

# Curriculum overview Yr7

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>
<b><u>Autumn 1</u></b>	<p>Overview aims, objectives and context</p> <p>Year 7 introduction unit to subject of citizenship, pshe and careers. The 1st unit at the start of year 7 which will aim to develop basic citizenship and pshe skills</p> <p>The objectives of the unit</p> <p>Pupils will know what is studied in CCPSHEE. They will learn to work together as part of a pair or group in order to develop basic skills of being both a good or active citizen. Pupils will learn to express their opinions and listen to others. Pupils will develop skills of self and peer assessment as well as skills of analysis through questionnaires. Pupils will reflect upon their success and achievements</p>	<p><b>Assessment opportunities</b></p> <p>0-9 keywords criteria</p> <p>Homework and evidence from booklets</p> <p>Self-evaluation</p> <p>Peer assessment</p> <p><b>Feedback opportunities</b></p> <p>Through whole group and pair verbal feedback</p> <p>Through written feedback based on reflection of project</p> <p>Through peer feedback</p> <p>Through success criteria and evaluation criteria</p>	<b>Keep up to date with current affairs via the media</b>
<b><u>Autumn 2</u></b>	<p>Overview and context</p> <p>Year 7 independent learning project.</p> <ul style="list-style-type: none"> <li>• Pupils will develop a sense of personal responsibility throughout this unit and identify their own interest in topical and controversial issues.</li> <li>• Pupils will identify their own learning objectives and set their own success criteria. From this pupils will develop their own action plan and methods of research.</li> <li>• Pupils will work collaboratively with others and create a final</li> </ul>	<p>Assessment opportunities</p> <p>Through questioning</p> <p>through verbal feedback in class and identified next steps.</p> <p>Through peer assessment and peer evaluation</p> <p>Through self assessment based on self reflection and peer evaluation.</p>	<b>Keep up to date with current affairs via the media</b>

	<p>production piece to be assessed on. This could take the form of a booklet, power point or report.</p> <p>Pupils will evaluate their learning and reflect upon the process. Finally pupils will assess their own progress and identify next steps.</p>		
<b><u>Spring 1</u></b>	<p>Overview and context</p> <p>Year 7 local community and local democracy unit. Pupils will be introduced to the concepts of a local democracy and what it means to be part of a local community.</p> <p>Pupils will recognise the role that the local council play in making decisions.</p> <p>Pupils will work collaboratively with other pupils to campaign around a particular issue in the local community.</p> <p>Pupils will evaluate the success of their campaign</p> <p>Pupils will reflect upon the campaign and identify areas for improvement</p>	<p><b>Assessment opportunities</b></p> <p>Homework and evidence from booklets.</p> <p>Self-evaluation of 1<sup>st</sup> and 2<sup>nd</sup> draft.</p> <p>Peer assessment of letter writing.</p> <p>Written letters</p>	<p>Research local issues that affect the community</p>
<b><u>Spring 2</u></b>	<p>Overview and learning objectives</p> <p>Year 7 careers and personal finance unit. This unit is an introduction into the world of work, careers and personal finance.</p> <ul style="list-style-type: none"> <li>• Pupils will develop a basic understanding of key words and key concepts related to their own future ambitions.</li> <li>• Pupils will learn some basic financial awareness skills including how to spend and save money as well and learning to budget.</li> <li>• Pupils will identify problems related to finance and explore ways of solving these problems.</li> </ul> <p>Pupils will reflect and review their own learning and identify future learning needs.</p>	<p><b>Assessment opportunities</b></p> <p>Through self-reflection.</p> <p>Through teacher Q and A</p> <p>Through careers baseline assessment and end of unit self-evaluation</p> <p><b>Feedback assessment opportunities</b></p>	<p><b><i>Find out about local employment opportunities</i></b></p> <p><b><i>Talk to your daughter about future careers</i></b></p>
<b><u>Summer 1</u></b>		<p><b>Use of 0-9 keywords criteria</b></p> <p>Through self-evaluation.</p>	<p>Visit talk to Frank website</p> <p>Visit NHS website</p>

