

## ENGLISH

During this year, pupils will have the opportunity to develop the following skills, which are explicitly assessed for English Language and Literature at GCSE, and apply to our curriculum at KS3:

- AO1- Reading, understanding and responding to wider range of texts. Developing an extended personal response, in both language and literature writing. Using appropriate and relevant textual references, including quotations, to support and illustrate interpretations. Identifying and interpreting explicit and implicit information and ideas. Selecting and synthesising evidence from different texts.
- AO2- Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Explaining, commenting on and analysing how writers use language and structure to achieve effects, using relevant subject terminology.
- AO3 - Showing understanding of the relationship between texts and their social and historical contexts. Comparing writers' ideas and perspectives, as well as how these are conveyed across two or more texts.
- AO4 Evaluating non-fiction texts critically and supporting this with textual references.
- AO5 - Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register. Organising a range of information and ideas, from different text types and sources, using structural and grammatical features to support coherence and cohesion.

**Main Texts: *Lamb to the slaughter* - Roald Dahl  
*The Speckled Band* - Arthur Conan Doyle**

Excerpts from:

An Inspector Calls – J B Priestley

The No.1 Ladies' Detective Agency – Alexander McCall Smith

Poetry:

Flannan Isle – Wilfred Wilson Gibson

About His Person – Simon Armitage

Pupils will have the opportunity to develop their knowledge about:

- The writers' presentation of characters.
- Well-known detective characters: Inspector Goole, Sherlock Holmes, Jack Noonan, Precious Ramotswe.
- How detective stories are structured.
- Well-known detective authors: Agatha Christie, Roald Dahl, Arthur Conan Doyle.
- Contemporary TV detectives: Jonathan Creek.
- Real-life detectives in the LAPD.
- Careers in the police force as a detective.
- The mystery of the three lighthouse keepers who vanished from Flannan Isle.

## Bellingham Middle School – Y7 Spring Curriculum Overviews – January 2023

<ul style="list-style-type: none"> <li>• AO6- Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> <li>• AO7 - Presenting in a formal setting.</li> <li>• AO8 - Listening and responding appropriately to spoken language.</li> <li>• AO9 - Using spoken standard English appropriately and accurately, with an awareness of audience and purpose.</li> </ul>	
<b>MATHS</b>	
<p>Pupils will have the opportunity to develop the following skills which will help them become more fluent in the fundamentals of mathematic and reason mathematically by:</p> <p><u>Solving Problems with addition and subtraction</u></p> <ul style="list-style-type: none"> <li>• Exploring properties of addition and subtraction</li> <li>• Using mental strategies for addition and subtraction</li> <li>• Using formal methods for addition and subtraction of integers and decimals</li> <li>• Solving problems about perimeter</li> <li>• Solving financial maths problems</li> </ul> <p><u>Solving problems with multiplication and division</u></p> <ul style="list-style-type: none"> <li>• Exploring properties of multiplication and division</li> <li>• Understand and use factors and multiples</li> <li>• Multiplying and dividing integers and decimals by powers of 10</li> <li>• Multiplying by 0.1 and 0.01</li> <li>• Converting metric units</li> <li>• Using formal methods for multiplication and division of integers and decimals</li> <li>• Understanding and using order of operations</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Solving Problems with addition and subtraction</u></p> <ul style="list-style-type: none"> <li>• Mental and formal strategies for addition and subtraction</li> <li>• Adding and subtracting integers and decimals</li> <li>• Perimeter</li> <li>• Financial maths problems</li> </ul> <p><u>Solving problems with multiplication and division</u></p> <ul style="list-style-type: none"> <li>• Factors and multiples</li> <li>• Multiplying integers and decimals</li> <li>• Metric units</li> <li>• Formal methods for multiplication and division of integers and decimals</li> <li>• Order of operations</li> <li>• Area</li> </ul>

- Solving problems using area of rectangles, parallelograms, triangles and trapezia
- Exploring multiplication and division in algebraic equations

### Fractions and percentages of amounts

- Exploring fraction of a given amount
- Use a given fraction to find the whole and/or other fractions
- Finding a percentage of a given amount using mental methods and also using a calculator
- Solving problems with fractions greater than 1 and percentages greater than 100%
- Operations and equations with directed number

