

ENGLISH	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><u>Reading Skills</u></p> <ul style="list-style-type: none"> ● Make inferences, referring to evidence, evaluate inferences and comment ● Comment on language reading conveying meaning ● Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries ● Identify the purpose, audience form and context of the writing and draw on this knowledge to support comprehension ● When commenting upon and analysing a text use the following subject terminology accurately: rhetorical question, exaggeration, simile, metaphor, personification ● Compare and contrast characters, events and themes within and across a text ● Identify features of dramatic performance ● Begin to understand and make some independent comments and judgements upon the features of dramatic performance ● Begin to independently comment upon how alternative staging allows for different interpretations of a play ● Begin to evaluate the impact of a text critically and support this with carefully chosen evidence where possible ● Express personal views, using words and phrases from the text to precisely justify points ● Critically comment upon how a text’s context and setting affect its meaning 	<p>Text–</p> <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Pupils gain an understanding and appreciation of Shakespeare’s literature through study of Romeo and Juliet. Pupils will be able to describe the characters, setting, plot and social and historical context of the play. They should be able to track characters and themes as they develop. ● Pupils will consider wider themes of expectations of women, love, violence and parent/child relationships and how these still relate now. The text as a performance will be considered throughout and pupils will think about historic and contemporary productions and anticipate and compare audience reactions from Shakespeare’s time and now.
MATHS	

Pupils will have the opportunity to develop the following skills which will help them become more fluent in the fundamentals of mathematics and reason mathematically by:

Brackets, Equations & Inequalities

- Forming algebraic expressions
- Using directed number with algebra
- Multiplying a single bracket
- Factorising a single bracket
- Expanding single brackets and then simplify
- Solving equations and inequalities
- Forming and solving inequalities

Sequences

- Generating sequences given a rule in words or an algebraic rule
- Finding the rule for the nth term of a linear sequence

Indices

- Adding and subtracting expressions with indices
- Simplifying algebraic expressions by multiplying and dividing indices
- Using the addition and subtraction law for indices

Fractions & Percentages

- Converting fluently between key fractions, decimals and percentages
- Calculating key fractions, decimals and percentages of an amount with and without a calculator
- Converting between decimals and percentages greater than 100%
- Percentage decrease with a multiplier
- Calculating percentage increase and decrease using a multiplier
- Express one number as a fraction or a percentage of another with and without a calculator
- Working with percentage change

Pupils will have the opportunity to develop their knowledge about:

Brackets, Equations & Inequalities

- Algebraic expressions
- Multiplying, factorising and expanding single brackets
- Solving equations and inequalities

Sequences

- Generating sequences
- Finding the rule

Indices

- Adding, subtracting, multiplying and dividing indices

Fractions & Percentages

- Converting between fractions, decimals and percentages
- Fractions, decimals and percentages of an amount
- Percentage increase and decrease
- Percentage change
- Percentage problems

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<ul style="list-style-type: none"> ● Explore appropriate methods to solve percentage problems ● Finding the original amount given the percentage ● Choosing appropriate methods to solve complex percentage problems <p><u>Standard Index Form</u></p> <ul style="list-style-type: none"> ● Investigating positive powers of 10 ● Working with numbers greater than 1 in standard form ● Investigating negative powers of 10 ● Working with numbers between 0 and 1 in standard form ● Comparing and ordering numbers in standard form ● Mentally calculating with numbers in standard form ● Adding, subtracting, multiplying and dividing numbers in standard form ● Using a calculator to work with numbers in standard form <p><u>Number Sense</u></p> <ul style="list-style-type: none"> ● Rounding numbers to powers of 10, 1 significant figure and a given number of decimal places ● Estimating the answer to a calculation ● Calculating using the order of operations ● Calculating with money ● Converting metric measures of length, weight and capacity 	<p><u>Standard Index Form</u></p> <ul style="list-style-type: none"> ● Powers of 10 ● Standard form <p><u>Number Sense</u></p> <ul style="list-style-type: none"> ● Rounding ● Significant figures ● Decimal places ● Order of operations ● Calculating with money ● Metric length, weight and capacity
SCIENCE	
<p>Pupils will have the opportunity to develop the following skills, working scientifically:</p>	<p>pupils will have the opportunity to develop their knowledge about:</p>

