

**ENGLISH**

Pupils will have the opportunity to develop the following skills:

- 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
- Identify and begin to explain how a text is developed or how special effects are created through the writer's use of structure
- 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

**Text**—pupils will have the opportunity to develop their knowledge about:

Pupils gain an understanding and appreciation of Shakespeare's literature through study of A Midsummer Night's Dream. 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 and the supernatural 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.

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MATHS	
<p>Pupils will have the opportunity to develop the following skills</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> <li>● Solving problems using area of rectangles, parallelograms, triangles and trapezia</li> <li>● Exploring multiplication and division in algebraic equations</li> </ul> <p><u>Fractions and percentages of amounts</u></p> <ul style="list-style-type: none"> <li>● Exploring fraction of a given amount</li> <li>● Use a given fraction to find the whole and/or other fractions</li> <li>● Finding a percentage of a given amount using mental methods and also using a calculator</li> <li>● Solving problems with fractions greater than 1 and percentages greater than 100%</li> <li>● Operations and equations with directed number</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> <p><u>Fractions and percentages of amounts</u></p> <ul style="list-style-type: none"> <li>● Fractions of an amount</li> <li>● Percentages of an amount</li> <li>● Problem solving</li> </ul>

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
- Adding and subtracting fractions, with same and different denominators
- Adding and subtracting fractions from integers
- Adding and subtracting improper fractions and mixed numbers
- Understanding and using equivalent fractions
- Using equivalence to add and subtract decimals and fractions

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
- Adding and subtracting fractions
- Equivalent fractions

**SCIENCE**

Pupils will have the opportunity to develop the following skills, working scientifically:

- Examine historical examples of the early work of scientists, including how collected evidence and creative thinking were used

pupils will have the opportunity to develop their knowledge about:

**Acids and Alkalis**

- Chemistry in the home
- Hazards

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<p>to draw conclusions and develop scientific ideas and consider how early scientific ideas and how they have changed over time.</p> <ul style="list-style-type: none"> <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> <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>	<ul style="list-style-type: none"> <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>
<b>ART/DT</b>	
– pupils will have the opportunity to develop the following skills:	pupils will have the opportunity to develop their knowledge about:
<b><u>Phone Stand DT</u></b>	<b><u>Phone Stand DT</u></b>

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<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><b><u>Patterns</u></b> 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>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 with thought and precision.</p> <p>Technical drawing – Be able to use technical drawing to accurately plan and develop ideas and design.</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> 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>
<b>CAREERS</b>	
<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> </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> </ul>

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<ul style="list-style-type: none"> <li>● Oral communication</li> <li>● Computer literacy</li> <li>● Thinking and planning for their possible future</li> </ul>	<ul style="list-style-type: none"> <li>● employability skills - how to evidence the use of them and how they can be acquired/improved</li> <li>● employment law</li> <li>● Buzz quizzes and how they can suggest careers paths</li> <li>● the skills they already possess</li> <li>● how the skills they already have can support a career in their future</li> <li>● what careers suit the skills they already have</li> <li>● how to research different careers linked to their skills.</li> </ul>
<b>COMPUTING</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><b>Using media: gaining support for a cause</b></p> <ul style="list-style-type: none"> <li>● Understanding of information technology and digital literacy skills.</li> <li>● Creating a blog post about a real-world cause that they would like to gain support for.</li> <li>● Developing software formatting and exploring concerns surrounding the use of other people’s work, including licensing and legal issues.</li> </ul> <p><b>Programming essentials in Scratch: Part 1</b></p> <ul style="list-style-type: none"> <li>● Key programming constructs.</li> <li>● Sequencing, variables, selection, and count-controlled iteration codes whilst using Scratch.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b><u>Information technology</u></b></p> <ul style="list-style-type: none"> <li>● Selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals.</li> <li>● Collecting and analysing data and meeting the needs of known use.</li> <li>● Creating, reusing, revising, and repurposing digital artefacts for a given audience, with attention to trustworthiness, design, and usability.</li> <li>● Speed typing with two hands - further developing their typing skills with increasing confidence and control.</li> <li>● School 360 in order to complete computing work electronically culminating in an online digital assessment.</li> </ul> <p><b><u>Computer Science</u></b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Understanding several key algorithms that reflect computational thinking.</li> <li>● Using logical reasoning to compare the utility of alternative algorithms for the same problem.</li> <li>● Understanding simple Boolean logic (e.g. and, or, and not).</li> <li>● Creating reusing, revising, and repurposing digital artefacts for a given audience, with attention to trustworthiness, design, and usability.</li> </ul> <p><b>Digital literacy &amp; Citizenship:</b> Throughout the year students will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Their self-awareness by reflecting critically on their behaviour and its impact on others.</li> <li>● Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.</li> </ul>
<b>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>● Identifying landforms in photos and drone videos.</li> </ul>	<p>- pupils will have the opportunity to develop their knowledge about:</p> <p><b>Glaciation</b></p>

