

ENGLISH	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Identify the most relevant points to form a summary of the whole text</p> <p>Identify and clearly interpret explicit and implicit information from ideas within a text with appropriate textual reference</p> <p>Make predictions about a text from details stated and implied and be able to refer back to predictions at a later point</p> <p>Make detailed inferences about characters' feelings, thoughts and motives, and select specific words as supporting evidence</p> <p>Identify, explain and analyse how a writer uses language to express ideas and perspectives across one or more texts</p> <p>Identify and explain how a text is developed or how special effects are created through the writer's use of structure</p> <p>Compare and contrast (with judgement regarding representation) characters, events and themes within and across a text</p> <p>Understand and make increasingly independent comments upon the effect of the poetic conventions used in a range of poems</p> <p>Compare features in a range of poems.</p> <p>Comment upon, explore and critically analyse how a text's context and setting affects its meaning</p> <p><b><u>Writing Skills</u></b></p>	<p><b>Text</b>– <i>Coraline</i> - Neil Gaiman <i>Dracula</i> - Bram Stoker <i>Frankenstein</i> - Mary Shelley <i>The Woman in Black</i> - Susan Hill</p> <p><b>Poetry:</b> <i>The Raven</i> - Edgar Allen Poe <i>The Vampire</i> - Jack Prelutsky</p> <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"><li>• This scheme of work uses a popular genre (modern horror stories - Coraline and Twilight) together with pre-twentieth century literary texts (for example, <i>Frankenstein</i> and <i>Dracula</i>) to identify and explore the characteristics of the genre and encourage personal responses to a range of literary texts. In addition to the core resources identified in the overview, a wide variety of horror texts are readily available, particularly on the internet – invaluable for a research lesson.</li></ul>

When researching, make and draw together a range of developed and adapted notes to appeal to a specific audience and purpose

Independently plan a piece of writing effectively, considering and justifying use of: form, audience, purpose, tone and organisation/structure

Draft confidently and with precision Paragraph consistently to provide cohesion, clarity, deliberate effect and overall direction for the reader

Identify, define and accurately use, with confidence and precision, KS3 structures in a range of writing: vary placement of subordinate clauses, use noun phrases, use verb phrases, manipulate length, structure and subjects to provide clarity and emphasis including use of a wider range of conjunctions, features of sentence structure used to build detail or convey shades of meaning

Assess the effectiveness of their own and others' writing, providing increasingly constructive suggested improvements

Produce final and polished writing for a wide range of purposes and audiences with confidence, deliberate craft and individuality

Draw on increasingly ambitious and varied new vocabulary and grammatical constructions in reading, consciously using in writing

Know, understand and use the differences between spoken and written language (formal and informal registers)

MATHS	
<p>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> <p><u>Ratio and Scale</u></p> <ul style="list-style-type: none"> <li>● Understand the meaning and representation of ratio</li> <li>● Understand and use ratio notation</li> <li>● Solve ratio problems</li> <li>● Divide a value into a given ratio</li> <li>● Express ratios in their simplest integer form and in the form 1:n</li> <li>● Compare ratios and related fractions</li> <li>● Understand pi as a ratio</li> </ul> <p><u>Multiplicative Change</u></p> <ul style="list-style-type: none"> <li>● Solve problems involving direct proportion</li> <li>● Explore conversion and direct proportion graphs</li> <li>● Convert between currencies</li> <li>● Explore relationships between similar shapes</li> <li>● Understand and use scale factors</li> <li>● Draw and interpret scale diagrams</li> <li>● Interpret maps using scale factors and ratios</li> </ul> <p><u>Multiplying and Dividing Fractions</u></p> <ul style="list-style-type: none"> <li>● Represent multiplication of fractions</li> <li>● Multiply a fraction by an integer</li> <li>● Find the product of a pair of fractions</li> <li>● Divide an integer and a fraction by a fraction</li> <li>● Understand and use the reciprocal</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Ratio and Scale</u></p> <ul style="list-style-type: none"> <li>● Representation and use of ratio</li> <li>● Ratio problems</li> <li>● Simplifying ratios</li> <li>● Comparing ratios</li> </ul> <p><u>Multiplicative Change</u></p> <ul style="list-style-type: none"> <li>● Direct proportion</li> <li>● Conversion and direct proportion graphs</li> <li>● Scale factors and scale diagrams</li> <li>● Maps</li> <li>● Create and read graphs</li> </ul> <p><u>Multiplying and Dividing Fractions</u></p> <ul style="list-style-type: none"> <li>● Multiplying fractions</li> <li>● Dividing fractions</li> <li>● Reciprocal</li> </ul>

