li></ul>

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<b>Science</b>  <b>(6 hours)</b>	<b>Matter</b> <ul style="list-style-type: none"><li>• Elements and the periodic table</li></ul> <b>Organisms</b> <ul style="list-style-type: none"><li>• Breathing and the gas exchange system</li><li>• The effects of smoking, drugs and alcohol.</li><li>• Nutrients and healthy diet</li><li>• The digestive system.</li></ul> <b>Forces</b> <ul style="list-style-type: none"><li>• Contact forces, squashing and stretching, drag forces and friction</li><li>• Pressure in gases, liquids and solids</li></ul>	<b>Reactions</b> <ul style="list-style-type: none"><li>• Chemical reactions of metals and non-metals</li><li>• The reactions of metal and acids, oxygen and water</li><li>• Displacement reactions</li></ul> <b>Ecosystems</b> <ul style="list-style-type: none"><li>• Aerobic and anaerobic respiration</li><li>• Photosynthesis, leaf adaptations</li><li>• Plant nutrients</li></ul> <b>Electromagnetism</b> <ul style="list-style-type: none"><li>• Potential difference and current</li><li>• Resistance</li><li>• Series and parallel circuits.</li><li>• Electrostatic and magnetic fields</li><li>• Electromagnets</li></ul>	<b>Reactions</b> <ul style="list-style-type: none"><li>• Types of reaction, combustion, thermal decomposition</li><li>• Conservation of mass</li><li>• Exothermic and endothermic reactions</li></ul> <b>Energy</b> <ul style="list-style-type: none"><li>• Work, energy and machines</li><li>• Energy and temperature</li><li>• Energy transfer: conduction and convection</li><li>• Energy transfer radiation</li></ul> <b>Earth</b> <ul style="list-style-type: none"><li>• Global warming, climate change</li><li>• The carbon cycle</li><li>• Extracting metals</li><li>• Recycling</li></ul>
<b>Spanish</b>  <b>(2 hours)</b>	<b>Sports and Free Time</b> <ul style="list-style-type: none"><li>• Weather and days of the week</li><li>• Opinions with infinitives</li><li>• Jugar/ Hacer</li><li>• Telling the time</li><li>• Frequency terms</li><li>• Hobbies with reasons</li><li>• Asking and answering questions</li><li>• <b>Grammar:</b> Jugar al; Hago; Gustar + infinitive; La hora; Porque es; question words</li></ul>	<b>En Mi Ciudad</b> <ul style="list-style-type: none"><li>• Places in town</li><li>• Description of town and opinions</li><li>• Where I go in town</li><li>• Prepositions</li><li>• What can you do in town and where?</li><li>• Invitations</li><li>• <b>Grammar:</b> Hay/No Hay; Es/No Es; Voy/Va a + place; Esta; Se puede plus infinitive; asking and answering questions</li></ul>	<b>En La Cafeteria</b> <ul style="list-style-type: none"><li>• Food and drink items</li><li>• Mealtimes</li><li>• Ordering in a café</li><li>• Numbers up to 100</li><li>• Restaurant and menus</li><li>• Typical dishes</li><li>• Cultural background</li><li>• <b>Grammar:</b> Present tense first and third person; articles; number up to 100; ordering in a restaurant/ café opinions including me gustaria</li></ul>

