

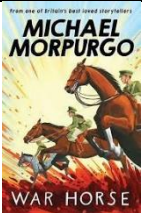
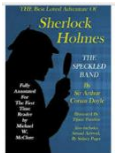
The HMS curriculum is sequenced to build on learning prior learning. Staff develop a coherent understanding of curricula across the Partnership as part of our ongoing working groups. At HMS, teachers plan in the long, medium and short-term to ensure consistency in the learning experience for all children. 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
Personal Development (2 hours)	Character Education: - Courage - Gratitude Skills Builder:  	Character Education: - Integrity - Compassion Skills Builder:  	Character Education: - Justice - Honesty Skills Builder:  
PSHE/RSE (2 hours)	Relationships: - Is this banter or bullying? - What is child-on-child abuse? - How do I deal with conflict? - Young Green Briton Challenge Health and Wellbeing: - Physical and Mental Wellbeing - Self-Care - Building Connections - First Aid – Basic Life Support - Dental Health	Keeping safe: - How do we balance risk and independence? - How can we be responsible road users? - What is an addiction? - What is vaping all about? - How do I report concerns? Understanding the law: - What is the age of criminal responsibility? - What are protected characteristics? - What is hate crime? - What is anti-racism? - What is LGBTphobia? - How can it feel to witness a crime?	Financial/Economic: - Spending Decisions - Budgeting - Getting a Job - Inflation - The Critical Consumer - Budgeting for a Holiday Relationships: - How can we deal with relationships breaking down? - Why is trust important? RSE (Puberty)/Staying Safe - Puberty and Emotional Changes - Menstrual Wellbeing

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RESPECT. ENGAGE. ASPIRE.

			Introduction to consent
Reading – key texts (Whole class reading sessions)	 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.	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. 	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. 
Art (2 hours)	Landscapes Impressionism and learning new art material. - Studying the work of Vincent Van Gogh and William Heaton Cooper. - Developing oil pastel and Watercolour techniques. - Developing their interpretation of 'The Starry Night'. - Mark making - Blending - Accurate pastiche 	Mixed Media Perspective Landscape - Pupils will develop knowledge of perspective and depth, learning how to draw a landscape using two-point perspective. - Pupils will study the work of David Hockney and revisit Pop Art, understanding how he uses bright, bold colours. - Pupils will create half of an acrylic painted landscape inspired by this style. - Pupils will produce a final independent piece, combining the styles and techniques of three artists they have studied. - The final artwork will use a photograph of the Lake District as the starting point.	Continue Mixed Media Perspective Landscapes and Sculpture and Nature - Pupils will develop knowledge and skills in sculpture, using natural materials to create a sculptural outcome. - Pupils will have the opportunity to work collaboratively in groups. - Pupils will study the work of Andy Goldsworthy and learn how he uses nature to create temporary sculptures. - Pupils will explore the work of David Nash, which will inspire a charcoal drawing lesson outdoors, focusing on drawing the landscape of Hexham.

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Computing (2 hours)	Computing System and Networks • Components of a computer • Logic • Fundamentals of AI Creating media • Images – searching and using them • Blogs – research and creation	Programming 1 - Scratch • Sequencing • Variables • Selection • Operators • Count-Controlled Iteration Data and Information • Modelling data • Calculations • Analysing Data	Programming 2 - Scratch • Game design and development
	Digital Citizenship 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. Some will be covered in bespoke lessons, other will be as part of a topic above.		
English (8 hours)	Reading – texts • War Horse by Michael Morpurgo • Wilfred Owen letters • Poetry: Exposure; Who’s for the game?; Dulce et Decorum est Charge of the Light Brigade Reading • Comment on the effect of narrative perspective (analysis) • Confidently select and explain evidence from a text Writing • Write a speech from Albert’s father to his son justifying why he sold Joey. • Write a description of the battlefield. • Write a letter home from the trenches.	Reading – texts • Romeo and Juliet by William Shakespeare • Shakespeare’s Globe • Shakespearean Costume • Shakespearean sonnets Reading • Understand how Shakespeare shows the changing character of Juliet. • Understand the context of the play and modern audience reactions • Consider the play as a drama performance – how can it be interpreted on stage in different ways • Understand and explain increasingly complex language, in particular layers of meaning in language • Track development of characters throughout a whole text	Reading – texts • Sherlock Holmes: The Adventures of the Speckled Band by Sir Arthur Conan Doyle • The Bruce Partington Plans by Sir Arthur Conan Doyle • About His Person by Simon Armitage Reading • Evaluate: Is Dr Roylott a typical Victorian villain? • Understand and explain increasingly complex language, in particular layers of meaning in language • Apply analysis skills to an unknown text • Critically evaluate how effective a writer has been in meeting their intentions Writing