- Divide any pair of fractions

#### Working in the Cartesian Plane

- Work with coordinates in all four quadrants
- Identify and draw lines that are parallel to the axes
- Recognise and use the line  $y = x$  and of the form  $y = kx$
- Link  $y = kx$  to direct proportion problems
- Recognise and use lines of the form  $y = x + a$
- Explore graphs with negative gradient
- Link line graphs to linear sequence
- Plot graphs of the form  $y = mx + c$

#### Representing Data

- Draw and interpret scatter graphs
- Understand and describe linear correlation
- Draw and use line of best fit
- Identify non-linear relationships
- Identify different types of data
- Read and interpret ungrouped and grouped frequency tables
- Represent grouped discrete data, continuous data grouped into equal classes and data in two-way tables

#### Tables and Probability

- Construct sample spaces for 1 or more events
- Find probabilities from a sample space, two way tables and from Venn diagrams
- Use the product rule for finding the total number of possible outcomes

#### Working in the Cartesian Plane

- All four quadrants
- Parallel lines
- Axes
- Gradient of the line
- Lines in the form  $y = x + a$
- Graphs with negative gradients
- Plotting graphs

#### Representing Data

- Scatter graphs
- Linear correlation
- Line of best fit
- Non-linear relationships
- Different types of data
- Ungrouped and grouped frequency tables

#### Tables and Probability

- Sample spaces
- Probabilities
- Two way tables
- Venn diagrams

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	<ul style="list-style-type: none"> <li>● Total number of outcomes for probability</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>● Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions</li> <li>● present reasoned explanations, including explaining data in relation to predictions and hypotheses</li> <li>● evaluate data, showing awareness of potential sources of random and systematic error.</li> </ul>	<p>pupils will have the opportunity to develop their knowledge about:</p> <p><u>Breathing and Respiration</u></p> <ul style="list-style-type: none"> <li>● Aerobic respiration</li> <li>● Gas exchange system</li> <li>● Getting oxygen</li> <li>● Comparing gas exchange</li> <li>● Anaerobic respiration</li> </ul> <p><u>Rocks</u></p> <ul style="list-style-type: none"> <li>● Rocks and their uses</li> <li>● Igneous and metamorphic</li> <li>● Weathering and erosion</li> <li>● Sedimentary rocks</li> <li>● Materials in the earth</li> </ul>
<b>ART/DT</b>	
<p>– pupils will have the opportunity to develop the following skills:</p> <p><u>Space</u></p> <ul style="list-style-type: none"> <li>● Sketching</li> <li>● Painting</li> <li>● Blending</li> <li>● Colour Blocking</li> <li>● Imaginative art</li> </ul>	<p>pupils will have the opportunity to develop their knowledge about:</p> <p><u>Space</u></p> <p>Space and Imaginative art. They will develop their knowledge about;-</p> <ul style="list-style-type: none"> <li>● Colour Theory – Identifying Primary and Secondary Colours</li> <li>● Blending – Dark to light and clashing colours</li> <li>● Colour blocking – Colour blocking shapes</li> <li>● Free hand drawing – Line drawings</li> </ul>