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ART/DT	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><u>Machines -</u></p> <ul style="list-style-type: none"> ● Students will learn how to create a basic box using measuring tools, hand saws, hammer and nails. ● They will learn about Cams and Followers – how to create movement and what rotary and reciprocal motion is. ● They will learn about Lionardo Da Vinci and his machines and they will also be able to use their imagination to invent their own machines whilst learning about mechanical drawing. ● They will also learn;- <ul style="list-style-type: none"> ○ Technical drawing ○ DT design ○ DT ideas planning ○ DT presentation <p><u>Portraits;-</u></p> <ul style="list-style-type: none"> ● Painting – using tints when painting and adding form and tone with paint. ● Drawing – using grid drawing to create proportion ● Measurement – using a pencil to measure out a drawing. ● Colour theory – how to mix tints, secondary colours and what warm and cold colours are. ● 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Machines -</u></p> <ul style="list-style-type: none"> ● By the end of this unit, student will be better at using basic wood work tools like saws, vices, jigsaws, handsaws and hammers. ● They will understand how cams and followers work and be able to create motion using them. ● They will have learnt about technical drawings and understand the importance of measurements when creating structures. ● Students will know more about Leonardo Da Vinci and understand the importance of invention and understanding the science and maths of construction and motion. <p><u>Portraits;-</u></p> <ul style="list-style-type: none"> ● Colour theory – students will learn in more detail colour theory, including, primary, secondary colours, how to mix tints and what warm and cold colours are ● Drawing – students will learn about portraiture and how to use grid drawing when working out proportions. They will learn about line, tone, form and shape when drawing.
CAREERS	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Explaining what a bank account is and why it is important to have one ● Explain and describe how to make the most of your money once you start working 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Bank Accounts ● How to make the most of your money

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<ul style="list-style-type: none"> ● Explaining why it is important to save and or spend money ● Explain how to budget money as a student and/or a working adult ● Describe what is meant by borrowing money and how you repay it ● Explain what is meant by interest when borrowing money ● Explain terminology used on a pay slip ● Explain why working people pay taxes ● develop an understanding of pensions and why they are important 	<ul style="list-style-type: none"> ● Saving or spending? ● Budgeting money ● Borrowing money ● Wages and pay slips ● Taxes ● Pensions
COMPUTING	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>EduBlocks programming moving from Scratch to Python</p> <ul style="list-style-type: none"> ● Compare block based code language to text based code language ● Use sequencing, variables, input and functions whilst writing code. ● Learn about data types and what each type can be used for. <p>Vector drawing</p> <ul style="list-style-type: none"> ● Design graphics using vector graphic editing software. ● Better understand the processes involved in creating graphics. ● Design and evaluate their own vector graphic. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Information Technology</u></p> <ul style="list-style-type: none"> ● Undertaking creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users. ● Creating, reusing, revising and repurposing digital artefacts for a given audience, with attention to trustworthiness, design and usability. ● Speed typing - continuing to develop and refine their typing skills with increasing confidence and control. ● School 360 in order to complete computing work electronically culminating in an online digital assessment. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> ● The concept of block based code. ● The basic coding concepts and language. ● Sequencing algorithms and how they work. ● Using sequences, loops, input, functions and variable in coding. ● Different data types. ● How to use conditional statements to change the output of the code.

	<p>Digital literacy & Citizenship: Throughout the year students will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • 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.
<p>TEXTILES</p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Thread a needle. • Research and evaluate existing designs. • Learn and use different stitches including a running stitch, blanket stitch, backstitch, overstretch sewing on a button. • Using a needle carefully and correctly. • Making a template to follow whilst creating their own keyring. • Evaluate their ideas and products against a given design criteria, considering the views of others in their evaluations. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Textiles: hand sewing items to meet a given design criteria</p> <ul style="list-style-type: none"> • How to work safely within the textile classroom. • How to perform a range of different stitches including, cross stitch, running stitch, blanket stitch, backstitch, overstretch and attaching a button. • How to design a template for their own design. • Following a design template to create their own design image.
<p>GEOGRAPHY</p>	
<p>- pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Interpret statistical data to investigate evidence of climate change • Compare data to reach a conclusion with evidence • Interpret satellite images to identify glacial retreat • Conduct an independent web enquiry about changing glaciers 	<p>- pupils will have the opportunity to develop their knowledge about:</p> <p>What is the future for the planet? (Climate Change)</p> <ul style="list-style-type: none"> • Climate change - natural and human causes • Greenhouse gases • Consequences of climate change on the UK.

<ul style="list-style-type: none"> ● Consider different viewpoints about climate change ● Classify viewpoints, discuss a global issue and justify viewpoint ● Consider the views of others to reach a decision about future actions. <p>- pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Analysis - compare levels of development and ways of life in Asia and the western world. ● interpretation - news articles representing different viewpoints, detect bias in news reports 	<p>- pupils will have the opportunity to develop their knowledge about:</p> <p>How is Asia being transformed?</p> <ul style="list-style-type: none"> ● Population patterns ● Globalisation ● Migration ● Imports exports ● Industrialisation.
<p>HISTORY</p>	
<p>pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Use different sources to compare and contrast events and people ● Analyse evidence to justify claims ● Evaluate and explain the reliability of a source ● Prove that no single source can tell you everything, reinforcing the importance of drawing on a range ● Describe the effect of key turning points ● Describe social, ethnic, cultural and religious diversity of the past and identify the impact on today's society ● Analyse connections between different time periods and cultures and how this is related to life in modern Britain ● Analyse the impact of continuity and change over a given time ● Analyse varying viewpoints considering age, gender, social class ● Explain a broad overview of changes over time using dates and key terms focusing on the relative significance of the changes ● Use a wide range of historical vocabulary effectively ● Create formal, structured accounts regarding events of the past and write narratives to describe and analyse past events ● Make connections between the empire and the growth of industry ● Evaluate whether the Empire met its aims ● Critique the methods used by the empire ● Analyse how the empire has helped shaped the world today 	<p>Did the British Empire meet the aims of Queen Victoria? - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The growth of the British Empire ● India before the arrival of the British ● The impact Britain had on India ● Why the British left India in 1947 ● The impact the British had on Aboriginal Australians.

