

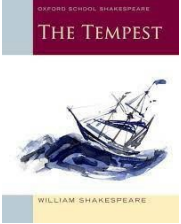
The HMS curriculum is sequenced to build on learning prior learning. Staff develop a coherent understanding of curricula across the Partnership as part of our ongoing working groups. At HMS, teachers plan in the long, medium and short-term to ensure consistency in the learning experience for all children. 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: - Are we responsible with social media? - How do I deal with unplanned encounters? - How can I deal with my friends using drugs and alcohol? - What are red flags in relationships (friendship and romantic)? Wellbeing: - How can viewing violent content make us feel? - How does social media make me feel? - How can drugs and alcohol impact the way we feel? - What is anxiety? - What is depression?	Keeping safe: - What do we need to do in the event of a school lockdown? - How safe are drugs? - What is sextortion? - What are deep fakes? - What are my algorithms? Understanding the law: - What does the law say about the possession of drugs? - What is stop and search? - What are e-rides? - What is phishing and hacking? - What are threatening behaviours? - What's is money laundering?	Financial Education: - Opening a Bank Account - Reading a Bank Statement - How to Save Money - Debt and Credit Cards - Managing Debt - A Guide to Banking Careers: - Navigating work, study and careers: Exploring Careers and interests - Navigating work, study and careers: Work Patterns and Places - North east Labour Market Information RSE/Staying Safe:

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			- Consent – avoiding assumptions - Introduction to Contraception
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)	Fantasy Shoe Project - Studying the work of Kobi Levi and Costa Magarakis - Choose a theme to produce a fantasy shoe - Manipulating materials to create a sculpture - Planning and design of the shoe - Manipulating 3D materials - Realising intentions 	End of Shoe project and Portraiture - Finalizing the shoe project. - Learning about a contemporary artist Mark Powell. - Drawing upon art materials that are not plain paper. - Shading with biro pen - Drawing a famous figure - Proportions of a face - Guidelines	Portraiture - Drawing facial features - Creating a self-portrait - Use of the grid method - Tonal variation to create facial features and the skin - Accuracy and symmetry - Blending - Combining materials in collage - Studying the work of Frida Kahlo
Computing (2 hours)	Computing System and Networks - Network Hardware - Wired and Wireless - The internet and the World Wide Web Creating media	Data and Information - Binary Recap - Binary and text - Binary and images	Digital Ethics - What are ethics? - What and where is AI? - Build your own AI - Research and presentation

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	Planning and developing a website	Programming - Python - recap - Selection - Iteration – While loops - Iteration – For loops	
	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 - Extracts from The Woman in Black, Dracula and Rebecca - The Raven by Edgar Allan Poe - The Tell Tale Heart by Edgar Allan Poe Reading - Select, explain and evaluate evidence from a text - Identify, explain and evaluate features of poetry - Understand the specific setting of the novel – comparing between texts Writing - Write an opening to a gothic story using the conventions studied in a range of gothic texts. - Use the gothic techniques in their own writing to emulate the style. - Write imaginatively and with consideration for deliberate impact on the reader - Produce final and polished writing for a wide range of purposes and audiences with confidence, deliberate craft and individuality	Reading – texts - Julius Caesar by William Shakespeare - The Leader and the Led Niyi Osundare and Ozymandias by Percy Bysshe Shelley Reading - Identify and explore key themes such as duty, power, honour, fate, supernatural - How does Shakespeare use language to establish the mood of the play in the opening scenes? - Track development of characters throughout a whole text - Understand how the writer creates atmosphere - Understand and evaluate the effectiveness of the play as a performance where language and staging must communicate plot, characterisation and themes - Understand the specific context of the play but be able to appreciate how the play is still relevant to modern audiences Writing - Write an informal letter in role drawing upon events in the text to persuade another character on the night before the assassination of Caesar.	Reading – texts - Bone Talk by Candy Gourlay - Poetry: Where I’m from by George Ella Lyon Reading - Evaluate: how successfully does the writer develop tension and a threatening atmosphere and engage the reader? - Understand key concepts of context including colonialism and history of world shows in the 20th century - Use key terminology accurately - Recognise the writer’s intention; the techniques they have used and evaluate the effect on the reader Writing Describe a place of significance To what extent do you agree that the American’s had a permanent impact on the community? Spelling, punctuation and grammar - Revision of Key Stage 2 terminology and knowledge to ensure retention