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<ul style="list-style-type: none"> <li>● Abstraction</li> <li>● PapierMache</li> <li>● Cubism</li> <li>● Observational drawing</li> <li>● Skill building with tints tones and shades</li> <li>● 2 point perspective</li> <li>● Colour matching.</li> </ul> <p><b><u>Machines - Autumn into Spring</u></b></p> <ul style="list-style-type: none"> <li>● Students will learn how to create a basic box using measuring tools, hand saws, hammer and nails.</li> <li>● They will learn about Cams and Followers – how to create movement and what rotary and reciprocal motion is.</li> <li>● 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.</li> <li>● They will also learn;-             <ul style="list-style-type: none"> <li>○ Technical drawing</li> <li>○ DT design</li> <li>○ DT ideas planning</li> <li>○ DT presentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Acrylic paint – Blending with acrylic paint</li> <li>● Watercolours – Blending with watercolours</li> <li>● Model making – making a Papier Mache model</li> <li>● Collaboration – Working on a collaborative piece of art.</li> </ul> <p><b><u>Machines - Autumn into Spring</u></b></p> <ul style="list-style-type: none"> <li>● By the end of this unit, students will be better at using basic wood work tools like saws, vices, jigsaws, handsaws and hammers.</li> <li>● They will understand how cams and followers work and be able to create motion using them.</li> <li>● They will have learnt about technical drawings and understand the importance of measurements when creating structures.</li> <li>● Students will know more about Leonardo Da Vinci and understand the importance of invention and understanding the science and maths of construction and motion.</li> <li>● Students will be able to present their DT work in the correct manner, adding annotations, showing their development and presentation skills.</li> </ul>
<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> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Employment and why it is important</li> </ul>

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<ul style="list-style-type: none"> <li>● Research skills to broaden their understanding of employment</li> <li>● Accessing and analysing information</li> <li>● Oral communication</li> <li>● Computer literacy</li> <li>● Understanding what Labour Market means and how it affects the North East</li> <li>● Understanding job sectors and what are available in the NE</li> <li>● Understanding their own strengths and why it is important to know them</li> <li>● Writing a personal profile</li> <li>● Understanding what transferable skills are and how they can be used</li> <li>● writing a personal statement</li> </ul>	<ul style="list-style-type: none"> <li>● UK labour market – employment, unemployment by area, gender, age group and ethnicity</li> <li>● Stereotypes in employment and how we may challenge them</li> <li>● Self-evaluation and its importance</li> <li>● Characteristics, skills, and strengths for employment</li> <li>● The North East of England labour market and local employment trends and opportunities</li> <li>● Job and industry classification</li> <li>● Preparing for employability: identify, develop and improve soft skills.</li> <li>● Resilience and employment</li> <li>● Describing their own strengths and how they can use them in work</li> <li>● Writing a personal profile using their strengths</li> <li>● Their own values and strengths</li> <li>● Transferable skills</li> <li>● What Employers are looking for when advertising for a job</li> <li>● Writing a personal statement using their skills and values</li> </ul>
<b>COMPUTING</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● create , reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability,</li> <li>● Further development of touch typing</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>● Exploring the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML and CSS, pupils will investigate how websites are catalogued and organised for effective retrieval using search engines.</li> </ul>

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<ul style="list-style-type: none"> <li>● Understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.</li> </ul>	<ul style="list-style-type: none"> <li>● Speed typing - continuing to develop and refine 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>● binary representations</li> <li>● Representing numbers and text using binary digits.</li> </ul> <p><b><u>Digital literacy &amp; Citizenship:</u></b> 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.</p>
<b>FOOD</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Select from and use specialist tools, techniques, processes, equipment and machinery precisely</li> <li>● Select and use a wider , more complex range of ingredients according to their functional properties</li> <li>● Use knowledge of ingredients to adapt recipes considering their nutritional value</li> <li>● Preparing ingredients; using utensils and electrical equipment; using heat in different ways;</li> <li>● Test, evaluate and refine their ideas and products against their own design criteria, consider the views of others to improve their work</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● How to work safely and hygienically within the food technology room, including correct washing up, safe storage and cross-contamination</li> <li>● The names of some equipment</li> <li>● the importance of a healthy diet using the Eatwell Guide</li> <li>● The names of a range of equipment</li> <li>● A healthy diet using the Eatwell Guide</li> <li>● Understand the source, seasonality and characteristics of a broad range of ingredients.</li> <li>● some superfoods and why they are classified as a superfood</li> <li>● the importance of a healthy breakfast</li> </ul>