### Operations & equations with directed number

- Understanding and using representations of directed numbers
- Ordering directed numbers using lines and appropriate symbols
- Performing calculations that cross zero
- Adding directed numbers
- Subtracting directed numbers
- Multiplying and dividing of directed numbers
- Using a calculator for directed number calculations
- Evaluating algebraic expressions with directed number
- Exploring two-step equation
- Solving two-step equations
- Using order of operations with directed numbers
- Exploring roots of positive numbers

### Addition and subtraction of fractions

- Explore representations of fractions
- Converting between mixed numbers and fractions

### Fractions and percentages of amounts

- Fractions of an amount
- Percentages of an amount
- Problem solving

### Operations and equations with directed number

- Using the four operations and directed numbers
- Crossing zero for calculations
- Two-step equations
- Order of operation
- Roots of positive numbers

### Addition and subtraction of fractions

- Representation of fractions
- Mixed numbers

## Bellingham Middle School – Y7 Spring Curriculum Overviews – January 2023

<ul style="list-style-type: none"> <li>• Adding and subtracting fractions, with same and different denominators</li> <li>• Adding and subtracting fractions from integers</li> <li>• Adding and subtracting improper fractions and mixed numbers</li> <li>• Understanding and using equivalent fractions</li> <li>• Using equivalence to add and subtract decimals and fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Adding and subtracting fractions</li> <li>• Equivalent fractions</li> </ul>
<b>SCIENCE</b>	
<p>Pupils will have the opportunity to develop the following skills, working scientifically:</p> <ul style="list-style-type: none"> <li>• Examine historical examples of the early work of scientists, including how collected evidence and creative thinking were used to draw conclusions and develop scientific ideas and consider how early scientific ideas and how they have changed over time.</li> <li>• Use scientific ideas and models to explain scientific phenomena and events, and to understand a range of familiar applications of science.</li> <li>• Consider some of the positive and negative effects of scientific and technological developments.</li> <li>• Use scientific knowledge to plan, obtain and present evidence during a scientific enquiry and identify different strategies for solving problems.</li> <li>• Understand and explain the safety procedures and precautions that are needed in practical situations.</li> <li>• Select use appropriate equipment to observe and measure and use qualitative and quantitative approaches where appropriate.</li> <li>• Present observations and data using appropriate methods, including tables and graphs</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Acids and Alkalis</b></p> <ul style="list-style-type: none"> <li>• Chemistry in the home</li> <li>• Hazards</li> <li>• Indicators</li> <li>• Acidity and Alkalinity</li> <li>• Neutralisation</li> <li>• Neutralisation in daily life</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Different forces</li> <li>• Springs</li> <li>• Friction</li> <li>• Pressure</li> <li>• Balanced and unbalanced</li> </ul>

## Bellingham Middle School – Y7 Spring Curriculum Overviews – January 2023

<ul style="list-style-type: none"> <li>• Interpret observation and data, including identifying patterns and using observations, measurements and data to draw conclusions.</li> <li>• Provide explanations and justifications when they describe patterns and relationships in data from their own and others' investigations.</li> <li>• Improve a scientific enquiry by obtaining more accurate, consistent and reliable evidence to support conclusions.</li> <li>• Evaluate the strength of evidence and identify limitations of data in conclusion.</li> </ul>	
<b>ART/DT</b>	
<p>– pupils will have the opportunity to develop the following skills:</p> <p><b><u>Phone Stand DT</u></b></p> <p>Technical Drawing – using grids to accurately draw designs and measure their work.</p> <p>How to accurately use a coping saw – Students will learn about precision when cutting intricate details</p> <p>Design process – Students will design and develop their own work independently, learning about the full process of design.</p> <p>Construction – Students will learn how to accurately construct a functioning object by using a range of techniques.</p>	<p>pupils will have the opportunity to develop their knowledge about:</p> <p><b><u>Phone Stand DT</u></b></p> <p>Construction – Learning to manipulate materials for their desired purpose.</p> <p>Coping saw – using the coping saw with accuracy and precision to create the desired effect.</p> <p>Development – learn how to develop a product by problem solving ideas and developing work</p> <p>with thought and precision.</p> <p>Technical drawing – Be able to use technical drawing to accurately plan and develop ideas and design.</p>

