

**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
- Identify the context of the writing and draw on this knowledge to support comprehension
- Check understanding to make sure that what they have read makes sense
- Identify and explain how a writer uses language to express ideas and perspectives across one or more texts
- Identify and begin to explain how a text is developed or how special effects are created through the writer's use of structure
- Begin to comment upon why features of organisation have been used with direct and precise reference to the text
- Compare and contrast characters, events and themes within and across a text
- 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. Compare and contrast with other texts.

**Writing Skills**

- Independently plan a piece of writing effectively, considering: form, audience, purpose, tone and organisation/structure
- Organise writing into paragraphs which are clearly linked and coherent
- Identify, define and accurately use 'Y7 terminology' in a range of writing: Standard English, cliché, simile, metaphor, personification, extended

**Text– Sherlock Holmes, Lamb to the Slaughter (Short Stories)**

pupils will have the opportunity to develop their knowledge about:

Pupils will extend and develop their understanding and appreciation of 19th C literature to study two Sherlock Holmes stories. They will discuss common themes across 19th C writing such as the presentation and roles of women, colonialism and Empire, corruption, industrialisation and the Victorian fascination with a new genre of crime writing. Pupils will also consider how writers use language and structure to sustain the interest of their reader and consider how meanings are shaped in a range of texts. This work will help to consolidate and strengthen the knowledge gained at KS2 and equip pupils with the building blocks of analysing 19th C texts for KS4 and beyond.

## Bellingham Middle School – Y7 Autumn Curriculum Overviews – September 2023

<p>metaphor, pathetic fallacy</p> <ul style="list-style-type: none"> <li>● Identify, define and accurately use ‘Y7 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</li> <li>● Identify, define and use ‘KS3 punctuation’ in a range of writing: commas, hyphens, brackets, dashes, semi-colons and colons</li> <li>● Apply the spelling patterns and rules from KS1 and KS2 programmes of study</li> <li>● Amend vocabulary, punctuation, spelling, grammar and structure to improve coherence and effectiveness</li> <li>● Assess the effectiveness of their own and others’ writing</li> <li>● Draw on new vocabulary and grammatical constructions in reading and consciously use in writing</li> <li>● Know, understand and use the differences between spoken and written language (formal and informal registers)</li> <li>● Produce final and polished writing for a wide range of purposes and audiences: formal expository and narrative essays, stories, notes and polished scripts for talks and presentations, play scripts</li> </ul>	
<b>MATHS</b>	
<p>Pupils will have the opportunity to develop the following skills which will help them become more fluent in the fundamentals of mathematic and reason mathematically by:</p> <p><u>Sequences</u></p> <ul style="list-style-type: none"> <li>● Describing and continuing sequences given as a diagram</li> <li>● Predicting and checking the next term(s) of a sequence</li> <li>● Representing sequences in tabular and graphical forms</li> <li>● Recognising the difference between linear and non-linear sequences</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Sequences</u></p> <ul style="list-style-type: none"> <li>● Sequences in a diagram, table or as a graph</li> <li>● Linear and non-linear sequences</li> <li>● Rules in sequences</li> </ul>

- Continue linear and non-linear sequences
- Explain the term-to-term rule in words

Algebraic notation

- Find the output and input of a single function machine
- Use diagrams and letters to generalise number operations
- Find the function given a single expression and substitute values into these
- Find numerical inputs and outputs for a series of two function machines
- Use diagrams and letters with two function machines and substitute values into these
- Represent one and two step functions graphically
- Generate sequences given an algebraic rule

Equality and Equivalence

- Understanding the meaning of equality
- Understand and use fact families, numerically and algebraically
- Solving one-step linear equations involving  $+$  /  $-$  and  $\times$  /  $-$  using inverse operations
- Understand the meaning of like and unlike terms and equivalence
- Simplify algebraic expressions by collecting like terms

Place Value

- Recognise, understand and write integers up to one billion
- Compare and order numbers up to one billion
- Round, compare and order integers
- Find the range and median of a set of numbers
- Understand and use place value for decimals
- Round a number to 1 significant figure
- Write 10, 100, 1000 etc as a power of ten

Algebraic notation

- Single and two function algebraic function machines
- Number operations
- Representing functions graphically
- Algebraic rule

Equality and Equivalence

- Equality
- Fact families
- One-step linear equations
- Like and unlike terms
- Equivalence
- Simplifying algebraic expressions

