

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) <i>The curriculum is delivered through weekly assembly and form time sessions.</i>	Character Education: - Courage - Gratitude Skills Builder:  	Character Education: - Integrity - Compassion Skills Builder:  	Character Education: - Justice - Honesty Skills Builder:  
PSHE/RSE (2 hours)	Relationships: - How can I get ready for secondary relationships? - How can we be allies against racism? - How can we challenge sexism? - How can we respect different relationships? - What is a debate? - What is my relationship with authority?	Keeping Safe: - How is my data shared? - What is spiking? - What is the issue with addiction (vaping/smoking)? - Why does Media have age restrictions? Understanding the Law: - What does the law say about legal drugs? - What does the law say about marriage? - Why are there different crimes?	Understanding the law: - What is a weapon? - What is anti-social behaviour? - What is shop theft? Wellbeing: - What does 30 look-like? - How can I reframe my thinking? - How can I seek support for my mental health?
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	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	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

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Art (2 hours)	Cubism - Being inspired by a famous artist's work. - Creating their own design of a Cubism face. - Taking their drawing into a 3D sculpture/relief. - Cubism - Bright colour masks - Layering cardboard to make a sculpture	Pop Art/Graphics - Understanding the work of Andy Warhol and Harland Miller. - Creating their own artwork inspired by the styles of different artists, using overlapping text and coloured cellophane to produce a stained-glass window effect. - Graphical link to typography.	Observational drawing - Appreciating and being inspired by the work of Sarah Graham - Creating their own artwork in the style of that artist - Taking photographs of sweets linking to the artist's work
Computing (2 hours)	Computer Systems - Codes - Bletchley Park - Famous Faces - Cyber Security & Threats - Collaborative Working & Presentation Programming - Variables - Selection - Iteration - Coding Challenge	Creating Media 3D modelling 2D v 3D - Tools and techniques - Plan and create 3D models SATs preparation - Maths - English - General	Computer Systems and Networks - Internet communications - Reading Data - Wireless Communications - Internet of Things
	Online Safety (all years) 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.		
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English (13 hours)	Reading • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Discuss and evaluate how authors use languages, including figurative languages, considering the impact on the reader • Retrieve present and present information from non-fiction • Provide reasoned justifications for their views. • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet Writing • Narrative – setting description • Recount • Informal letter • Explanation text Grammar, punctuation and spelling New Learning	Reading • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction. • Provide reasoned justifications for their views. • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet Writing • Balanced argument • Writing in role • Continuing a narrative • Narrative - setting description Grammar, punctuation and spelling New Learning	Reading • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. • Identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Compare between texts. Writing • Biography • Writing in character – diary • Persuasive letter • Descriptive writing – setting description • Narrative – based on maps or labyrinths Grammar, punctuation and spelling New Learning

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	• Active and passive voice to affect the presentation of information. • Standard English - formal and informal speech and writing. • Linking ideas across paragraphs using cohesive devices such as repetition of words, adverbials and ellipsis. • Prefix, suffix, root words and word families Revisit Prior Learning • Adverbials • Apostrophes • Subordinating conjunctions (AWHITEBUS) • Co-ordinating conjunctions (FANBOYS) • Revision of all Y3, Y4 and Y5 content including: • Word classes Handwriting • Choosing which shape of a letter to use when given choices.	• Colon, dashes and semi colon to mark the boundary between independent clauses. • Layout devices to structure a text. Revisit Prior Learning • Direct and reported speech punctuation. • Punctuation for impact on the reader. • Determiners. • Prepositions of movement, place and time. Handwriting • Choosing which shape of a letter to use when given choices. • Choosing when and when not to join specific letters. • Continual practice to write legibly, fluently and with increasing speed in joined handwriting. Spoken Language: • Regular opportunities for repeated oral reading. • Library visits to discuss fiction, non-fiction and poetry with peers and adults.	• Subjunctive form. • Punctuation of bullet points. Revisit Prior Learning • Revision of all UKS2 content and application ahead of the transition to KS3. Handwriting • Choosing which shape of a letter to use when given choices. • Choosing when and when not to join specific letters. • Continual practice to write legibly, fluently and with increasing speed in joined handwriting. Spoken Language: • Regular opportunities for repeated oral reading. • Library visits to discuss fiction, non-fiction and poetry with peers and adults.
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French (2 hours)	Ma Famille - Family members - Name and age - Hair and eye colour - Size - Personality - Pets - Colours Grammar: Avoir (first and third person); Il y a/Il n'y a pas de; être (first and third person); adjectival agreement	Sports and hobbies - Opinions - Sports - Jouer/Faire - Negatives – ne... pas - Time phrases - Activities with weather Grammar: opinions, jouer, faire, opinions and infinitives, time phrases, conjunctions	Body parts and description - Body parts - Plurals - Avoir and body parts - Colours - Descriptions - Opinions and reasons Grammar: avoir, first and third person, plurals, opinions and reasons, articles, être (first and third person)
Geography (2 hours)	The United Kingdom - Build upon pupils' own knowledge of their home nation - Consider the different landscape features - Understand the physical and human processes that make up life in Great Britain and Northern Ireland - Graph and chart interpretation - Choropleth maps (rainfall)	Scandinavia - Pupils are given the opportunity to experience a learning journey to Scandinavia - Explore the location, features and culture of Norway, Sweden and Denmark - Discover how the climate differs in various areas of Scandinavia and European regions spectacular landscape scenery - Learn about lifestyle and culture of Scandinavian countries	Rivers - Understand the journey of a river and why this journey takes place - Understand processes that take place in rivers such as erosion, deposition and transportation and what causes these processes to take place - Explore the effects river processes can have such as the formation of meanders, ox-bow lakes and waterfalls