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	• Draw on increasingly sophisticated use of vocabulary and punctuation to create deliberate impact • Evaluate, edit and improve writing with guidance Spelling, punctuation and grammar • Grammatical 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	• Compare how leadership is portrayed in a range of texts (2 poems/play) • Explain how Shakespeare creates tension in Act 1 Spelling, punctuation and grammar • Revision of grammatical 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	• Identify and explain the impact of grammatical features of texts read • Apply grammatical knowledge to analyse more complex literature
Drama (1 hour)	Drama Devising: The Haunted House Key content • Creating original scenes using the haunted house as a stimulus • Exploring mood, tension, and suspense through movement and sound • Developing characters through hot-seating and improvisation • Using drama techniques: still image, thought-tracking, soundscape • Introduction to costume as a tool for characterisation Skills Developed • Creative devising from a stimulus	Scripted performance: Character and style Key content • Working from a range of short scripts across genres (e.g., comedy, realism, fantasy) • Exploring stereotypes and subverting expectations • Rehearsing and blocking scenes in pairs or small groups • Introduction to costume and design choices to reflect character Skills Developed • Interpreting varied characters and styles • Rehearsal discipline and teamwork • Applying performance techniques from Year 7 & 8	Musical Theatre Project: Performance and Production Key Content • Live theatre analysis linked to a musical production (title to be confirmed). • Exploring performance and production roles within musical theatre. • Investigating careers in acting, directing, lighting, sound and costume design. • Collaborating on a project culminating in a reduced-scale musical performance. Skills Developed • Evaluating live theatre and musical theatre conventions. • Developing performance, rehearsal and ensemble skills. • Applying technical theatre skills through lighting, sound and costume design. • Understanding the roles and responsibilities within a theatre production. • Building awareness of careers in the performing arts industry.

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	• Use of atmosphere and genre conventions • Character development and group collaboration		
French (2 hours)	Shops and Shopping • Opinions and reasons • Food and drink items • Types of shops • Aller + shops • Regular present tense verbs (ER/IR/RE) • At the market – quantities • Numbers up to 100 • Ordering in a café • Grammar: opinions; present tense verbs; articles; partitive article; quantities + de; Je voudrais	Family, jobs and daily routine • Family members and descriptions • Jobs • Household chores • Time phrases • Daily routine • Negative structures (ne ... pas/ne ... jamais) • Grammar: être + descriptions and jobs; present tense verbs; reflexive verbs, negative structures.	Free time • Opinions with reasons • TV programmes • Sports and opinions • Near future tense • Time phrases • Activities and weather • Future plans • Grammar: regarder, near future tense – Je vais / on va + infinitive, quand...
Geography (3 hours)	Why are some countries more developed than others? • Understanding what life in poverty is like • Methods of reducing poverty • Use development indicators to determine how developed a country is • Life expectancy • GNP per capita • HDI • Case studies: African nations	Middle East • Varied landscapes of the Middle East • Cultures and values of the region • Impact of migration on the region • Widening gap within society • The impact of tourism with a specific case study on Dubai • Focus on the 2022 World Cup – evaluate – should it be held in Qatar?	Asia • Impact of globalization • What is meant by an ‘emerging economy’ • Effects of rapid development with a case study on the megacity Shenzhen • Population control methods – One Child Policy • Rise of quaternary industries • Interpret population pyramids and how they change over time

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	Hazards • Plate movements – conservative, collision, constructive and destructive (subduction) • Causes and effects of tsunamis • Causes and effects of volcanoes and earthquakes • Different responses to hazards between the developed and developing nations		• Understand how they can be used for planning
History (3 hours)	Slave Trade • Studying all stages of the slave trade • Plantation life • Life on 'The Middle Passage' • Role of the British Empire • Three points of the 'Triangular Trade' • Impact on Britain • Process of abolition – cause and impact	Industrial Revolution • Identify and explain turning points • What was Britain like 250 years ago • What was the Industrial Revolution and why it came about • Understanding what caused the population to 'explode' • Factory system and how it operated • Agricultural revolution – impact • Steam power and its impact • Impact of the 1843 Poor Law • Conditions for workers and Government reforms	French Revolution • Pupils will focus on studying the American Revolution and how this is connected to and inspired the French Revolution • Pupils will focus on the consequences of the French Revolution • Causes of the American Revolution and war on independence • Long term causes of the French Revolution • The Estate System • Understating the Tennis Court Oath • Significance of the 'Storming of the Bastille' • Louis XVI capture and execution • Region of Terror
Maths (8 hours)	Ratio and Scale • Ratio notation, simplifying ratios (including in the form 1:n and n:1), divide into a given ratio, converting between ratios and fractions,	Algebra Techniques • Collect like terms, simplify expressions (including indices) including brackets and binomials. Understand and use the • multiplication and division laws of	Area and Volume • Area of a triangle, area of a circle and semi-circle, area of compound shapes, circumference of a circle, • volume of cubes and cuboids,