Place Value

- Integers up to one billion
- Rounding, comparing and ordering integers
- The range and median of numbers
- Significant figures
- Powers
- $A \times 10$  to the power of  $n$
- Numberlines

## Bellingham Middle School – Y7 Autumn Curriculum Overviews – September 2023

<ul style="list-style-type: none"> <li>● Write positive integers and decimals in the form <math>A \times 10</math> to the power <math>n</math></li> <li>● Work out intervals and position integers on a numberline</li> <li>● Position decimals on a numberline</li> </ul> <p><u>Fraction, Decimal and Percentage Equivalences</u></p> <ul style="list-style-type: none"> <li>● Represent tenths and hundredths as diagrams and on number lines</li> <li>● Interchange and convert between fractions and decimals</li> <li>● Understand the meaning of percentage</li> <li>● Convert fluently between simple fractions, decimals and percentages</li> <li>● Use and interpret pie charts</li> <li>● Represent fractions as a diagram and on a numberline</li> <li>● Identify and use simple equivalent fractions</li> <li>● Understand fractions as division</li> </ul>	<p><u>Fraction, Decimal and Percentage Equivalences</u></p> <ul style="list-style-type: none"> <li>● Tenths and Hundredths</li> <li>● Fractions, decimals and percentages</li> <li>● Pie charts</li> </ul>
<b>SCIENCE</b>	
<p>Pupils will have the opportunity to develop the following skills, working scientifically:</p> <ul style="list-style-type: none"> <li>● Examine historical examples of the early work of scientists, including how collected evidence and creative thinking were used to draw conclusions and develop scientific ideas and consider how early scientific ideas and how they have changed over time.</li> <li>● Use scientific ideas and models to explain scientific phenomena and events, and to understand a range of familiar applications of science.</li> <li>● Consider some of the positive and negative effects of scientific and technological developments.</li> <li>● Use scientific knowledge to plan, obtain and present evidence during a scientific enquiry and identify different strategies for solving problems.</li> </ul>	<p>pupils will have the opportunity to develop their knowledge about:</p> <p>The Particle Model</p> <ul style="list-style-type: none"> <li>● Solids, liquids and gases</li> <li>● Particles</li> <li>● Brownian motion</li> <li>● Diffusion</li> <li>● Air pressure</li> <li>● Waste</li> </ul> <p>Mixtures and Separation</p> <ul style="list-style-type: none"> <li>● Mixtures</li> <li>● Solutions.</li> <li>● Evaporation</li> <li>● Chromatography</li> </ul>

## Bellingham Middle School – Y7 Autumn Curriculum Overviews – September 2023

<ul style="list-style-type: none"> <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>● Distillation</li> </ul>
<b>ART/DT</b>	
<p>– pupils will have the opportunity to develop the following skills:</p> <p><b><u>Street and Graffiti art</u></b></p> <ul style="list-style-type: none"> <li>● Mark Making</li> <li>● Line drawing</li> <li>● Skulpture</li> <li>● Stencilling</li> <li>● Colour blending</li> <li>● Grid formation</li> <li>● Graphic design.</li> <li>● Pencil techniques</li> <li>● one point perspective</li> <li>● 2D drawing</li> <li>● Shading</li> <li>● Tones and Tints</li> </ul>	<p>pupils will have the opportunity to develop their knowledge about:</p> <p><b><u>Street and Graffiti art</u></b></p> <ul style="list-style-type: none"> <li>● Line making - how to form, measure and construct shape</li> <li>● block colouring - colour theory, how to use the colour wheel</li> <li>● stencilling - Creating stencil plates and how to layer colours and patterns</li> <li>● mindfulness drawing - Drawing for a sustained period of time at the best of their ability.</li> <li>● observational drawing - Measuring, using shape, looking at line, tone and shading</li> <li>● visual art - Creating art out of inanimate objects. Using your imagination and applying skills already learnt.</li> <li>● Colour blending - How to use tints and tones when mixing paints. How to mix colours on the colour wheel.</li> <li>● grid for drawing - How to accurately observe drawing using a grid.</li> </ul>