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		- Examine how areas of UK and Scandinavia and similar and different - Analyze the physical geography of and begin to understand the formation of physical features such as glaciers and fjords.	- Consider why rivers are essential to society, but also the impact they can have on humans - Investigate the importance of the River Tyne and its local significance to the area. Sustainability - Develop the fieldwork skills of pupils in a geographical and local context - Gain an awareness of different sustainability issues - Field investigation based around the school grounds, and in Hexham itself. - Collate, analyse, and interpret data to answer their own proposed hypothesis
History (2 hours)	World War II - Gain an understanding of the causes of WWII - Gain an understanding of impact of war on the home front and the increasing role of government. - Identify causes and how they contributed to beginning of WWII - Pupils will begin to link the causes together – building the web of cause	Anglo-Saxons and Vikings - Explore the reasons why the Vikings settled in Britain - Understand the consequences of their emergence. - Explore the changes that the Vikings brought to the country - Develop an understanding of key individuals within history and what role they play in defining key events	Local history enquiry – Border Reivers - Study of local history - Study the Border Reivers and the impact they had on the local area - Understand the daily lives of the Reivers - Explore the ‘Border Ballads’ - Analyse the importance of the Reivers on the local area
Maths (12 hours)	Place Value	Decimals and Percentages Linking fractions, decimals, and percentages, calculating with decimals and percentages Measures	Geometry Position and direction on all four quadrants