## Bellingham Middle School – Y7 Spring Curriculum Overviews – January 2023

<p><b><u>Patterns</u></b></p> <p>They will look at a range of modern artist who use patterns for high impact art and also learn about Aboriginal and Mauri traditional pattern based art. Students will learn more about colour theory and improve their painting skills with Acrylic and Watercolor paints.</p>	<p>Design ideas – to be able to confidently present and develop their design ideas based thoughtful planning and evaluation,</p> <p><b><u>Patterns</u></b></p> <p>Patterns - By the end of this unit, students will be better at Line and pattern formation, tessellation, colour theory, blending and layering of paint, using repeated patterns for visual effect. Adding movement and tone using patterns and using influential artists to inspire their work.</p>
<p><b>CAREERS</b></p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Self-evaluation and personal strengths awareness</li> <li>● Research skills to broaden their understanding of employment</li> <li>● research skills to identify potential career paths</li> <li>● Accessing and analysing information</li> <li>● Oral communication</li> <li>● Computer literacy</li> <li>● Thinking and planning for their possible future</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● what a career is</li> <li>● what is the difference between jobs/careers and occupations</li> <li>● what makes someone employable</li> <li>● a variety of jobs available and how to find out more about the jobs</li> <li>● employability skills - how to evidence the use of them and how they can be acquired/improved</li> <li>● employment law</li> <li>● laws and by-laws relating to young people’s permitted hours and types of employment</li> <li>● how to minimise health and safety risks to you and those around you</li> <li>● volunteering</li> </ul>
<p><b>COMPUTING</b></p>	

## Bellingham Middle School – Y7 Spring Curriculum Overviews – January 2023

Pupils will have the opportunity to develop the following skills:

### **Using media: gaining support for a cause**

- Understanding of information technology and digital literacy skills.
- Creating a blog post about a real-world cause that they would like to gain support for.
- Developing software formatting and exploring concerns surrounding the use of other people's work, including licensing and legal issues.

### **Programming essentials in Scratch: Part 1**

- Key programming constructs.
- Sequencing, variables, selection, and count-controlled iteration codes whilst using Scratch.

Pupils will have the opportunity to develop their knowledge about:

### **Information technology**

- Selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals.
- Collecting and analysing data and meeting the needs of known use.
- Creating, reusing, revising, and repurposing digital artefacts for a given audience, with attention to trustworthiness, design, and usability.
- Speed typing with two hands - further developing their typing skills with increasing confidence and control.
- School 360 in order to complete computing work electronically culminating in an online digital assessment.

### **Computer Science**

- Using two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures (e.g. lists, tables, or arrays); design and develop modular programs that use procedures or functions.
- Understanding several key algorithms that reflect computational thinking.
- Using logical reasoning to compare the utility of alternative algorithms for the same problem.
- Understanding simple Boolean logic (e.g. and, or, and not).
- Creating reusing, revising, and repurposing digital artefacts for a given audience, with attention to trustworthiness, design, and usability.

**Digital literacy & Citizenship:** Throughout the year students will have the opportunity to develop their knowledge about:

- Their self-awareness by reflecting critically on their behaviour and its impact on others.
- Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.

## Bellingham Middle School – Y7 Spring Curriculum Overviews – January 2023

<b>FOOD &amp; TEXTILES</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Thread a needle.</li> <li>• Research and evaluate existing designs.</li> <li>• Use different stitches including a running stitch, blanket stitch, backstitch and overstitch.</li> <li>• Using a needle carefully and correctly.</li> <li>• Making a template to follow whilst creating their own keyring.</li> <li>• Evaluate their ideas and products against a given design criteria.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Textiles: keyrings -</b></p> <ul style="list-style-type: none"> <li>• How to work safely within the textile classroom.</li> <li>• How to perform a range of different stitches including, cross stitch, running stitch, blanket stitch, backstitch and overstitch.</li> <li>• How to design a template for their own design.</li> <li>• Following a design template to create their own design image.</li> </ul>
<b>GEOGRAPHY</b>	
<p>- pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Drawing pie charts to understand the economy</li> <li>• analysing geographical data,</li> <li>• comparing two parts of the UK and the impact of the economy on them</li> </ul>	<p>- pupils will have the opportunity to develop their knowledge about:</p> <p>What is an economy?</p> <ul style="list-style-type: none"> <li>• What is an economy, from local to global?</li> <li>• What's happening down on the farm?</li> <li>• Why is manufacturing all about choosing the right site?</li> <li>• Why did Nissan locate in the UK?</li> <li>• Why is the tertiary sector increasing?</li> <li>• How does a chocolate bar connect the sectors of the economy?</li> <li>• How does the UK trade with other countries?</li> <li>• What is globalisation?</li> <li>• How has containerisation accelerated globalisation?</li> </ul>
<b>HISTORY</b>	
<p>pupils will have the opportunity to develop the following skills:</p>	<p><b>How did England become a Protestant country?</b> - pupils will have the opportunity to develop their knowledge about:</p>