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	Spelling, punctuation and grammar • Revision of Key Stage 2 terminology and knowledge to ensure retention • Identify and explain the impact of grammatical features of texts read • Apply grammatical knowledge to analyse more complex literature	Writing • Writing to recount – newspaper article writing • Summarise key events from a play and present in an alternative form • Use language and structure to create deliberate effect on a particular audience and purpose Spelling, punctuation and grammar • Revision of Key Stage 2 terminology and knowledge to ensure retention • Identify and explain the impact of grammatical features of texts read • Apply grammatical knowledge to analyse more complex literature	• Writing an opening to a new Sherlock Holmes story • Adapting narrative into playscript • Understand and apply conventions of Sherlock Holmes story • Be able to transform content from one literary form to another • Use language and structure to create deliberate effect on a particular audience and purpose in writing Spelling, punctuation and grammar • Revision of Key Stage 2 terminology and knowledge to ensure retention • Identify and explain the impact of grammatical features of texts read • Apply grammatical knowledge to analyse more complex literature
Drama (1 hour)	Introduction to Drama & Devising from Stimuli Key Content • Introduction to drama conventions • Team-building: trust, co-operation, physical theatre • Responding to a range of stimuli (images, music, text) • Drama techniques: narration, still image, hot-seating • Basic characterisation and use of costume Skills Developed	Scripted Drama: <i>Blood Brothers</i> Key Content • Exploring the script through rehearsal and performance • Understanding character motivation and stereotypes • Exploring social class and status through drama • Techniques: split stage, freeze frame, thought-tracking Skills Developed • Script interpretation • Vocal expression and body language • Rehearsal and performance discipline	Musical Theatre Project: <i>Matilda</i> Key Content • Live theatre analysis: <i>Matilda the Musical</i> • Exploring performance and design roles • Rehearsing and performing musical theatre scenes • Collaborative, whole-class devised scene • Understanding industry job roles Skills Developed • Ensemble performance skills • Evaluating theatre • Awareness of performing arts careers • Musical theatre conventions

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	• Collaboration and communication • Creativity and imagination • Physical and vocal skills • Introduction to devising processes		
French (2 hours)	School • Opinions with reasons • School subjects • Numbers to 60 • Telling the time • School timetable • ER verbs • School routine • School uniform • Colours • Grammar: Il est ... heures; er verbs – jouer, porter; conjunctions; adjectival agreement with colours and clothing.	Where I live • Where I live • My region • Types of house • Rooms in the house • In my bedroom • Prepositions • Ideal house • Grammar: Avoir – first and third person; Il y a/ Il n’y a pas de; être and preposition; adjectival agreement with colours and furniture.	En ville • Type of town • Places within town (il y a/ il n’y a pas de...) • Aller – je vais / on va • Je vais and place • When do you go • Invitations • Directions • Grammar: être and adjective; Il y/Il n’y a pas de; aller; je vais + au/a la/aux; tu veux + infinitive
Geography (3 hours)	Weather and climate • Air pressure • How air pressure influences types of weather • Air masses of the UK • Climate graphs • Hydrological cycle • Revisiting rivers • Flooding	Settlement and population • The settlement hierarchy • Recognising settlement size on maps • Function of a settlement • Recognising functions on OS maps • Designing sustainable settlements for Newcastle and The Tyne Valley	Coasts • Explain how coastal features are formed • Understand the effects of storm surges • Analyse the impact of climate change on the coastal areas of the UK. • Understanding coastal protection methods and future-proofing.

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	- Storm hydroraphs The challenges of resource management - Importance of soils - How soils are being exploited by humans - Impact of climate change - Climate change and desertification - Threat of moving deserts - Human reliance on natural resources such as oil - Impacts of oil extraction and subsequent geopolitics - Energy supplies – renewable and non-renewable		
History (3 hours)	The Norman Conquest - Explore the events of 1066. - Understand how William the Conqueror came to seize the throne. - Understand the consequences this had for England. - Focus on the impact on a local area. - Understanding the link between causes.	The Power of Kings in the Middle Ages - Understanding the power of monarchs. - How power is influenced by the church and society. - Understand the impact of different monarchs. - Analyse what makes the monarchs significant rulers. - Identifying and explaining similarities, change and differences over time. - Evaluating the change of power over time.	English Civil War - Understanding the causes of The English Civil War. - Understanding the consequences of the war. - Exploring the Interregnum and the historical significance of Oliver Cromwell. - Evaluate how significant people in power cause change over time.
Maths (8 hours)	Exploring Sequences Describing and continuing sequences, explain term-to-term rules, recognise different types of sequence, represent sequences as graphs Understanding and Using Algebraic Notation	Multiplication and Division - Factors and multiples, area of a rectangle and parallelogram, problem solving Fractions and Percentages of an Amount - Calculate a fraction/percentage of an amount, calculating with percentages over 100, using a calculator, problem solving	Geometric Reasoning Basic angle facts, angle sum of polygons, angles in parallel lines, problem solving Developing Number Sense