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	understand pi as the ratio between diameter and circumference, problem solving Multiplicative Change • Direct proportion (not algebraic), best buy, direct proportion graphs, converting currencies, enlarging a shape, problem solving Multiply and Divide Fractions • Multiply fractions (including with integers), reciprocal, divide fractions (including with integers) Working in the Cartesian Plane • Midpoint of a line, lines parallel to the axes, recognise and use $y = mx + c$, link linear sequences to graphs, explore non-linear graphs, problem solving Representing Data • Scatter graphs, describe non-linear relationships, frequency tables,	indices. Form and solve equations with and without brackets. Use of inequalities on a number line. Solve inequalities. Sequences • Generate a sequence from nth term, decide whether a term is in a sequence from the nth term Percentages and fractions • 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 Number Sense • Problem solving with money, time, timetables, calendars, and distance tables. Angles	volume of prisms, volume of a cylinder, problem solving Transformations • Enlargement, reflection, translation, rotation, mixed transformations Constructions and Loci • Scale diagrams, construct 3D solids, construct circles, perpendicular bisector, angle bisector, loci, problem solving Data Handling Cycle • Statistical enquiries, bar charts, vertical line charts, line graphs, pie charts, compare charts, financial graphs Measures of Location and Dispersion • Averages and range from a list, mean from an ungrouped frequency table, limitations and advantages of each
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	describe types of data, two-way tables. Tables and probability Construct sample space diagrams. Find probability from two-way tables and sample space diagrams. Find probabilities from Venn diagrams. Use the product rule.	Solve problems with angles in parallel lines, properties of special quadrilaterals, construct special quadrilaterals, sum of interior angles, one interior and exterior angle of regular polygons.	average, compare data using averages and range, problem solving
Music (2 hours)	Hooks and Riffs - Understand the importance of hooks and riffs in pop music and ostinati in classical music. - Rehearse the bassline riff to 'Sweet Dreams' on the keyboard. - Common signs and symbols such as repeat sign and bass clef. - Compose own short riff.	Chords and Popular Music - Know the strings of the ukulele and play simple melodies using open strings and frets 1, 2, 3 - Be able to read and interpret ukulele TAB diagrams to be able to play the chords of C, Am, F, G - Play the chord sequence to a range of pop songs such as 'Somebody You Love' and 'Dreams'. - Employ a range of suitable strumming patterns.	Guitar and its use in Popular Music - Rock 'n' Roll; Beatlemania and Reggae and the use of the guitar within these genres. - Be able to read and interpret guitar TAB diagrams to be able to play the chords of D, G, A - Choose ukulele, guitar or keyboard to play a range of popular songs such as 'Twist and Shout' and 'One Love'.
PE (4 hours)	- Rugby - Cross Country (Run for Fun) - Outdoor and Adventurous Activity - Hockey	- Lacrosse - Basketball - Handball	- Athletics - Cricket - Tennis

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(Due to groupings and facility access, some classes may do sports in different terms)			
Philosophy, Ethics and Religious Studies (PERS) (2 hours) <i>The PERS curriculum is based upon, but not limited to, the locally-agreed syllabus</i>	Jesus • Who was the historical person of Jesus and what can we know about him and his life? • Does it matter what Jesus looked like? • What did Jesus' parables teach? • Was Jesus really a miracle? • Was Jesus mad, bad or a God? (Based on the quote from CS Lewis) • What did Jesus' death mean to Christians? • How do Christians think about Jesus? • How do Christians express the meaning of Christmas today?	Hinduism and Story Telling • Why are stories important? • What do Hindus believe? • What are the religious stories of the Hindus? • How do Hindus think the world was made? • What do Hindus believe about God? • What can the Bhagavad Gita teach Hindus? • What do Hindus believe about life after death? Census Data • What does the national census data from 2021 tell us about religion in the UK? • What does the local census data from 2021 tell us about religion in our area(s)? • What is the history of Christianity in Britain? • How has religion influenced our laws? • How has religion influenced our education? • How has religion influenced our festivals and traditions?	The Philosophical Arguments for the Existence of God • Why might some people argue that God doesn't exist? (The Problem of Evil) • What are some of the philosophical arguments for the existence of God? ◦ The Cosmological Argument ◦ The Teleological Argument ◦ The Argument from Religious Experience • Which of these arguments do you think is the most convincing and why? Philosopher Queens • Mary Astel and rational religion, • Harriet Taylor Mill and morality, • Mary Wollstonecraft and the rights of women and men, • Edith Stein and phenomenology, • Hannah Arendt and totalitarianism, • Simone de Beauvoir and existentialism, • Mary Midgley and what philosophy is for, • Azizah al-Hibri and the philosophy of the law.

