

Curriculum Overview Year 7

SUBJECT	AUTUMN 1 Deep Sea Voyage	AUTUMN 2 Africa is Not a Country	SPRING 1 What the Victorians did for us	SPRING 2 Walk Like an Egyptian	SUMMER 1 How WW2 Shaped Great Britain	SUMMER 2 Welcome to the Jungle
ENGLISH	<p>Possible texts: 'The Sea Swallow', '20,000 Leagues Under the Sea', 'Blobfish'</p> <p>Inference Persuasion Formal letter writing Non-chronological report Descriptive writing Presentation Comprehension Noun phrases Predictions</p> <p>Year 7 R1a Identify antonyms, synonyms and homonyms of words in context Year 7 R1c Sequence texts by recounting main ideas of entire texts Year 7 R1d Identify implicit meanings in texts, and begin to make alternative interpretations using close textual</p>	<p>Possible texts: 'Mama Panya's Pancakes', 'The Lion Who Stole my Arm', 'Africa is not a Continent',</p> <p>Stories from different cultures Poetry - onomatopoeia Non-chronological report Riddles Fables Travel writing Comparative writing Writing structure</p> <p>Year 7 R1c Sequence texts by recounting main ideas of entire texts</p> <p>Year 7 W1a Write effectively for a range of purposes, audiences. Show awareness of generic conventions Year 7 W1b. Create a simple story arc, develop and describe a character Year 7 W1c Use dialogue to develop characters</p>	<p>Possible texts: 'A Christmas Carol', 'Jekyll and Hyde', 'Alice in Wonderland', 'Oliver Twist', 'Treasure Island', 'The Adventures of Sherlock Holmes'</p> <p>Understanding of the plot and help with sequencing Character analysis Poetry Links to texts Travel writing Diaries In character writing Postcards Non-chronological report Character profiles Character comparisons Identifying and defining Victorian language</p> <p>Year 7 R1b Select appropriate quotations Year 7 R1d Identify implicit meanings in texts, and begin to make alternative interpretations using close textual references to support ideas</p>	<p>Possible texts: 'Flat Stanley: The great Egyptian Grave Robbery', 'Egyptian Cinderella'</p> <p>Instructional language Stories from different cultures Stories with historical settings Newspaper articles Travel writing</p> <p>Year 7 R1b Select appropriate quotations Year 7 R1c Sequence texts by recounting main ideas of entire texts Year 7 R1d Identify implicit meanings in texts, and begin to make alternative interpretations using close textual references to support ideas Year 7 R1e Make plausible predictions about texts using evidence to support ideas Year 7 R1f Make simple comments about the structure of texts</p>	<p>Possible texts: 'The Lion & the Unicorn', 'Boy in the Stripped PJs', 'Carrie's War', 'Letters From The Lighthouse', 'Waiting for Anya', 'Van Claus and the Bad Lads', 'Pale'</p> <p>Biography Non-chronological report Diaries Informal letter Poetry Newspaper articles Debate Eye-witness accounts Innovating a story Stories with historical settings</p> <p>Year 7 W1a Write effectively for a range of purposes, audiences. Show awareness of generic conventions Year 7 W1d Crafting of a range of sentence lengths Year 7 W1e Use appropriate topic sentences and sequencing</p>	<p>Possible texts: 'Running Wild'</p> <p>Travel writing Character profiles Character comparisons Newspaper writing Non-chronological report Biography Stories from different cultures Poetry Book review</p> <p>Year 7 R1a Identify antonyms, synonyms and homonyms of words in context Year 7 R1b Select appropriate quotations Year 7 R1c Sequence texts by recounting main ideas of entire texts Year 7 R1e Make plausible predictions about texts using evidence to support ideas Year 7 R1g Make simple comments about language devices used in texts</p>

