

ENGLISH	
<p>During this year, pupils will have the opportunity to develop the following skills, linked to the Assessment Objectives (AO) which are explicitly assessed for English Language and Literature at GCSE. These apply to our curriculum at KS3:</p> <p>AO1- Reading, understanding and responding to texts. Developing a personal response. Using 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.</p> <p>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 and influence readers, using relevant subject terminology.</p> <p>AO3 - Showing understanding of the relationship between texts and the contexts in which they were written. Comparing writers' ideas and perspectives, as well as how these are conveyed across two or more texts.</p> <p>AO4 Evaluating non-fiction texts critically and supporting this with appropriate textual references.</p> <p>AO5 - Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register. Organising information and ideas, using structural and grammatical features to support coherence and cohesion and texts.</p> <p>AO6- Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>AO7 - Presenting in a formal setting.</p> <p>AO8 - Listening and responding appropriately to spoken language.</p> <p>AO9 - Using spoken standard English appropriately.</p>	<p>Texts: Chinese Cinderella (Adeline Yen Mah) / Macbeth / Selection of Poetry - Pupils will have the opportunity to develop their knowledge of:</p> <ul style="list-style-type: none"> ● Cinderella stories from other cultures. ● Traditional Chinese customs. For example, foot-binding. ● Chinese New Year. ● Writing to inform and advise. ● Features of biographies, autobiographies and informal recounts. ● A Shakespeare play in performance. ● How historical and social context influences a writer. ● How a writer creates character and plot and how they are presented to the audience. ● How a writer creates tension, suspends belief and leads the audience on. ● How dialogue is different to written language. ● Different techniques to memorise quotations. ● Context of Elizabethan and Jacobean England and how this impacted upon Shakespeare's writing of the play.

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MATHS	
<p>During this year, 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:</p> <ul style="list-style-type: none"> • Developing their mathematical knowledge and reasoning, through regular problem solving and evaluation of the outcomes. • Consolidating their mathematical capability by extending their understanding of the number system and place value to include decimals, fractions, powers and roots. • Understanding and using the relationship between ratio and proportion to solve problems • Selecting and using appropriate calculation strategies to solve increasingly complex problems, including those in both familiar and unfamiliar contexts. • Using algebra to generalise the structure of arithmetic, including to formulate mathematical graphical relationships. • Moving freely between different numerical, algebraic, graphical and diagrammatic representations. • Developing increasing algebraic and graphical fluency. • Using mathematical language and properties precisely. 	<p>Pupils will have the opportunity to develop their knowledge of:</p> <p>Number: Ratio and proportion</p> <ul style="list-style-type: none"> • Using direct proportion in simple contexts • Using the unitary method to solve simple word problems involving ratio and direct proportion • Dividing a quantity into parts in a given ratio where ratio is given in words or using ratio notation. • Reducing a ratio to its simplest form • Using fractions and percentages to compare proportions • Understand and use the relationship between ratio and proportion • Comparing ratios by changing them to the form $1 : n$ or $n : 1$ • Using proportional reasoning to solve best buy problems • Solving inverse proportion problems e.g. 'it takes 2 men 3 hours... <p>Shape: Lines and Angles</p> <ul style="list-style-type: none"> • Using a protractor to measure and draw angles. • Using a ruler and protractor to construct triangles. • Calculating angles on a straight line and around a point. • Calculating angles in a triangle and in a quadrilateral. • Identifying all the symmetries of 2D shapes. • Identifying and using angle, side and symmetry properties of triangles and quadrilaterals to solve geometrical problems. • Recognising and using vertically opposite angles. • Identifying alternate angles and corresponding angles.

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	<ul style="list-style-type: none"> • Classifying triangles and quadrilaterals by their geometric properties. • Calculating and using the interior and exterior angles of polygons. <p>Algebra: Sequences and graphs</p> <ul style="list-style-type: none"> • Continuing pattern sequences • Recognising and extending number sequences by counting in decimals • Generating terms of simple sequences using term-to-term rule • Recognising straight line graphs parallel to x- or y-axis • Finding more than one term in sequence, by identifying a pattern between position in the sequence and the term • Generating terms of a linear sequence using position to term with positive integers using the nth term • Beginning to use formal algebra to describe the nth term in an arithmetic sequence. • Plotting x- and y-coordinates in all four quadrants • Plotting graphs of simple linear functions in the first quadrant • Find the mid-point of a line AB, using the coordinates of these points • Generate four quadrant coordinate pairs of simple linear functions • Plot and recognise graphs of $y = x$ and $y = -x$ • Plot the graphs of simple linear functions in the form $y = mx + c$ in four quadrants
SCIENCE:	
In working scientifically for KS3, pupils will have the opportunity to develop the following skills:	<p>Acids and Alkalis (continued)</p> <p>Pupils will have the opportunity to develop their knowledge about:</p>