MFL – FRENCH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Build a greater awareness of the passé composé. ● Read and respond to simple texts in a variety of ways (short answers; multiple choice; extended responses) and in both French and English. ● Recount stories of past visits, trips, experiences and weekend activities in the 1st and 3rd person ● Express positive and negative opinions with justifications ● Extend sentences with adverbial phrases and a wider range of connectives. ● Extend knowledge of masculine and feminine forms (jobs). ● Develop vocabulary on TV, film and media ● Write a synopsis and review of a French film ● Take part in conversations in pairs and small groups ● Write and deliver short presentations to the whole class ● 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How to conjugate verbs in the passé composé using both <i>avoir</i> and <i>etre</i> ● Francophone media ● Watching and analysing the French film ‘Les choristes’ ● Letter writing. ● Asking questions. ● Giving opinions and reasons. ● Learning about francophone celebrations and festivities, including Easter traditions.
MUSIC	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Wider vocal techniques ● Singing as part of a group ● Singing with increasing confidence ● Identifying musical elements 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Music written for instruments with keyboards ● The synthesiser ● The English band, New Order ● The pop song ‘Blue Monday’

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<ul style="list-style-type: none"> ● Performing on an electric keyboard using staff notation ● Improvising using keyboards 	<ul style="list-style-type: none"> ● Staff notation ● Indian folk music ● Musical elements
PE	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Hockey</p> <ul style="list-style-type: none"> ● Develop skills required to perform at maximum levels in competitive games. ● Demonstrate Indian dribbling, and correct handling of the stick on a consistent basis. ● Development of the basic principles of attack and defence in hockey. ● Think about how to use core skills, strategies and tactics to outwit the opposition. ● Demonstrate a range of passes with good ball pace. ● Lead a small group in a hockey practice. ● Demonstrate shooting with accuracy. <p>Gymnastics</p> <ul style="list-style-type: none"> ● Demonstrate skills and agilities individually and in combination. ● Developing stability when holding their own body position and when supporting a partner. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Hockey</p> <ul style="list-style-type: none"> ● Grip, Dribbling & Handling. ● Passing and receiving ● Outwitting opponents/use of space ● Shooting ● Defending/block tackle <p>Gymnastics</p> <ul style="list-style-type: none"> ● Locomotion – Partner work ● Transference of Weight – Partner work ● Balance – Individual/Partner work ● Balance – Partner & Group work ● Balance – Development of group balances <p>Badminton</p> <ul style="list-style-type: none"> ● Introduce the Grip and ready position ● Introduce the Overhead/Underarm Clear ● Introduce the Drop shot

<ul style="list-style-type: none"> ● Incorporate control, precision and aesthetics into sequences showing creativity. ● Evaluate and assess movements to improve sequences. ● Perform a variety of balances. ● Perform a variety of rolls. ● Create a basic floor routine with help. <p>Badminton</p> <ul style="list-style-type: none"> ● Demonstrate a flick and underarm serve with more control, accuracy and power ● Play a smash shot when required ● Use shots that outwit your opponent ● Demonstrate the essential elements of attack and defence. ● Aim to get the shuttlecock to land in the target area so that the opponent cannot return it. 	<ul style="list-style-type: none"> ● Introduce the Smash ● Doubles and singles tactics <p>Sports Leaders</p> <ul style="list-style-type: none"> ● Developing delivery and leadership skills
<p>PSHE</p>	
<p>pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Developing ambition in all aspects of life. • Identify areas where they may need to expand skills. • Further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback. • Form own opinions about moral issues surrounding money. 	<p>– pupils will have the opportunity to develop their knowledge about:</p> <p>Dreams and Goals – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Positive and negative roles of money. • Online safety. • Money and earnings. • The price of life. • Dangers of gambling.

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<ul style="list-style-type: none"> • Explain why it's important to keep track of spending. • Reflect on the effect money can have on emotional and mental health. • Recognise that decisions about my health depend on having access to accurate information. • Summarise some key things I can do to sustain my health and happiness in the face of stress. • To accept helpful feedback or reject unhelpful criticism. • To recognise signs of mental wellbeing concerns. 	<p>Healthy Me - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Links between dental health and physical and emotional health • Reducing stress. • Substance misuse. • Substance misuse and exploitation. • Differing views about the role of medicine. • Managing stressful situations.
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RELIGIOUS EDUCATION	
<p>Pupils will have the opportunity to develop the following skills:</p>	<p>- pupils will have the opportunity to develop their knowledge about:</p>

PERFORMING ARTS	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Listening actively and responding appropriately • Gesture and posture • Concentration and focus • Teamwork • Communication 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Movement and dance • The history of hip hop • Choreography • Physical and vocal techniques

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| <ul style="list-style-type: none">● Movement● Empathy and emotional intelligence● Simple dance-step combinations● Moving in time to a beat● A range of physical and vocal techniques | |
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