	<p>Learning Intentions and Learning Outcomes Learning Intention To identify a range of legal and illegal drugs, their risks and effects</p> <p>Learning Outcomes To know about a range of legal and illegal drugs To have some understanding of the effects and risks of illegal drugs</p> <p>Learning Intention To understand the effects, risks and law relating to cannabis</p> <p>Learning Outcomes To know what effect cannabis can have on someone's health and life To know the legal consequences of using cannabis To consider how to resist pressure</p>	<p>Through verbal feedback</p> <p>Through anonymous questions</p> <p>Through correcting and addressing mis-conceptions and myths</p>	
<p><b><u>Summer 2</u></b></p>	<p><b>Overview and learning objectives</b></p> <p>Year 7 SRE unit, first aid and LGBT lessons. Pupils will develop a sense of awareness about the changing nature of their emotions and physical state.</p> <p>Pupils will learn new concepts and the correct language in regards to male and female body parts.</p> <p>Pupils will recognise and suggest ways that body changes can cause young people concerns.</p> <p>Pupils will understand what causes bullying and identify ways to deal with it.</p> <p>Pupils will make informed decisions about personal safety and personal health</p> <p>Pupils will evaluate the lessons and identify what strategies they have learned</p>	<p><b>Use of 0-9 keywords criteria</b></p> <p>Through self-evaluation.</p> <p>Through verbal feedback</p> <p>Through anonymous questions</p> <p>Through correcting and addressing mis-conceptions and myths</p>	

	Pupils will reflect upon what has been learned and what next steps need to be taken in terms of their learning.		
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# Curriculum overview Yr8

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>
<b><u>Autumn 1</u></b>	<p>Independent learning project</p> <p>Year 8 independent learning project. Pupils will develop a sense of personal responsibility throughout this unit and identify their own interest in topical and controversial issues.</p> <p>Pupils will identify their own learning objectives and set their own success criteria. From this pupils will develop their own action plan and methods of research.</p> <p>Pupils will work collaboratively with others and create a final production piece to be assessed on. This could take the form of a booklet, power point or report.</p> <p>Pupils will evaluate their learning and reflect upon the process. Finally pupils will assess their own progress and identify next steps</p>	<p>Assessment opportunities</p> <p>Through questioning</p> <p>through verbal feedback in class and identified next steps.</p> <p>Through peer assessment and peer evaluation</p> <p>Through self assessment based on self reflection and peer evaluation.</p>	<b>Keep up to date with current affairs via the media</b>
<b><u>Autumn 2</u></b>	<p><b>Eating disorders aims and objectives</b></p> <ul style="list-style-type: none"> <li>• Think about our own definitions of beauty and where they come from</li> <li>• Consider different ideas of beauty from around the world</li> <li>• Discuss how images of beauty may affect young people's body confidence</li> <li>• Think critically about images of beauty in the media</li> <li>• Explore ways of taking an active stand against unhelpful images in the media</li> <li>• Know what fat talking is</li> <li>• Explore reasons why people fat talk</li> <li>• Consider the consequences of fat talking</li> </ul>	<p>Assessment opportunities</p> <p>Through questioning</p> <p>through self identification</p> <p>Through teacher assessment</p> <p>Through self assessment based on self reflection and peer evaluation.</p>	<b>Research the NHS website for further advice</b>

	<ul style="list-style-type: none"> <li>• Think about what makes a good compliment</li> <li>• Practice giving genuine compliments to others, and also to ourselves</li> <li>• Define a personal strength</li> <li>• Know your top five strengths</li> <li>• Practice exercising your strengths</li> </ul>		
<b><u>Spring 1</u></b>	<p><b>Overview and learning objectives drugs unit</b></p> <p>Year 8 drugs awareness unit.</p> <p>Pupils will develop basic knowledge about drugs and alcohol terminology</p> <p>Pupils will explain what they have learned about drugs and relate this to reasons why young people take drugs.</p> <p>Pupils will explain the way peer pressure affects decision making.</p> <p>Pupils will create informed research about drugs and alcohol</p> <p>Pupils will assess and evaluate their own knowledge and personal development regarding drugs and alcohol</p> <p>Pupils will create a drugs awareness leaflet which identifies strategies to cope with peer pressure.</p>	<p><b>Assessment opportunities</b></p> <p>Homework and evidence from booklets.</p> <p>Through teacher questioning</p> <p>Through peer assessment of the drugs leaflet</p>	<p>research talk to Frank website</p>
<b><u>Spring 2</u></b>	<p>Overview and learning objectives personal planning unit</p> <p>Year 8 careers and personal finance unit. This unit is a follow on from the year 7 introduction unit into the world of work, careers and personal finance.</p> <ul style="list-style-type: none"> <li>• Pupils will develop a detailed understanding of key concepts related to their own future careers planning.</li> <li>• Pupils will learn some in depth self-reflection skills including how to plan for the future.</li> <li>• Pupils will identify problems related to finance and explore</li> </ul>	<p><b>Assessment opportunities</b></p> <p>Through self-reflection.</p> <p>Through teacher Q and A</p> <p>Through careers baseline assessment and end of unit self-evaluation</p> <p><b>Feedback assessment opportunities</b></p>	<p><b><i>Discuss ways that your daughter is able to solve moral dilemmas related to money</i></b></p> <p><b><i>Talk to your daughter about future careers</i></b></p>