## Bellingham Middle School – Y7 Spring Curriculum Overviews – January 2023

<ul style="list-style-type: none"> <li>● Select suitable sources to interpret the past and give reasons for choices</li> <li>● Analyse key primary and secondary sources</li> <li>● Use a range of evidence to form opinions about the past,</li> <li>● Question the reliability of the source</li> <li>● Describe characteristic features of the past (ideas, beliefs, attitudes)</li> <li>● Compare and contrast different causes of events</li> <li>● Identify turning points</li> <li>● Develop concept of continuity and change over time</li> <li>● Use a range of historical vocabulary effectively</li> <li>● Create historical responses to historical enquiries</li> <li>● Compare Catholic and Protestant methods of worship</li> <li>● Identify significant events that occurred during the Reformation</li> <li>● Analyse trends occurring during the Tudor period regarding changes in religion</li> <li>● Analyse key data in relation to religious persecution</li> </ul>	<ul style="list-style-type: none"> <li>● The Tudor dynasty</li> <li>● Young Henry VII</li> <li>● Henry VIII, his first wife and his big problem</li> <li>● Catholic and protestant churches</li> <li>● How Edward VI changed religion in England.</li> <li>● How and why Bloody Mary got her nickname.</li> </ul>
<b>MFL – FRENCH</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Revisit colours</li> <li>● Use numbers in a new context (quantities in recipes)</li> <li>● Describing clothing and outfits/styles</li> <li>● Discuss what they usually eat and refer to a recent meal using the past tense</li> <li>● Speak and write about a range of topics, expressing an increasing variety of positive and negative opinions.</li> <li>● Give reasons for their opinions.</li> <li>● Analyse a song and identify new vocabulary.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Present tense verbs</li> <li>● Imperatives/instructions used in recipes</li> <li>● The past tense</li> <li>● Adjectival placement and agreements</li> <li>● Extending sentences to add complexity and detail</li> <li>● Conditional tense (j'aimerais).</li> <li>● French music</li> <li>● Independent dictionary use.</li> <li>● French foods, mealtimes, menus and French restaurant/cafe culture</li> </ul>

## Bellingham Middle School – Y7 Spring Curriculum Overviews – January 2023

<ul style="list-style-type: none"> <li>● Analyse recipes</li> <li>● Develop further independent dictionary skills.</li> <li>● Develop independent research skills using the internet</li> <li>● Read and respond appropriately to short written texts in both English and French</li> <li>● Listen to authentic spoken French and respond appropriately in both English and French</li> <li>● Express wishes using the conditional tense 'j'aimerais'.</li> <li>● Take part in role plays, working in pairs and small groups</li> </ul>	<ul style="list-style-type: none"> <li>● Francophone traditions, including Easter.</li> </ul>
<b>MUSIC</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Describing musical elements when listening to music</li> <li>● Identifying different types of keyboard instruments by sound and sight</li> <li>● Composing to a given brief</li> <li>● Reading and performing simple folk music, using voices and keyboards</li> <li>● Playing 3-note chords and single-finger chords using keyboards</li> <li>● Singing and write with increasing confidence on a s part of a group</li> <li>● Singing in parts</li> <li>● Singing with confidence</li> <li>● Increase familiarity with a wide range of music and songs from a range of cultures and traditions</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● A range of keyboard instruments</li> <li>● Famous pieces using different types of keyboards</li> <li>● Composers who have used keyboard instruments</li> <li>● A range of musical genres</li> <li>● Folk music from around the world</li> <li>● Chords</li> <li>● Ternary form</li> </ul>
<b>PE</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><b>Hockey</b></p>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Hockey</p>