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<b>GEOGRAPHY</b>	
<p>- pupils will have the opportunity to develop the following skills:</p> <p><b><u>How are populations changing?</u></b></p> <ul style="list-style-type: none"> <li>● Complete and interpret line and choropleth maps.</li> <li>● • Study the world’s changing population over time.</li> <li>● • Drawing conclusions from numerical data.</li> <li>● • Draw, interpret and also compare a range of different population pyramids.</li> <li>● • Use a model to investigate population change.</li> <li>● • Use a variety of historical data to analyse change.</li> </ul>	<p>- pupils will have the opportunity to develop their knowledge about:</p> <p><b><u>How are populations changing?</u></b></p> <ul style="list-style-type: none"> <li>● Population distribution.</li> <li>● Population patterns.</li> <li>● How the population of a country changes as it develops.</li> <li>● How countries attempt population control.</li> <li>● The success of population control.</li> <li>● Migration, and the different forms of migration.</li> <li>● Social, economic, political and environmental reasons for migration.</li> <li>● Major destinations and routes for international migrants.</li> <li>● Urbanisation and the problems of urbanisation.</li> <li>● The process of rural to urban migration.</li> <li>● How global patterns of urbanisation are changing.</li> <li>● To understand how urbanisation changed Bellingham.</li> </ul>
<b>HISTORY</b>	
<p>pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Use different sources to compare and contrast events and people.</li> <li>● Analyse evidence to justify claims.</li> <li>● Evaluate and explain the reliability of a source.</li> <li>● Prove that no single source can tell you everything, reinforcing the importance of drawing on a range.</li> <li>● Describe the effect of key turning points.</li> </ul>	<p>- pupils will have the opportunity to develop their knowledge about:</p> <p><b><u>The Industrial Revolution.</u></b></p> <ul style="list-style-type: none"> <li>● What life was like in 1750.</li> <li>● How the population increased.</li> <li>● Why coal mining was so dangerous.</li> <li>● Working conditions in factories and how hazards were addressed.</li> <li>● Why transport was required to ferry materials and passengers around the country.</li> </ul>

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<ul style="list-style-type: none"> <li>● Describe social, ethnic, cultural and religious diversity of the past and identify the impact on today's society.</li> <li>● Analyse connections between different time periods and cultures and how this is related to life in modern Britain.</li> <li>● Analyse the impact of continuity and change over a given time.</li> <li>● Analyse varying viewpoints considering age, gender, social class.</li> <li>● Explain a broad overview of changes over time using dates and key terms focusing on the relative significance of the changes.</li> <li>● Use a wide range of historical vocabulary effectively.</li> <li>● Create formal, structured accounts regarding events of the past and write narratives to describe and analyse past events.</li> </ul>	<ul style="list-style-type: none"> <li>● Diseases and how they impacted life at the time.</li> <li>● How Britain moved from canals to railways.</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>● consolidate prior learning and describe themselves orally and in writing</li> <li>● listening to authentic French to improve accent, fluency and develop an appreciation of accent, pitch and intonation.</li> <li>● researching and describing tourist destinations in Paris including some of its museums</li> <li>● giving extended positive and negative opinions</li> <li>● working in pairs to write and participate in role-plays</li> <li>● writing using the <i>passé composé</i> to describe a past visit</li> <li>● using bilingual and online dictionaries effectively to develop French vocabulary</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● The geography of Paris: the arrondissement and main tourist attractions</li> <li>● Parisian culture; how it is today</li> <li>● Francophone music, including <i>Zaz's Paris</i> album, <i>Christophe Maë's La Parisienne</i> and <i>Stromae's Carmen</i></li> <li>● School life for people living in and near Paris</li> <li>● A taster lesson in another European language (Italian or Spanish) as part of the celebrations of the European Day of Languages</li> </ul>
<b>MUSIC</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Wider vocal techniques</li> <li>● Singing as part of a group</li> <li>● Singing with increasing confidence</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Musical instruments</li> <li>● A musical number called <i>Walking the Dog</i></li> <li>● Different types of songs</li> </ul>