	ways of solving these problems.  Pupils will reflect and review their own learning and identify future learning needs.		
<b><u>Summer 1</u></b>	<p><b>SRE</b> <b>Learning Intention and Learning Outcomes</b> <b>Learning Intention</b> To recognise and consider the importance of relationships.</p> <p><b>Learning Outcomes</b> Know there are different kinds of relationships, including sexual relationships. Consider what makes a positive relationship.</p> <p><b>Learning Intention</b> To understand the process of conception.</p> <p><b>Learning Outcomes</b> Understand how conception occurs To consider stages in a relationship before conception occurs</p> <p><b>Learning Intention</b> To understand and explore information about contraception.</p> <p><b>Learning Outcomes</b> _Identify a range of contraceptive methods. Become aware of the consequences of unprotected sex.</p>	<p>Through self-evaluation.</p> <p>Through verbal feedback</p> <p>Through anonymous questions</p> <p>Through correcting and addressing mis-conceptions and myths</p>	Visit NHS website
<b><u>Summer 2</u></b>	<p>Overview and context social and moral dilemmas</p> <p>Year 8 personal problems unit</p> <p>Pupils will recognise problems that exist in their everyday lives.</p> <p>Pupils will identify the social, cultural and moral dilemmas that exist with these problems identified.</p> <p>Pupils will work collaboratively and consider strategies that can be</p>	<p>Assessment opportunities</p> <p>Through questioning</p> <p>Through application of knowledge in various scenarios.</p> <p>Through role play characterisation.</p>	Talk to your daughter about problems that exist for teenagers in our local community

	<p>used to deal with the problems.</p> <p>Pupils will consider how they can apply the knowledge learned to deal with the problems identified on a personal or individual basis.</p> <p>Pupils will reflect upon their learning and identify next steps to be taken in their development.</p> <p>Pupils will evaluate their knowledge and development.</p>	<p>Through verbal feedback in class and identified next steps.</p> <p>Through peer assessment and peer evaluation</p>	
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# Curriculum overview Yr9

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>
<b><u>Autumn 1</u></b>	<p>Independent learning project and Black History Month</p> <p>Year 9 independent learning project. Pupils will develop a sense of personal responsibility throughout this unit and identify their own interest in Black History Month issues.</p> <p>Pupils will identify their own learning objectives and set their own success criteria. From this pupils will develop their own action plan and methods of research.</p> <p>Pupils will work collaboratively with others and create a final production piece to be assessed on.</p> <p>Pupils will evaluate their learning and reflect upon the process.</p>	<p>Assessment opportunities</p> <p>Through questioning</p> <p>through verbal feedback in class and identified next steps.</p> <p>Through peer assessment and peer evaluation</p> <p>Through self assessment based on self reflection and peer evaluation.</p>	<b>Research information about Black History Month</b>
<b><u>Autumn 2</u></b>	<p>Overview and context Year 9 personal problems unit</p> <p>Pupils will recognise problems that exist in their everyday lives.</p> <p>Pupils will identify the social, cultural and moral dilemmas that exist with these problems identified.</p> <p>Pupils will work collaboratively and consider strategies that can be used to deal with the problems.</p> <p>Pupils will consider how they can apply the knowledge learned to deal with the problems identified on a personal or individual basis.</p> <p>Pupils will reflect upon their learning and identify next steps to be taken in their development.</p> <p>Pupils will evaluate their knowledge and development</p>	<p>Assessment opportunities</p> <p>Through questioning</p> <p>Through application of knowledge in various scenarios.</p> <p>Through role play characterisation.</p> <p>through verbal feedback in class</p>	Discuss social issues that affect young teenagers in the local community