**Hexham Middle School**

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<b>Design Technology</b>  <b>(2 hours)</b>	<b>Mild Steel Coat Hook</b> <ul style="list-style-type: none"><li>• Select from and use specialist tools, techniques, processes, equipment, and machinery precisely.</li><li>• Use a range of materials, considering their properties.</li><li>• Use of Jigs and fixtures</li><li>• Understand the properties of materials and their performance</li><li>• Knowledge and use of tools and equipment suitable for working with metals.</li><li>• Marking out processes and wasting processes</li><li>• Forming process</li><li>• Use of jigs</li><li>• Finishing process</li></ul> <b>Christmas Decoration Textiles</b> <ul style="list-style-type: none"><li>• Develop and communicate design ideas.</li><li>• Analyse the work of professionals and others to develop and broaden their understanding.</li><li>• Use a variety of strategies to generate creative ideas and avoid stereotypical responses</li><li>• Select from and use specialist tools, techniques, processes, equipment and machinery precisely.</li><li>• Select from and use a wider, more complex range of materials, considering their properties.</li><li>• Understand the properties of materials and their performance</li><li>• Knowledge and use of tools and equipment suitable for working with textiles.</li><li>• Marking out using a pattern, cutting and joining using sewing methods</li></ul>	<b>Graphic communication</b> <ul style="list-style-type: none"><li>• Develop and communicate design ideas using annotated sketches, detailed plans, 3-D modelling</li><li>• Knowledge and skills to produce and convert different drawing styles.</li><li>• Isometric, oblique, perspective, orthographic and nets</li><li>• Pupils will be able to identify and practice technical different drawings techniques.</li></ul> <b>Lighting</b> <ul style="list-style-type: none"><li>• Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</li><li>• Develop and communicate design ideas using annotated sketches.</li><li>• Use a variety of strategies to generate creative ideas and avoid stereotypical responses</li><li>• Following a specification to ensure designs fit into the client/user needs</li><li>• Design processes (iterative/linear)</li><li>• Freehand sketching</li><li>• Isometric drawing</li><li>• Orthographic drawing</li><li>• COMBINE design strategy</li></ul>	<b>Timber mobile phone holder</b> <ul style="list-style-type: none"><li>• Select from and use specialist tools, techniques, processes, equipment, and machinery precisely.</li><li>• Use a range of materials, considering their properties.</li><li>• Understand the properties of materials and their performance</li><li>• Use design to solve their own design problems.</li><li>• Free hand 2d sketching.</li><li>• Isometric presentation drawing.</li><li>• Knowledge and use of tools and equipment suitable for working with timber</li><li>• Marking out processes suitable for timber.</li><li>• Timber wasting processes</li><li>• Wood jointing techniques</li><li>• Fabrication.</li><li>• Finishing processes</li></ul>
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**RESPECT. ENGAGE. ASPIRE.**

<b>Food Technology (1 hour)</b>	<p><b>Food preparation</b></p> <ul style="list-style-type: none"><li>• Parmentier potatoes, Carrot cake, Swiss roll, upside down cake, toad in the hole, stir fry, Bolognese, fajitas, pizza wheels, roux sauce, curry sauce, burgers, chocolate mousse.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Spreading, mixing, rubbing in, creaming, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, knife skills, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one, chilling, melting</li></ul> <p><b>Food Provenance and Nutrition</b></p> <ul style="list-style-type: none"><li>• Indian, Mexican and Italian food</li><li>• Factors effecting food choice</li><li>• Why we need energy in our diet</li><li>• Vegan diet</li><li>• Bread making functions</li><li>• Function of cake ingredients</li><li>• Micro and macro nutrients</li></ul>	<p><b>Food preparation</b></p> <ul style="list-style-type: none"><li>• Parmentier potatoes, Carrot cake, Swiss roll, upside down cake, toad in the hole, stir fry, Bolognese, fajitas, pizza wheels, roux sauce, curry sauce, burgers, chocolate mousse.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Spreading, mixing, rubbing in, creaming, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, knife skills, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one, chilling, melting</li></ul> <p><b>Food Provenance and Nutrition</b></p> <ul style="list-style-type: none"><li>• Indian, Mexican and Italian food</li><li>• Factors effecting food choice</li><li>• Why we need energy in our diet</li><li>• Vegan diet</li><li>• Bread making functions</li><li>• Function of cake ingredients</li><li>• Micro and macro nutrients</li></ul>	<p><b>Food preparation</b></p> <ul style="list-style-type: none"><li>• Parmentier potatoes, Carrot cake, Swiss roll, upside down cake, toad in the hole, stir fry, Bolognese, fajitas, pizza wheels, roux sauce, curry sauce, burgers, chocolate mousse.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Spreading, mixing, rubbing in, creaming, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, knife skills, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one, chilling, melting</li></ul> <p><b>Food Provenance and Nutrition</b></p> <ul style="list-style-type: none"><li>• Indian, Mexican and Italian food</li><li>• Factors effecting food choice</li><li>• Why we need energy in our diet</li><li>• Vegan diet</li><li>• Bread making functions</li><li>• Function of cake ingredients</li><li>• Micro and macro nutrients</li></ul>
<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>			