	<p>references to support ideas Year 7 R1e Make plausible predictions about texts using evidence to support ideas Year 7 R1g Make simple comments about language devices used in texts</p> <p>Year 7 W1a Write effectively for a range of purposes, audiences. Show awareness of generic conventions Year 7 W1g Use full range of punctuation accurately. Begin to make punctuation choices according to genre Year 7 W1h Begin to make vocabulary choices and employ language devices to meet specific demands of audiences and purposes</p>	<p>Year 7 W1e Use appropriate topic sentences and sequencing of paragraphs appropriate to task and texts Year 7 W1h Begin to make vocabulary choices and employ language devices to meet specific demands of audiences and purposes</p>	<p>Year 7 R1g Make simple comments about language devices used in texts</p> <p>Year 7 W1a Write effectively for a range of purposes, audiences. Show awareness of generic conventions Year 7 W1d Crafting of a range of sentence lengths Year 7 W1e Use appropriate topic sentences and sequencing of paragraphs appropriate to task and texts Year 7 W1f. Write separately in past and future tense</p>	<p>Year 7 R1g Make simple comments about language devices used in texts</p> <p>Year 7 W1a Write effectively for a range of purposes, audiences. Show awareness of generic conventions Year 7 W1c Use dialogue to develop characters Year 7 W1d Crafting of a range of sentence lengths Year 7 W1e Use appropriate topic sentences and sequencing of paragraphs appropriate to task and texts Year 7 W1f. Write separately in past and future tense Year 7 W1h Begin to make vocabulary choices and employ language devices to meet specific demands of audiences and purposes</p>	<p>of paragraphs appropriate to task and texts Year 7 W1f. Write separately in past and future tense Year 7 W1g Use full range of punctuation accurately. Begin to make punctuation choices according to genre Year 7 W1h Begin to make vocabulary choices and employ language devices to meet specific demands of audiences and purposes</p>	<p>Year 7 W1a Write effectively for a range of purposes, audiences. Show awareness of generic conventions Year 7 W1c Use dialogue to develop characters Year 7 W1d Crafting of a range of sentence lengths Year 7 W1e Use appropriate topic sentences and sequencing of paragraphs appropriate to task and texts Year 7 W1g Use full range of punctuation accurately. Begin to make punctuation choices according to genre</p>
<p>CEIAG Spotlight</p>	<p>Formal letter writing used in workplace Presentation skills used in workplace Self-evaluation</p>	<p>Report writing Summarising of information Working with facts Daily routine</p>	<p>Research skills Working with facts Giving instructions Reviews Writing summaries</p>	<p>Self-evaluation Constructive & appropriate feedback giving Accepting feedback</p>	<p>Empathy in the work place Letter writing Account & report writing Person profiles Chronology</p>	<p>Personal profiles Accounts of incidents Review writing Self-evaluation</p>

	<p>Constructive & appropriate feedback giving</p> <p>Accepting feedback</p> <p>Presenting information & statistics eg> tables, graphs</p> <p>See Topic for theme related careers</p>	<p>Giving step by step instructions</p> <p>Self-evaluation</p> <p>Constructive & appropriate feedback giving</p> <p>Accepting feedback</p> <p>Presenting information & statistics eg> tables, graphs</p> <p>See Topic for theme related careers</p>	<p>Self-evaluation</p> <p>Constructive & appropriate feedback giving</p> <p>Accepting feedback</p> <p>Presenting information & statistics eg> tables, graphs</p> <p>See Topic for theme related careers</p>	<p>Presenting information & statistics eg> tables, graphs</p> <p>See Topic for theme related careers</p>	<p>Self-evaluation</p> <p>Constructive & appropriate feedback giving</p> <p>Accepting feedback</p> <p>Presenting information & statistics eg> tables, graphs</p> <p>See Topic for theme related careers</p>	<p>Constructive & appropriate feedback giving</p> <p>Accepting feedback</p> <p>Presenting information & statistics eg> tables, graphs</p> <p>See Topic for theme related careers</p>
MATHS High set	<p>Algebraic thinking-</p> <p>Sequences</p> <p>Understanding and using algebraic notation</p> <p>Equality and equivalence</p>	<p>Place value and proportion-</p> <p>Place value</p> <p>Ordering integers and decimals</p> <p>FDP equivalence</p>	<p>Applications of number-</p> <p>Solving problems with addition and subtraction</p> <p>Solving problems with multiplication and division</p>	<p>Directed number-</p> <p>Four operations with directed number</p> <p>Fractional thinking- Addition and subtraction of fractions</p>	<p>Lines and angles-</p> <p>Constructing, measuring and using geometric notation</p> <p>Developing geometric reasoning</p>	<p>Reasoning with number-</p> <p>Developing number sense</p> <p>Sets and probability</p> <p>Prime numbers and proof</p>
CEIAG Spotlight	<p>Possible career opportunities in- Project planning</p> <p>Artist</p> <p>Interior designer</p>	<p>Possible career opportunities in- Banking</p> <p>Shop assistant</p>	<p>Possible career opportunities in- Retail jobs</p> <p>Banking</p> <p>Landscape gardener</p>	<p>Possible career opportunities in- Chef</p> <p>Retail jobs</p> <p>Banking</p> <p>Landscape gardener</p>	<p>Possible career opportunities in- Construction work</p> <p>Artist</p> <p>Designer</p>	<p>Possible career opportunities in- Lawyer- Proof and backing up a point</p> <p>Statistical analysis</p>
MATHS Low set	<p>Place Value</p> <ol style="list-style-type: none"> Counting forwards and backwards to 100 Using place value charts 	<p>Multiplication and Division</p> <ol style="list-style-type: none"> Make equal group Redistribution uneven to make equal Make arrays 	<p>Money</p> <ol style="list-style-type: none"> Recognise coins and notes Counting using different money Find the total/difference /change 	<p>Measurement</p> <ol style="list-style-type: none"> Height Length Perimeter <p>Geometry/ Shapes</p> <ol style="list-style-type: none"> 2D and 3D shapes 	<p>Time</p> <ol style="list-style-type: none"> Telling the time to and hour and half an hour Writing time Days and hours Duration of time 	<p>Statistics</p> <ol style="list-style-type: none"> Tally charts draw picograms block diagrams