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<ul style="list-style-type: none"> <li>● Identifying musical elements</li> <li>● Performing simple melodies using accidentals</li> <li>● Composing simple melodies using accidentals</li> </ul>	<ul style="list-style-type: none"> <li>● Different types of voices</li> <li>● Staff notation and accidentals</li> </ul>
<b>PE</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>● In this unit pupils will build on the fundamental skills required to perform at maximum levels in competitive games.</li> <li>● Development of the basic principles of attack and defence in football.</li> <li>● In all games activities, pupils are encouraged to think about how to use core skills, strategies and tactics to outwit the opposition.</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>● Pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for basketball.</li> <li>● They work on improving the quality of their skills using various techniques.</li> <li>● In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.</li> </ul> <p><b>Cross-country</b></p> <ul style="list-style-type: none"> <li>● In this unit pupils will focus on developing and using new skills and techniques as they move from familiar activities and environments into less familiar ones.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>● <b>Movement with the ball – Dribbling, Receiving &amp; Turning</b> <ul style="list-style-type: none"> <li>- To be able to perform the basic dribbling movements with control.</li> <li>- To be able to outwit opponents with the use of these techniques.</li> <li>- To be able to perform skills in a small sided game making decisions about how best to advance on opposition territory.</li> </ul> </li> <li>● <b>Passing and movement off the ball</b> <ul style="list-style-type: none"> <li>- To be able to replicate passes in a space with changing environment.</li> <li>- To understand the importance of width and playing into space in order to attack and outwit opponents.</li> <li>- To identify the type of information you might provide team mates when off the ball.</li> </ul> </li> <li>● <b>Passing Variations</b> <ul style="list-style-type: none"> <li>- To be able to accurately replicate the core skills of passing and receiving.</li> <li>- To understand and develop the knowledge of the type of pass needed and when.</li> <li>- To be able to outwit opponents with a variety of passes in a competitive small sided game.</li> </ul> </li> <li>● <b>Shooting</b> <ul style="list-style-type: none"> <li>- To demonstrate a controlled shooting motion on a goal.</li> <li>- To develop an understanding of how to create space to shoot.</li> <li>- To understand how to adjust shot selection based on opponents positioning &amp; environment.</li> </ul> </li> <li>● <b>Attack/outwitting an opponent</b></li> </ul>

- In outdoor and adventurous activities, pupils develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others.
- They need to analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves.

- To develop a knowledge of how to outwit an opponent using the core football skills.
- To understand and appreciate the need to make decisions about skill choice.
- To begin to refine ideas as a team when unsuccessful.
- To be able to perform basic defensive skills to stop opponents from advancing. To identify strengths and weaknesses when playing small sided games and adapt strategies where necessary.

### **Basketball**

- **Ball familiarisation**

- To be able to perform the fundamental basketball skill of ball handling.
- To be able to perform these in a small sided game to maintain ball possession.
- To develop their understanding and knowledge of the basic rules of basketball.

- **Passing, receiving and outwitting an opponent**

- To introduce & understand where passing is used in basketball.
- To be able to outwit opponents with passes and angled runs.
- To begin to understand the need of tactical movements to invade opponents goal.