<ul style="list-style-type: none"> <li>● Realising and understanding of how a glacier is formed and understanding key terminology.</li> </ul> <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Use an atlas map of Africa</li> <li>● Locate places using latitude and longitude</li> <li>● Measure distance between places on an atlas map</li> <li>● Investigate statistical data about Africa</li> <li>● Draw climate graph</li> <li>● Interpret climate maps of African countries.</li> </ul>	<ul style="list-style-type: none"> <li>● Distribution of glaciers.</li> <li>● The shape of glaciers formed by erosion and deposition.</li> <li>● Climate change and glacial retreat.</li> <li>● Polar regions</li> </ul> <p><b>Africa</b></p> <ul style="list-style-type: none"> <li>● Landscape – human and physical features</li> <li>● Ecosystems</li> <li>● Weather and climate</li> <li>● Population</li> <li>● Industry</li> <li>● Economy</li> </ul>
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**HISTORY**

<p>pupils will have the opportunity to develop the following skills:</p> <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> </ul>	<p><b>How did England become a Protestant country?</b> - pupils will have the opportunity to develop their knowledge about:</p> <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>
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<ul style="list-style-type: none"> <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>	
<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> <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>	<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 (clothes/colours)</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> <li>● Francophone traditions, including Easter.</li> </ul>
<b>MUSIC</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>

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- Wider vocal techniques
- Singing as part of a group
- Singing with increasing confidence
- Identifying musical elements
- Performing on an electric keyboard using staff notation
- Improvising with percussion instruments

- Music written for instruments with keyboards
- The harpsichord
- The German-British composer Handel
- 'Harpsichord Suite in G minor' (6<sup>th</sup> movement)
- Staff notation
- African folk music
- Musical elements

### PE

Pupils will have the opportunity to develop the following skills:

#### Hockey

- 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

Pupils will have the opportunity to develop their knowledge about:  
ockey

- Grip, Dribbling & Handling.
- Passing and receiving
- Outwitting opponents/use of space
- Shooting
- Defending/block tackle

#### Gymnastics

- Locomotion – Partner work
- Transference of Weight – Partner work
- Balance – Individual/Partner work
- Balance – Partner & Group work
- Balance – Development of group balances

**Gymnastics**

- Demonstrate skills and agilities individually and in combination.
- Developing stability when holding their own body position and when supporting a partner.
- 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

**Badminton**

- 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.

**Badminton**

- Introduce the Grip and ready position
- Introduce the Overhead/Underarm Clear
- Introduce the Drop shot
- Introduce the Smash
- Doubles and singles tactics

**Sports Leaders**

- Developing delivery and leadership skills

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<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>
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### RELIGIOUS EDUCATION

<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p>- pupils will have the opportunity to develop their knowledge about:</p>
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### PERFORMING ARTS

<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Listening actively and responding appropriately</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Movement and dance</li> </ul>
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- Gesture and posture
- Concentration and focus
- Teamwork
- Communication
- Movement
- Empathy and emotional intelligence
- Simple dance-step combinations
- Moving in time to a beat
- A range of physical and vocal techniques

- The history of hip hop
- Choreography
- Physical and vocal techniques