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- 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.
- Use scientific ideas and models to explain scientific phenomena and events, and to understand a range of familiar applications of science.
- Consider some of the positive and negative effects of scientific and technological developments.
- Use scientific knowledge to plan, obtain and present evidence during a scientific enquiry and identify different strategies for solving problems.
- Understand and explain the safety procedures and precautions that are needed in practical situations.
- Select use appropriate equipment to observe and measure and use qualitative and quantitative approaches where appropriate.
- Present observations and data using appropriate methods, including tables and graphs
- Interpret observation and data, including identifying patterns and using observations, measurements and data to draw conclusions.
- Provide explanations and justifications when they describe patterns and relationships in data from their own and others' investigations.
- Improve a scientific enquiry by obtaining more accurate, consistent and reliable evidence to support conclusions.
- Evaluate the strength of evidence and identify limitations of data in conclusion.

- The main features and uses of the pH scale
- Using universal indicator to identify acids and alkalis and to classify solutions as strong or weak acids or alkalis
- Applying ideas about the pH scale to explain the changes that take place on neutralisation and dilution.
- Describing the reactions of acids with bases. Recall which salts are produced by which acids and alkalis. State the meaning of: neutralisation, base, alkali.
- Identify the products and reactants in a neutralisation reaction using a word equation.
- Explain how indigestion remedies work and apply knowledge of neutralisation to explain other everyday examples of these reactions.

Energy

Pupils will have the opportunity to develop their knowledge about:

- The unit used to measure energy
- Identifying a range of energy sources and describing how energy is released from food and fuels.
- Identifying situations in which energy is stored and situations in which an energy transfer is taking place.
- Explaining the advantages and disadvantages of renewable and non-renewable fuels and suggesting some solutions to reduce our use of fossil fuels on a personal, governmental and global level.
- Describing the meaning and effects of global warming, and climate change and discussing how the levels of greenhouse gases in the atmosphere can be prevented from increasing further.

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	<ul style="list-style-type: none"> Identifying useful and wasted energies, calculating energy efficiencies and explaining why the efficiency can never be greater than 100%. <p>Forces Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> What a force is and recalling the names of some forces Identifying where different forces are found and the direction they are acting in. The unit for measuring forces and explain how to use a force meter. Explaining how a force has certain effects on an object and what is meant by: contact force, non-contact force. Balanced and unbalanced forces and explain their effects in a variety of situations How the extension of a spring depends on the force applied. How gravity and forces from the Earth work together.
CAREERS	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Describe different ways of looking at people's careers and how they develop. Identify different kinds of work and why people's satisfaction with their working lives varies. Describe the organisation and structure of different types of business. Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing. Explain how you have benefited as a learner from career related learning activities and experiences. Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school. 	<p>Jobs, Careers & Occupations – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you. Employment laws. The laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.

COMPUTING

Networks: from semaphores to the internet - pupils will have the opportunity to develop the following skills:

- Provide examples of non-networking protocols.
- Identify different greeting protocols and use a series of protocol commands in a 'climber/belay' scenario to ensure that the climber ascends safely.
- Use their knowledge of each component to build a series of increasingly complicated network diagrams.
- Compare wired to wireless connections.
- Explain how data travels between computers across the internet.
- Describe key words such as 'protocols', 'packets', and 'addressing'.
- Describe how internet-connected devices can affect themselves.
- Describe components (servers, browsers, pages, HTTP and HTTPS protocols, etc.) and how they work together.

Programming - pupils will have the opportunity to develop the following skills:

- Compare how humans and computers understand instructions (understand and carry out).
- Recognise that computers follow the control flow of input/process/output.
- Predict the outcome of a simple sequence.
- Modify a sequence.
- Define a variable as a name that refers to data being stored by the computer.
- Recognise that computers follow the control flow of input/process/output.
- Predict the outcome of a simple sequence that includes variables.
- Trace the values of variables within a sequence.
- Make a sequence that includes a variable.
- Modify a program to include selection.