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	• Multiples of 1000, numbers to 1,000,000, negative numbers, rounding numbers to nearest decimal or whole number Calculations • Addition and subtraction of whole and negative numbers, introduction to algebra through missing numbers, bar models and problems, Recap factors, multiples, and primes Fractions • Finding equivalent fractions, simplifying fractions, addition and subtractions of fractions with different denominators, addition and subtraction of mixed numbers Calculations • Short and long multiplication, short division, long division, link to algebra through missing numbers, bar models and word problems Fractions • Multiplication and division of fractions • Finding fractions of amounts and finding the whole	• Converting between metric units of length, mass and capacity Geometry • Area and perimeter of shapes, volume of cuboids • Construction of shapes, angles within shapes, nets of 3D shapes, know properties of a circle, missing angles and reasoning Ratio • Understand what ratio means, compare ratio and fractions, solve problems involving ratio, understand scale and how to use scale to scale something up or down Algebra • Understand what an expression and an equation is, know that equations must balance, begin to use algebraic notation	Statistics • Interpreting graphs, charts, and timetables, construct simple pie charts • find and interpret the mean value Ready to Progress Learning • Ready to progress criteria through investigations and problem solving – this focuses on consolidating fundamental learning ready for the KS3 curriculum. Year 7 Transition • Secure understanding of multiples, factors, primes, equivalent fractions and corresponding decimals and percentages, secure formal calculations methods, understanding of shape, introduction to calculator skills
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Music (2 hours)	Being Musical • Work together as a class to rehearse and perform songs and rhythms. • Understand the concept of beat and rhythm. • Learn songs in unison and in parts. • Perform with increasing confidence, different rhythms and songs, making dynamic and tempo changes where required. • Compose a short melody from a stimulus, justifying choices.	Pitch • Rehearse and perform a keyboard melody. • Practise independently. • Know the notes of the treble clef stave. • Be confident at writing and reading treble clef notes. • Listen to and discern between pitches in a range of music.	Music Technology • Navigate GarageBand effectively and with confidence.. • Create short melodies using single instruments and then pieces using layered sounds. • Compose and appraise own music. • Create music using a given theme. • Make changes to enhance own music using different musical elements, such as dynamics.
PE (4 hours) (Due to groupings and facility access, some classes may do sports in different terms)	• Netball • Run 4 Fun – Cross Country • Lacrosse • Football • Outdoor and Adventurous Activity	• Badminton • Gymnastics • Netball	• Athletics • Cricket • Global Sports
Philosophy, Ethics and Religious Studies (PERS) (1 hour) <i>The PERS curriculum is based upon, but not limited to, the locally-agreed syllabus.</i>	Abrahamic Fathers • Who are the key figures of Judaism, Christianity and Islam? • How do they relate to each other? • What lessons can we learn from them? • How can religious people try to follow their example today?	Ancient Greek Philosophy • Who were some of the ancient Greek philosophers? • What is Socratic questioning and how do we experience it every day? • Significant people: ○ Socrates ○ Plato ○ Aristotle ○ Epictetus ○ Diogenes ○ Epicurus	Women of the Old Testament • How do the stories of women from the Old Testament provide inspiration for Jews and Christians today? • How can we learn strength from Zipporah? • How can we learn about redemption from Rahab? • What does Deborah teach us about leadership and wisdom? • What does the example of Ruth and Naomi tell us about love and loyalty?

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		○ Hypatia the Elder	● How does Queen Esther teach us about courage and standing up for what is right? <i>Students may also have the opportunity to take part in the Spirited Arts competition this term.</i>
Science (5 hours)	Organisms: ● The function of the heart of circulatory system ● The digestive system ● Healthy lifestyle, including diet, drugs and smoking Waves: ● How light travels, how we use light to see ● Reflection and uses of reflection. ● Shadow formation ● The colour spectrum	Electromagnetism: ● Electricity and its dangers ● Making Circuits and circuit symbols ● Measuring current ● Developments in electricity e.g. the work of Edison and Swan Ecosystems: ● Classification of living things into broad groups (plants and animals) ● The work of Carl Linnaeus ● Using and constructing classification keys ● Investigating the growth of microorganisms	Genes: ● Inherited and acquired characteristics ● Environmental adaptations ● Evolution of characteristics ● Fossil formation and the work of Mary Anning Working scientifically ● Throughout the year, pupils will engage with working scientifically through practical science, planning, conducting and evaluating investigations, conducting fair tests, understanding variables and will make close links to maths through statistical analysis and presenting data.
Technology (including design and food technology) <i>Children work in tech groups and have 1 hour fortnightly of both DT and food technology across the school year.</i> (1 hour, fortnightly)	Timber page holder project ● The students can identify and use specialist tools, techniques, processes, equipment, and machinery precisely. ● Understand the categories, properties of timber and their performance ● Knowledge and safe use of tools and equipment suitable for working with timber. Safe use of the pillar drill ● Marking out processes. ● Wasting processes ● Finishing processes	Health and Safety ● Hygiene and safety in the kitchen ● Using the hob safely and the oven independently ● Personal hygiene ● Using different pieces of equipment safely	Technical Skills ● Spreading ● Mixing and rubbing in ● Creaming ● Dividing, shaping, cutting and rolling ● Boiling ● Bridge hold and claw grip ● Stirring ● Glazing ● Grating ● Peeling

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	Playground • Developing technical drawing skills (Oblique and Cross Section Drawing) • Undertaking research to find information about existing products • Understanding and using a design specification • Evaluating design ideas against a design specification • Demonstrating an awareness of technical knowledge around design.		• All in one • Knife skills Making • Dippy Divers • Cheese scones • Cous cous salad • Savoury muffins • Soda bread • Rock buns • Cookies • Rice Dish
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