## Bellingham Middle School – Y7 Spring Curriculum Overviews – January 2023

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<ul style="list-style-type: none"> <li>● Develop skills required to perform at maximum levels in competitive games.</li> <li>● Demonstrate Indian dribbling, and correct handling of the stick on a consistent basis</li> <li>● Development of the basic principles of attack and defence in hockey.</li> <li>● Think about how to use core skills, strategies and tactics to outwit the opposition.</li> <li>● Demonstrate a range of passes with good ball pace</li> <li>● Lead a small group in a hockey practice</li> <li>● Demonstrate shooting with accuracy</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>● Demonstrate skills and agilities individually and in combination.</li> <li>● Developing stability when holding their own body position and when supporting a partner.</li> <li>● Incorporate control, precision and aesthetics into sequences showing creativity.</li> <li>● Evaluate and assess movements to improve sequences.</li> <li>● Perform a variety of balances</li> <li>● Perform a variety of rolls</li> <li>● Create a basic floor routine with help</li> </ul> <p><b>Badminton</b></p>	<ul style="list-style-type: none"> <li>● Grip, Dribbling &amp; Handling.</li> <li>● Passing and receiving</li> <li>● Outwitting opponents/use of space</li> <li>● Shooting</li> <li>● Defending/block tackle</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>● Locomotion – Partner work</li> <li>● Transference of Weight – Partner work</li> <li>● Balance – Individual/Partner work</li> <li>● Balance – Partner &amp; Group work</li> <li>● Balance – Development of group balances</li> </ul> <p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>● Introduce the Grip and ready position</li> <li>● Introduce the Overhead/Underarm Clear</li> <li>● Introduce the Drop shot</li> <li>● Introduce the Smash</li> <li>● Doubles and singles tactics</li> </ul> <p><b>Sports Leaders</b></p> <ul style="list-style-type: none"> <li>● Developing delivery and leadership skills</li> </ul>
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## Bellingham Middle School – Y7 Spring Curriculum Overviews – January 2023

<ul style="list-style-type: none"> <li>• Demonstrate a flick and underarm serve with more control, accuracy and power</li> <li>• Play a smash shot when required</li> <li>• Use shots that outwit your opponent</li> <li>• Demonstrate the essential elements of attack and defence.</li> <li>• Aim to get the shuttlecock to land in the target area so that the opponent cannot return it.</li> </ul>	
<b>PSHE</b>	
<p>pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Recognising their personal strength and how this affects their self-confidence and self-esteem</li> <li>• Building relationships</li> <li>• Practise the skills of communication and negotiation</li> <li>• Reflect on difference and what it means to individual people</li> <li>• Listening skills</li> <li>• Practise speaking and listening to others</li> <li>• Create steps to achieve goals</li> <li>• Turn steps into targets</li> <li>• How to cope with the unexpected</li> </ul>	<p>– pupils will have the opportunity to develop their knowledge about:</p> <p>Dreams and goals</p> <ul style="list-style-type: none"> <li>• Setting criteria for success</li> <li>• Bringing about change</li> <li>• Coping strategies</li> <li>• Responsible and irresponsible choices</li> <li>• Unsafe choices</li> <li>• Responding to a situation requiring first-aid</li> </ul> <p>Healthy Me – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Recognising and dealing with anxiety and stress</li> <li>• Managing stress</li> <li>• Healthy choices on substances</li> <li>• Healthy lifestyle choices</li> <li>• Medicines and immunisation</li> <li>• Wellbeing</li> </ul>
<b>RELIGIOUS EDUCATION</b>	
<p>Pupils will have the opportunity to develop the following skills:</p>	<p>- pupils will have the opportunity to develop their knowledge about:</p>

## Bellingham Middle School – Y7 Spring Curriculum Overviews – January 2023

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- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.
- Evaluate evidence about Jesus being a man of peace or a man of conflict.
- Explain and interpret a range of beliefs, teachings and sources of wisdom and authority (including experience) in order to understand how they impact upon the way we see the world.
- Compare and contrast a wide range of beliefs, demonstrating understanding of the relationship within and between groups.

### **Christianity: Jesus – Was he a man of peace or a man of conflict?**

Pupils will have the opportunity to develop their knowledge about:

- The Christian concept of the Trinity.
- Stories of Jesus' birth (Matthew and Luke).
- The miracles Jesus performed.
- Jesus' life as a 'teacher'.
- The importance of two Great Commandments of Jesus, how Christians put their faith into action.
- The events leading up to the death and resurrection of Jesus.
- The controversy surrounding the Shroud of Turin