Networks: from semaphores to the internet - throughout the term pupils will have the opportunity to develop their knowledge about:

- What a computer network is and how data is transmitted between computers across networks.
- 'Protocol'.
- Hardware necessary for connecting devices to networks.
- How to define 'bandwidth', using the appropriate units for measuring the rate at which data is transmitted, and discuss familiar examples where bandwidth is important.
- The difference between the internet, its services, and the World Wide Web.
- How services are provided over the internet.

Programming - pupils will have the opportunity to develop their knowledge about:

- Variables and sequences.
- How to trace the value of a variable in an algorithm.
- Selection statements and how they can be used to control the flow of a program.
- Logical and comparison operators.
- The concept of iteration.
- Debugging.

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<ul style="list-style-type: none"> Design and apply programming constructs to solve a problem (subroutine, selection, count-controlled iteration, operators, and variables). 	
ART/DT	
<p>Wonderful Wood – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Evaluation: Appreciating technological advancement through the analysis of the past and present manufacture of plywood. Investigating and considering the impact of new uses of wood products on people, society and the planet. Designing: Using research to identify and understand user needs in product design. Developing and communicating design ideas using annotated sketches. Making: (when possible) Selecting and using from a range of wooden materials to create a useful product, considering the environmental impact of their choices. Technical knowledge: Understanding and using the properties of wooden materials when making. 	<p>Wonderful Wood – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> The past and present uses of production technology and new and emerging technologies using wood products. The properties of wood products and the performance of structural elements to achieve functioning solutions. The world we live in and how to use resources wisely using UN Sustainable Goal no.12. Developments in design and technology, its impact on individuals, society and the environment. The responsibilities of designers, engineers and technologists. Designing ways to use resources effectively particularly in relation to "waste". Generating creative ideas based on understanding user needs. Develop and communicate design ideas using annotated sketches.
FOOD TECHNOLOGY	<i>We are following guidelines from the CLEAPSS GL344 Guidance on practical work:</i>
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Make and taste test a set of flavoured sponge cakes in pairs. Experiment with different icing techniques. Explore costings and packaging. Make, decorate and present cupcakes. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Food Safety and hygiene awareness. Use of kitchen equipment such as food mixers, the grill and the blender and the oven. Healthy food choices. Starchy carbohydrates and sugar.

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<ul style="list-style-type: none"> ● Meatballs / burgers or veggie meatballs / burgers. 	<ul style="list-style-type: none"> ● The creaming method for baking cakes. ● Protein Investigation: Beans, pulses, fish, eggs, meat and other proteins.
GEOGRAPHY	
<p>Geography Skills - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Interpret and draw climate graphs for Russia. ● Use atlas maps and photos to investigate Russia. ● Interpret and analyse a range of geographical data including different viewpoints about an issue. ● Explain the differences between the climate of Russia and the UK. ● Learn and use new geographical terminology: Arctic; Arctic Circle; choropleth; continental climate; demographics; densely populated; exclusive economic zone (EEZ); Geographical information System (GIS); Greenpeace; indigenous; permafrost; plain; population density; sea ice; sparsely populated; taiga; tundra. 	<p>Is the Geography of Russia a curse or a benefit - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The features and causes of a continental climate. ● How biomes are formed by the interaction of the Earth's spheres – taiga, tundra. ● The distribution of natural resources and economic activities across Russia. ● The difference between densely and sparsely populated areas. ● How cold temperatures impact on people's lives. ● How size and physical geography affect the economic growth of Russia. ● The population distribution pattern for Russia.
HISTORY	
<p>History - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. ● Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. ● Use historical terms and concepts in increasingly sophisticated ways. 	<p>The Tudors and Stuarts - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The Spanish Armada. ● Why the throne of England was passed to the Scottish royal family. ● The Divine Right. ● The Gunpowder Plot. ● Why King Charles I had become so unpopular. ● The English Civil War.