## Bellingham Middle School – Y7 Autumn Curriculum Overviews – September 2023

---

<ul style="list-style-type: none"> <li>● colour blocking.</li> </ul>	<p>They will also learn about the artists;- Banksy, Keith Haring, Julian Beever, Tom Bob and Space Invader.</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</li> <li>● understanding what work means and is</li> <li>● understanding why work is important but also why some may not work and that their choices are fine</li> <li>● personal aspirations for life and work</li> <li>● Personal strengths awareness</li> <li>● Thinking and planning for their possible future</li> <li>● understanding how to minimise health and safety risks to themselves and those around them whilst working</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● What work is</li> <li>● Why work is important</li> <li>● Aspirations for their lives and work</li> <li>● What is a dream job? What could their dream job be?</li> <li>● Predicting jobs of the future, what skills might be needed in the future</li> <li>● Self-evaluation introduction</li> <li>● Qualities and skills; self-evaluation and understanding relevance for work</li> <li>● Introduction to employability skills - leadership/teamwork, proactivity, adaptability, problem-solving, communication, creativity, resilience</li> <li>● Employment law - laws and by-laws relating to young people working</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 useability</li> <li>● Understanding a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognising inappropriate content, contact and conduct and know how to report concerns.</li> <li>● further practice and develop their touch typing skills</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● <b><u>Information technology</u></b></li> <li>● Recognising appropriate use of the school network,</li> <li>● Understanding the importance of online safety issues</li> <li>● Knowing how to use presentation software effectively</li> <li>● Speed typing with two hands - further developing their typing skills with increasing confidence and control.</li> </ul>

## Bellingham Middle School – Y7 Autumn Curriculum Overviews – September 2023

<ul style="list-style-type: none"> <li>● Understanding the hardware and software components that make up computer systems and how they communicate with one another and with other systems.</li> </ul>	<ul style="list-style-type: none"> <li>● School 360 in order to complete computing work electronically culminating in an online digital assessment.</li> <li>●</li> <li>● <b>Computer Science</b></li> <li>● Recognise networking hardware and explain how networking components are used for communication</li> <li>●</li> <li>● <b>Digital literacy &amp; Citizenship:</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.</li> </ul>
<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>● Understand the source, seasonality and characteristics of a broad range of ingredients.</li> <li>● Functionality of an egg including its nutritional value, differences between its source and characteristics.</li> </ul>
<b>GEOGRAPHY</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><b><u>Is the geography of Russia a curse or a benefit?</u></b></p> <ul style="list-style-type: none"> <li>● Use an atlas map of Russia.</li> </ul>	<p>- pupils will have the opportunity to develop their knowledge about:</p> <p><b><u>Is the geography of Russia a curse or a benefit?</u></b></p> <ul style="list-style-type: none"> <li>● To <b>identify</b> the location of Russia on a map.</li> </ul>

## Bellingham Middle School – Y7 Autumn Curriculum Overviews – September 2023

<ul style="list-style-type: none"> <li>● Investigate statistical data about Russia.</li> <li>● Locate places using latitude and longitude.</li> <li>● Use of internet to investigate population facts.</li> <li>● Interpret graph data and answer questions on topic.</li> <li>● To access the advantages and disadvantages of using nuclear power as an energy source.</li> <li>● Use an atlas map of Russia/Ukraine.</li> <li>● Investigate statistical data about Russia and Ukraine (war).</li> </ul>	<ul style="list-style-type: none"> <li>● To <b>develop</b> a knowledge and understanding of the key geographical features and characteristics of Russia.</li> <li>● To <b>know</b> the different types of geography in Russia.</li> <li>● To <b>assess</b> whether the geography of Russia is a problem or a benefit to its people.</li> <li>● To <b>identify</b> the diversity in Russia’s population.</li> <li>● To <b>describe</b> the spread of Russia’s population and explain the reasons for this.</li> <li>● To <b>understand</b> that Russia has a range of different climates.</li> <li>● To be able to <b>draw</b> a climate graph and interpret climate graph data.</li>   <li>● To describe the events of Chernobyl. To explain the effects of the event on people and the environment. To evaluate the future of nuclear power.</li> </ul> <p>The War in Ukraine</p> <ul style="list-style-type: none"> <li>● To <b>identify</b> the physical features of Ukraine and how they have limited invasion.</li> <li>● <b>Discuss</b> which of the human features have had the largest impact on the war. <b>Identify</b> Ukraine + physical/human factors that have limited Russia’s invasion of Ukraine.</li> <li>● <b>Explain</b> which factor (human or physical) is the most important to why Russia hasn’t taken over Ukraine.</li> <li>● <b>Analyse</b> and explain effect on UK.</li> </ul>
<b>HISTORY</b>	
<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> </ul>	<p>- pupils will have the opportunity to develop their knowledge about:</p> <p><b><u>The Norman Conquest:</u></b></p> <ul style="list-style-type: none"> <li>● What life was like in England before 1066.</li> <li>● Who became the king of England after Edward the Confessor.</li> <li>● The Battle of Stamford Bridge.</li> <li>● The Battle of Hastings and why William won.</li> </ul>