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	- Function machines, understand and use algebraic notation, substitute into simple expressions (positive numbers only), simplify expressions, expanding and factorising single brackets, problem solving Equality and Equivalence - BIDMAS, solving one and two step equations, solving equations with single brackets, problem solving - Expanding and factorising single brackets if students are ready - Form and solve equations Place Value - Rounding numbers to powers of 10 and decimal places - multiplying and dividing by powers of 10, solving problems Fractions, Decimals and Percentages - Convert fluently between FDP, FDP on number lines, FDP over 1/100, problem solving Addition and Subtraction - Financial maths problems, timetables, frequency trees, perimeter, problem solving	Directed Number - 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 Fractional Thinking - Compare and order fractions, convert between mixed numbers and improper fractions, add and subtract fractions, linking fractions and decimals, equations with fractions, problem solving Construction and Measures - Label geometric figures, draw and measure angles (over 180°), identify parallel and perpendicular lines, types of triangles and quadrilaterals, identify polygons, construct triangles	- Estimation for sense checking, multiplying and dividing decimals and integers, using a calculator Sets and Probability - Basic probability, sample spaces, Venn Diagrams Prime Numbers and Proof - Work with prime, square and triangular numbers, HCF and LCM, product of prime factors (index form), proof and conjectures, problem solving
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Music (2 hours)	Building Bricks • Understand and use the following musical elements: pitch; tempo; texture; timbre; dynamics; rhythm; beat; silence. • Describe and justify the use of the different musical elements within a range of pieces of music. • Use and interpret graphic scores such as 'Sea Interlude', while understanding the difference between graphic notation and standard notation. • Perform a graphic score piece 'Night Storm'	Rhythm and Pulse • Semibreve; minim; crotchet; quaver and the use of them in composing rhythms as well as rhythmic dictation. • Dotted notes and rests. • Working in groups to compose and perform and group rhythmic piece. • Use an online DAW (Digital Audio Workstation) to record a piece called 'Talking Drums'.	Keyboard Skills and Music Theory • Work independently on practising and performing pieces of music on the keyboard or piano, appropriate to each student's ability. • Be confident at reading treble cleft notation, as well as some ledger line notes. • Some students will be able to read and use bass clef notation. • Work independently on music theory.
PE (4 hours) (Due to groupings and facility access, some classes may do sports in different terms)	• Netball • Tchoukball • Cross Country (Run for fun) • Outdoor and Adventurous Activity	• Dance • Rugby • Pickleball	• Athletics • Cricket • Rounders
Philosophy, Ethics and Religious Studies (PERS) (2 hours) <i>The PERS curriculum is based upon, but not limited to, the locally-agreed syllabus</i>	Buddhism • What was the Buddha's life like? • What changed in his life? • How did he achieve enlightenment? • What is enlightenment? • The Four Noble Truths • The Three Universal Truths • The Five Precepts	Covenants (Promises) • Why would believers trust God? • Why are promises important? (including the covenant with Noah) • What is the Abrahamic covenant and why is it important today? • How does God keep His promise?	Sikhism • Origin story • Beliefs • Sacred texts • The Five Ks • Guru Granth Sahib • The gurdwara and why it is important • Khalsa