- **Intro Dribbling & Pivoting**

- To be able to perform the basic dribbling technique with control and accuracy.
- To be able to outwit opponents with the use of these skills.
- To be able to perform skills in a small sided game making decisions about how best to advance on opposition.
- To develop an understanding of the rule of travelling in basketball.

- **Intro Shooting – set shot**

- To understand and know the benefits of types of shot.
- To develop their understanding and knowledge of how to execute a successful set shot.
- To be able to outwit opponents using learnt skills and techniques.
- To develop an understanding of the importance of width and playing into space in order to attack.

- **Shooting – lay up**

	<ul style="list-style-type: none"> <li>- To perform a basic lay up technique appreciating the outcome necessary.</li> <li>- To develop their understanding and knowledge of how to outwit an opponent using appropriate shot selection.</li> <li>- To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.</li> </ul> <p><b>Cross-country</b></p> <ul style="list-style-type: none"> <li>- How to conduct a warm up</li> <li>- Benefits of a warm up</li> <li>- Different methods of warm up</li> <li>- Warm Down</li> <li>- Specific warm up</li> <li>- Running on different terrain</li> <li>- Pacing your run</li> <li>- How to run as a team</li> <li>- Work as a team</li> <li>- Develop tactics</li> <li>- Competition</li> <li>- Leaders and follows</li> <li>- Develop fitness</li> <li>- Set a goal to achieve</li> </ul>
<p><b>PSHE</b></p>	
<p><b>Dreams and Goals</b> – pupils will have the opportunity to develop the following skills:          Negotiating and solving problems.          ● Further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.</p>	<p>– pupils will have the opportunity to develop their knowledge about:          Being Me In My World</p> <ul style="list-style-type: none"> <li>● Similarities, differences and diversity of peoples’ identities.</li> <li>● The influence family has on self-identity.</li> <li>● Stereotypes.</li> <li>● First impressions and how they can lead to judgements that may be</li> </ul>

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<ul style="list-style-type: none"> <li>● Define what stereotypes are.</li> <li>● How to access local health services and other sources of support</li> <li>● How to safely access sources of support for themselves or their peers.</li> <li>● Describe the positive feelings that result from doing something positive.</li> <li>● Describe what inequality means in the UK.</li> <li>● Give examples of LGBTQ bullying.</li> <li>● Describe the steps that can be taken to challenge LGBTQ bullying.</li> </ul>	<p style="margin-left: 20px;">misinformed.</p> <p style="margin-left: 20px;">Celebrating Difference</p> <ul style="list-style-type: none"> <li>● Individuals who have made a positive contribution despite prejudice and discrimination.                             <ul style="list-style-type: none"> <li>● Examples of social injustice in the UK.</li> <li>● The benefits of living in a multi-cultural society.</li> <li>● The emotional impact of LGBTQ bullying on perpetrator and victim.</li> <li>● How taking positive action can improve mental wellbeing.</li> <li>● Self-efficacy.</li> <li>● How respect and equality, or the lack of these, affects relationships.</li> </ul> </li> </ul>
<b>RELIGIOUS EDUCATION</b>	
<p>Pupils will have the opportunity to develop the following skills:  <b>Christians / Non-Religious Creation and science: conflicting or complementary?</b></p>	<p>- pupils will have the opportunity to develop their knowledge about:  <b>Christians / Non-Religious Creation and science: conflicting or complementary?</b></p>
<b>PERFORMING ARTS</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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- Listening actively and responding appropriately
- Gesture and posture
- Concentration and focus
- Teamwork
- Creating and developing narratives
- Creating and developing a character
- Communication
- Oracy
- Movement
- Vocabulary
- Imagining and creating
- A range of drama and dance strategies

- Behaviour for learning expectations
- Responding to a stimulus
- A range of key terminology including *devising, stimulus, narrative, play, character, monologue, characterisation, backstory, empathy,*
- Props
- A range of performing arts techniques
- The Christmas poem best known as *'Twas The Night Before Christmas*