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Science (6 hours)	Matter • Elements and the periodic table Organisms • Breathing and the gas exchange system • The effects of smoking, drugs and alcohol. • Nutrients and healthy diet • The digestive system. Forces • Contact forces, squashing and stretching, drag forces and friction • Pressure in gases, liquids and solids	Reactions • Chemical reactions of metals and non-metals • The reactions of metal and acids, oxygen and water • Displacement reactions Ecosystems • Aerobic and anaerobic respiration • Photosynthesis, leaf adaptations • Plant nutrients Earth • Global warming, climate change • The carbon cycle • Extracting metals • Recycling	Reactions • Types of reaction, combustion, thermal decomposition • Conservation of mass • Exothermic and endothermic reactions Energy • Work, energy and machines • Energy and temperature • Energy transfer: conduction and convection • Energy transfer radiation Electromagnetism • Potential difference and current • Resistance • Series and parallel circuits. • Electrostatic and magnetic fields • Electromagnets
Spanish (2 hours)	El tiempo libre • Opinions with infinitives • Jugar/ Hacer • Telling the time • Time phrases • Numbers up to 60 • Hobbies with reasons • Grammar: Jugar al; hacer; opinion + infinitive, porque es...	En mi ciudad • Places in town • Description of town and opinions • Where I go in town • Prepositions • What can you do in town – se puede + infinitive • Fiesta de San Fermín • Grammar: Hay/No hay; Es/no Es; Voy/vamos a + place; Está + preposition; Se puede + infinitive;	En la cafetería • Food and drink items • Regular present tense verbs (comer/beber) • Breakfast • Ordering in a café • Numbers up to 100 • Restaurant and menus • Grammar: Comer/beber; ordering in a restaurant/café;

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Design Technology (2 hours)	Mild Steel Coat Hook • Select from and use specialist tools, techniques, processes, equipment, and machinery precisely. • Use a range of materials, considering their properties. • Use of Jigs and fixtures • Understand the properties of materials and their performance • Knowledge and use of tools and equipment suitable for working with metals. • Marking out processes and wasting processes • Forming process • Use of jigs • Finishing process Christmas Decoration Textiles • Develop and communicate design ideas. • Analyse the work of professionals and others to develop and broaden their understanding. • Use a variety of strategies to generate creative ideas and avoid stereotypical responses • Select from and use specialist tools, techniques, processes, equipment and machinery precisely. • Select from and use a wider, more complex range of materials, considering their properties. • Understand the properties of materials and their performance • Knowledge and use of tools and equipment suitable for working with textiles. • Marking out using a pattern, cutting and joining using sewing methods	Graphic communication • Develop and communicate design ideas using annotated sketches, detailed plans, 3-D modelling • Knowledge and skills to produce and convert different drawing styles. • Isometric, oblique, perspective, orthographic and nets • Pupils will be able to identify and practice technical different drawings techniques. Lighting • Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations • Develop and communicate design ideas using annotated sketches. • Use a variety of strategies to generate creative ideas and avoid stereotypical responses • Following a specification to ensure designs fit into the client/user needs • Design processes (iterative/linear) • Freehand sketching • Isometric drawing • Orthographic drawing • COMBINE design strategy	Timber mobile phone holder • Select from and use specialist tools, techniques, processes, equipment, and machinery precisely. • Use a range of materials, considering their properties. • Understand the properties of materials and their performance • Use design to solve their own design problems. • Free hand 2d sketching. • Isometric presentation drawing. • Knowledge and use of tools and equipment suitable for working with timber • Marking out processes suitable for timber. • Timber wasting processes • Wood jointing techniques • Fabrication. • Finishing processes
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Food Technology (1 hour fortnightly)	Food preparation • Parmentier potatoes, carrot cake, Swiss roll, upside down cake, stir fry, Bolognese, fajitas, pizza wheels, pasta sauce, curry sauce, chocolate biscuits, egg fried rice, Finnish Fruit Bread. Skills • 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. Food Provenance and Nutrition • Chinese, Mexican and Italian food • Factors effecting food choice • Why we need energy in our diet • Vegan diet • Bread making functions • Function of cake ingredients • Micro and macro nutrients	Food preparation • Parmentier potatoes, carrot cake, Swiss roll, upside down cake, stir fry, Bolognese, fajitas, pizza wheels, pasta sauce, curry sauce, chocolate biscuits, egg fried rice, Finnish Fruit Bread. Skills • 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. Food Provenance and Nutrition • Chinese, Mexican and Italian food • Factors effecting food choice • Why we need energy in our diet • Vegan diet • Bread making functions • Function of cake ingredients • Micro and macro nutrients	Food preparation • Parmentier potatoes, carrot cake, Swiss roll, upside down cake, stir fry, Bolognese, fajitas, pizza wheels, pasta sauce, curry sauce, chocolate biscuits, egg fried rice, Finnish Fruit Bread. Skills • 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. Food Provenance and Nutrition • Chinese, Mexican and Italian food • Factors effecting food choice • Why we need energy in our diet • Vegan diet • Bread making functions • Function of cake ingredients • Micro and macro nutrients
Ingredients will be provided by the school for all learners.			