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	- The Eightfold Path. Modern Philosophy - Who were some of the philosophers of recent history? - Key questions: - How do we discuss our 'selves'? - How could we live equal lives? - How do we make moral decisions? - How can we talk about fairness and equality? - Are we responsible for making our own choices?	- Why and how do Jews celebrate God keeping His promise? - What happens when Jews break their promise? Adam, Eve & Jesus - What did Adam and Eve do wrong? - How did God fix the problem? How is Jesus a solution for sin? - Why was Jesus important? - Who were Jesus' disciples? - Why was Jesus a problem? - What happened when Jesus died?	- Equality, community and service "Angels of the North", or How the North East of England helped to spread and influence British Christianity. - How did Christianity come to England? - How did St Aidan, St Oswald and St Hilda influence British Christianity? - What role did St Bede and St Cuthbert have to play? - Why are books like the Lindisfarne Gospels and the Codex Amiatinus important to Christians? - Role of the North East in Christian pilgrimage.
Science (6 hours)	Matter - The particle model, including changes of state and diffusion - Separation techniques, including filtration, evaporation and distillation and chromatography Organisms - Levels of organisation and cells - Movement: the skeletal and muscular organ systems Forces - Balanced and unbalanced forces - Calculating speed, distance-time graphs	Reactions - Chemical reactions - Properties of acids and alkalis - Neutralisation reactions Genes - Puberty and adolescence - Human reproductive systems, fertilisation and implantation - Gestation and foetal development - The menstrual cycle Energy - Energy costs, food and fuels, energy and power - Energy stores and energy transfer	Earth - The structure of the Earth - Sedimentary, igneous and metamorphic rocks - The rock cycle Ecosystems - Interdependence, food chains and food webs. - Ecosystems and competition - Plant reproduction Waves - Sound waves, amplitude, frequency - The ear and hearing - Light waves, reflection, refraction - How we see colour

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	• Mass, weight and gravity		• The eye
Spanish (2 hours)	Fundamentals • Where is Spain? • Greetings and how are you? • Name and spelling • Age and numbers up to 20 • Months and birthdays • Days of the week • Where I live • Pencil case items • Colours • Grammar: Me llamo; tengo/tiene ... años; vivo en; un / una • Spanish Themed Lunch in the Dining Hall	Family and Descriptions • Family members • Pets • Hair and eye colour • Other physical description • Height and weight • Simple personal descriptions • Intensifiers • Grammar: Tengo/No Tengo; Soy/No Soy; Es/No Es; adjectival agreements; linking sentences; first and third person.	Weather and Countries • Spanish towns & cities • Compass points • Countries • Weather phrases • Seasons and days of the week • Weather in Spain • Weather forecast • Grammar: Está/hace/hay; conjunctions, en
Design Technology (2 hours)	Acrylic Egg Cup • The students can identify and use specialist tools, techniques, processes, equipment, and machinery precisely. • Understand the properties of plastics and their performance • Isometric drawing • Knowledge and use of tools and equipment suitable for working with plastics. • Marking out processes. • Wasting processes • Thermoforming processes	Alessi Design Project • Analyse the work of past and present professionals and others to develop and broaden their understanding • Use research and exploration to identify and understand user needs • Use a variety of strategies to generate creative ideas and avoid stereotypical responses • Isometric drawing skills. Crating. Rendering. Thick and thin line technique. Shading. • The difference between Zoomorphism and Anthropomorphism • To be able to identify the key characteristics of a design style	Electronic Steady Hand Game • Understand how more advanced electrical and electronic systems can be powered and used in their products • Select from and use specialist tools, techniques, processes, equipment • Use a range of materials, considering their properties • Knowledge and use of tools and equipment associated with soldering. • Knowledge and use of tools and equipment suitable for working with timber • Marking out processes • Wasting processes • Wood jointing techniques

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			Introduction to CAD software – 2D design • The advantages and disadvantages of using CAD to design. • The advantages and disadvantages of using CAM to make • Basic functionality of 2D design software
Food Technology (1 hour fortnightly)	Food preparation • Apple and celery salad, Scone based pizza, ginger cakes, shortcrust pastry triangles, sausage rolls, savoury rice, vegetable curry, toad in the hole, shortbread, macaroni cheese, pasta amatriciana. Skills • 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. Food Provenance and Nutrition • Seasonality • Nutrients and why they are needed for the body • Vitamins and minerals	Food preparation • Apple and celery salad, Scone based pizza, ginger cakes, shortcrust pastry triangles, sausage rolls, savoury rice, vegetable curry, toad in the hole, shortbread, macaroni cheese, pasta amatriciana. Skills • 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. Food Provenance and Nutrition • Seasonality • Nutrients and why they are needed for the body • Vitamins and minerals	Food preparation • Apple and celery salad, Scone based pizza, ginger cakes, shortcrust pastry triangles, sausage rolls, savoury rice, vegetable curry, toad in the hole, shortbread, macaroni cheese, pasta amatriciana. Skills • 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. Food Provenance and Nutrition • Seasonality • Nutrients and why they are needed for the body • Vitamins and minerals
Ingredients will be provided by the school for all learners.			