## Bellingham Middle School – Y7 Autumn Curriculum Overviews – September 2023

<ul style="list-style-type: none"> <li>● Describe characteristic features of the past.</li> <li>● Identify turning points.</li> <li>● Compare and contrast different causes of events.</li> <li>● Develop the 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> </ul>	<ul style="list-style-type: none"> <li>● Why William built so many castles.</li> <li>● How the feudal system kept William in control.</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>● consolidating prior learning and write/speak about themselves in extended sentences and paragraphs using connectives</li> <li>● telling the time to the nearest 5 minutes</li> <li>● listening to authentic French to develop an appreciation of accent, pitch, intonation to get used how native speakers sound</li> <li>● describing daily routine, including their school timetable</li> <li>● expressing and justifying opinions about lessons and hobbies</li> <li>● independently using bilingual dictionaries to support their wider language learning</li> <li>● learning about the French school system and finding out about a school in Paris</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● how to express positive and negative opinions, using ‘ne pas’</li> <li>● immediate future tense: je vais aller au parc</li> <li>● simple forms of the conditional tense: j’aimerais/je voudrais</li> <li>● School in France</li> <li>● Francophone Christmas festivities, such as Saint Nicolas</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> <li>● Identifying musical elements</li> <li>● Performing simple melodies using accidentals</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> <li>● Different types of voices</li> <li>● Musical rests</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> <li>● In outdoor and adventurous activities, pupils develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others.</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> <ul style="list-style-type: none"> <li>- To develop a knowledge of how to outwit an opponent using the core football skills.</li> <li>- To understand and appreciate the need to make decisions about skill choice.</li> </ul> </li> </ul>

- 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 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**

- To perform a basic lay up technique appreciating the outcome necessary.
- To develop their understanding and knowledge of how to outwit an opponent using appropriate shot selection.

	<ul style="list-style-type: none"> <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>
--	--

**PSHE**

<p><b>Dreams and Goals</b> – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Recognise their own personal qualities.</li> <li>● Reflect on personal strengths.</li> <li>● Appreciate how other people see them.</li> <li>● Assertiveness skills.</li> <li>● Accessing help and support to support mental and emotional health.</li> <li>● Recognise what makes them feel good.</li> </ul>	<p>– pupils will have the opportunity to develop their knowledge about: Being Me In My World</p> <ul style="list-style-type: none"> <li>● Their own identity and how it is affected by a range of factors.</li> <li>● What influences their life.</li> <li>● How peer pressure operates within groups.</li> <li>● How online identity can affect how others see them.</li> <li>● What they say and do online has consequences for themselves and others.</li> <li>● Maintaining positive relationships both on and offline.</li> </ul>
--	--

## Bellingham Middle School – Y7 Autumn Curriculum Overviews – September 2023

---

<ul style="list-style-type: none"> <li>● Assessment of own health profile.</li> <li>● Recognise ways to keep themselves safe practising refusal skills.</li> </ul>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> <li>● What prejudice and discrimination are.</li> <li>● Bystanders and their impact on bullying.</li> <li>● The Equality Act.</li> <li>● Accepting difference in others.</li> <li>● How they allow others to influence them.</li> <li>● What stereotyping means and its potential impact.</li> <li>● Where to get help if on the receiving end of bullying, prejudice or discrimination.</li> </ul>
--	--

### 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>
--	---

### 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> <li>● Gesture and posture</li> <li>● Concentration and focus</li> <li>● Teamwork</li> <li>● Creating and developing narratives</li> <li>● Creating and developing a character</li> <li>● Communication</li> <li>● Oracy</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Behaviour for learning expectations</li> <li>● Responding to a stimulus</li> <li>● A range of key terminology including <i>devising, stimulus, narrative, play, character, monologue, characterisation, backstory, empathy,</i></li> <li>● Props</li> <li>● A range of performing arts techniques</li> <li>● The Christmas poem best known as <i>'Twas The Night Before Christmas</i></li> </ul>
---	---

## Bellingham Middle School – Y7 Autumn Curriculum Overviews – September 2023

---

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>● Movement</li><li>● Vocabulary</li><li>● Imagining and creating</li><li>● A range of drama and dance strategies</li></ul> |  |
|--|--|