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<ul style="list-style-type: none"> ● Pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. ● Understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. 	<ul style="list-style-type: none"> ● King Charles I trial and death.
MFL – FRENCH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Conduct a longer conversation. ● Express opinions. ● Write a paragraph to describe . ● Write longer sentences with conjunctions. ● Conduct a survey. ● Learn a French song. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How to talk about their town or village. ● Place names. ● Directions ● How to ask someone to go somewhere. ● Talking about holidays ● How to order snacks and drinks. <p>Grammar</p> <ul style="list-style-type: none"> ● Use il y a and il n’ya pas de ● Understand when to use tu and vous ● Use à and the definite article ● Use je veux and tu veux plus the infinitive
MUSIC	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Play pieces of music that require chords and build towards playing two handed.</p> <ul style="list-style-type: none"> ● Develop time keeping skills so they are able to take part in group performance. ● Understand how to read and interpret ‘Accidentals’ from sheet music. ● Develop music reading skills to allow independent reading of pitch and rhythm. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How to develop keyboard repertoire. ● Techniques to play increasingly complex material on the keyboard. ● Notation and musical symbols that will allow the reading of arrangements of piano music. ● The ‘4 Chord Song’ and be able to recognize it.

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<ul style="list-style-type: none"> ● Learn good practice technique and habits to allow independent learning outside of the classroom. 	
PE	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Cricket/Rounders</p> <ul style="list-style-type: none"> ● Accurate replication and further developing, implementing and refining techniques for batting, bowling and fielding. ● The skill of outwitting opponents. ● Accurately umpire games. <p>Athletics</p> <ul style="list-style-type: none"> ● Use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. ● Engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy. <p>Dance</p> <ul style="list-style-type: none"> ● Explore a range of dance movements using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. ● Demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences. ● Evaluate and assess movements to improve routines. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Cricket</p> <ul style="list-style-type: none"> ● The laws of cricket. ● The laws about bowling deliveries. ● The importance of movement, timing and preparation for an effective batting drive. ● Basic tactics to outwit batsmen & fielders respectively. ● All rules of a full cricket game. <p>Rounders</p> <ul style="list-style-type: none"> ● The basic fundamentals of Rounders. ● What makes a legal ball and penalty for persistent no balls. ● The importance of ball placement in relation to the fielders. ● The fielders' roles and base responsibilities. <p>Athletics</p> <ul style="list-style-type: none"> ● The rules regarding take off and landing.
PSHE	

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<p>Relationships - throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Identify the supportive relationships in their lives. ● Recognise that their emotions and feelings change regularly. ● Identify emotions that can be associated with falling out. ● Recognise when to use assertiveness in their relationships. ● Apply assertiveness when appropriate. <p>Changing Me - throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Express how they feel about changes during puberty. ● Appreciate that a baby comes with responsibilities. ● Make links between positive, healthy family relationships and effective parenting. ● Understand that stable, positive relationships are linked to happiness. ● Identify the roles and responsibilities of being a parent. ● Strategies to build self-esteem. 	<p>Relationships – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Characteristics and benefits of strong, positive, supportive relationships. ● What is meant by consent. ● How and why relationships change. ● Ways to manage conflict in friendship groups. ● Discernment and how important this skill is when being a consumer of media. ● The personal and legal consequences of sexting. <p>Changing Me - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The changes which happen during puberty. ● Where to access help if they are worried about puberty or abuse. ● Ways a baby can be conceived, including IVF. ● How a baby develops inside the uterus and how it is born. ● Different types of committed stable relationships. ● Where to go if they are worried about adolescence. ● The changes in the brain during puberty.
<p>RELIGIOUS EDUCATION</p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Describe some of the issues faced in today's world. ● Understand that beliefs influence behaviours and attitudes. ● Explore and present different points of view. ● Reflect on why the 'sanctity of life' issues can be very complicated. ● Evaluate the importance of environmental action. ● Reflect upon the reasons why animals should have rights. ● Reflect on some solutions to the problem of poverty. 	<p>Ethics - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Some current ethical issues and debates. ● Some religious attitudes to ethical issues and debates. ● The importance of listening to others. ● The idea of right and wrong. ● The sanctity of life. ● How religious ideas can focus environmental groups. ● Animal rights. ● Attitudes towards poverty.

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	<ul style="list-style-type: none">• The impact of natural disasters on developing countries.• Why religious believers are involved in helping victims of natural disasters.
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