		and identified next steps.  Through peer assessment and peer evaluation	
<b><u>Spring 1</u></b>	<p>Overview and context Government and politics</p> <p>Year 9 government and politics unit</p> <p>Pupils will recognise the importance of political campaigning</p> <p>Pupils will identify the different strategies needed to run a successful political campaign.</p> <p>Pupils will work collaboratively and consider strategies that can be used to promote their manifesto.</p> <p>Pupils will produce promotional material to support their campaign.</p> <p>Pupils will complete a political assessment based on their political knowledge.</p> <p>Pupils will reflect and assess their knowledge of the political and justice system</p> <p>Pupils will evaluate their knowledge and understanding</p>	<p><b>Assessment opportunities</b></p> <p>Self reflection and self evaluation</p> <p>Through campaign material</p> <p>Through teacher feedback</p>	research parliament UK website
<b><u>Spring 2</u></b>	<p>Overview and learning objectives personal planning unit</p> <p>Year 9 careers.</p> <ul style="list-style-type: none"> <li>• Pupils will develop an understanding of key concepts related to their options for KS4.</li> <li>• Pupils will research college and university websites to help identify future planning.</li> <li>• Pupils will identify problems related to options and career choices and identify ways of solving these problems.</li> </ul>	<p><b>Assessment opportunities</b></p> <p>Through self-reflection.</p> <p>Through teacher Q and A</p> <p>Through careers baseline assessment and end of unit self-evaluation</p>	<b><i>Read the school curriculum hand book for help with option choices</i></b>

		<b>Feedback assessment opportunities</b>	
<b><u>Summer 1</u></b>	<p><b>SRE Learning Intention and Learning Outcomes</b> To recognise and manage risk and make safer Choices about healthy lifestyles.</p> <p><b>Learning Outcomes</b> Understand the importance of a responsible attitude to sexual behaviour</p> <p>Understand some of the myths and facts about sexual activity Understand the concept of positive sexual health</p> <p><b>Learning Intention</b> To consider some contraceptive options and whether they protect against STIs.</p> <p><b>Learning Outcomes</b> Recognise different STIs Know about different kinds of contraceptives Considered contraceptive options for young people Recognise risk and make safer choices.</p> <p><b>Learning Intention</b> To consider how condoms protect against pregnancy and some STIs.</p> <p><b>Learning Outcomes</b> Know how a condom works and how to use it Know how a condom can protect from pregnancy and STIs</p> <p>To have some knowledge about different STIs and how they are transmitted</p>	<p>Through self-evaluation.</p> <p>Through verbal feedback</p> <p>Through anonymous questions</p> <p>Through correcting and addressing mis-conceptions and myths</p>	Visit NHS website
<b><u>Summer 2</u></b>	<b>Learning Intentions and Learning Outcomes</b>	Assessment opportunities	Visit NHS website and talk to Frank website

	<p><b>To explore different attitudes to drugs, their risks and effects</b>  <b>To know which legal and illegal drugs are most commonly used by young people</b>  <b>To have explored how different people may view the use of drugs</b>  <b>To have been able to listen to one another and discuss views</b></p> <p><b>Learning Intention</b>  <b>To understand the law in relation to drug use and consider the consequences of breaking the law</b>  <b>To understand the law relating to drug supply and possession</b>  <b>To have considered how drug use and the law impact on a drug user's friends and family</b></p> <p><b>Learning Intention</b>  <b>To understand the risks associated with binge drinking</b>  <b>To understand the meaning of binge drinking</b>  <b>To have considered the physical, emotional and social effects of binge drinking</b>  <b>To practise giving advice to other young people about drinking too much</b></p>	<p>Through questioning</p> <p>Through application of knowledge.</p> <p>through verbal feedback in class and identified next steps.</p> <p>Through peer assessment and peer evaluation</p> <p>Through self assessment based on self reflection and peer evaluation.</p>	
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