	<p>3. Comparing and ordering objects and number</p> <p>Addition and Subtraction</p> <ol style="list-style-type: none"> Number sentences Bonds - 100 Addition and subtraction of two digit numbers 	<ol style="list-style-type: none"> 2/5/10 times tables Odd and even numbers 2/5/10 divisions 	<p>Fractions</p> <ol style="list-style-type: none"> Recognise and find a half, third and quarter. Non unit fractions Counting in fractions 	<ol style="list-style-type: none"> Lines of symmetry Faces and edges of shape Vertices of shapes 	<p>Position and Direction</p> <ol style="list-style-type: none"> Describing position Using movement and turn as directions Making patterns using position and direction 	<p>Measurement – mass and capacity</p> <ol style="list-style-type: none"> What is mass and capacity Measure and compare mass Measure in grams and kilograms Measure capacity Compare and understand volume
CEIAG Spotlight	<p>Possible careers –</p> <p>Banker</p> <p>Shop assistant</p>	<p>Possible careers -</p> <p>Teacher</p> <p>Electrician</p>	<p>Possible careers -</p> <p>Mathematician</p> <p>Banker</p> <p>Baker</p>	<p>Possible careers -</p> <p>Architect</p> <p>Builder</p> <p>Artist</p>	<p>Possible careers -</p> <p>Train Driver</p> <p>Bus Driver</p> <p>Robot designer</p>	<p>Possible careers -</p> <p>Baker</p> <p>Chemist</p> <p>Mathematician</p>
SCIENCE	<p>Particles</p> <p>Forces</p>	<p>Atoms/elements</p> <p>Reproduction</p>	<p>Acids/alkalis</p> <p>Energy resources</p>	<p>Solar system & beyond</p> <p>Cells</p>	<p>Variation and classification</p> <p>Electrical circuits</p>	<p>Solutions</p> <p>Environment and feeding relationships</p>
CEIAG Spotlight	<p>Civil engineer</p> <p>Vehicle design</p> <p>British aerospace</p> <p>Scientist</p>	<p>Analytical chemist</p> <p>Biomedical scientist</p> <p>Microbiologist</p> <p>Nuclear engineer</p> <p>NHS – specifically midwifery/gynaecology</p>	<p>Energy engineer</p>	<p>Analytical chemist</p> <p>Biomedical scientist</p> <p>Clinical scientist</p> <p>Crime scene investigator</p> <p>Forensic scientist</p> <p>Microbiologist</p> <p>Geneticists</p> <p>Pharmacologists</p> <p>Meteorologist</p> <p>Astronomer</p>	<p>Electricians</p> <p>Electronic engineer</p> <p>Marine biologist</p> <p>Wildlife preservation</p>	<p>Analytical chemist</p> <p>Biomedical scientist</p> <p>Wildlife preservation</p> <p>Marine biologist</p>

				United Kingdom Space Agency (UKSA)		
ICT	-Cyberbullying -Security -Online folder structure -log in / out of accounts	Slide show produced demonstrating understanding of appropriate graphics, information, interactivity about themselves.	Activities to demonstrate what is found inside a computer. To look at hardware components, software, best programs to use for best practice. Dangers to a computer system.	Introduction to coding. To initially look at creating an online game based around Flappy Bird. Then to use Scratch online to understand coding structure, flow diagrams and how a computer interprets instructions.	A look at how internet searching works. Use of Boolean searching techniques, Key words, AND, NOT, OR. To look at fact vs opinion and how we can source facts.	-Logos -Altering graphics -Look at Copyright -Creation of own graphic material using specific tools in Google Docs / Slides (Crop, recolour, shape etc.)
CEIAG Spotlight	Routes into cyber security and child protection.	Office and admin using PowerPoint or equivalent	Possible future roles as IT technician, building computers.	Possible future career in computer programming and game design	Office administration using office software	Office administration using office software
NURTURE <i>Content & order subject to change as topics chosen based on needs of cohort</i>	Getting to know Me Team Building Word recall Working Together & Feeling good and Bad (SaLT) Emotions (ELSA)	Brain Child ABC Mindful Me Emotional literacy – self-regulation Conversation & Body Language & Non-Verbal Communication Skills (SaLT) Friendships Skills (ELSA)	Memory Skills Social use of language Self-esteem & awareness Conversation Skills & TalkAbout Talking (SaLT) Anger Management (ELSA)	Social Communication through LEGO Growth mindset Friendship skills Assertiveness (SaLT) Resilience (ELSA)	Emotional Literacy – Anger Emotional Literacy – Conflict Emotional Literacy – Anxiety Self-esteem / changing our thought process (ELSA)	Why Try? Moving up Working Together & Feeling good and Bad (SaLT) Greater Independence (ESA)
CEIAG Spotlight	Understanding self & awareness of self around others	Hopes & dreams for future including ideas for careers	Lifelong strategies to improve memory & therefore confidence	Communication skills Engineering Design	Strategies to deal with own emotions in positive & constructive way without negative impact	Strategies to deal with own emotions in positive & constructive way without negative impact

	<p>Introductions to new people Icebreakers</p>	<p>Strategies to deal with own emotions in positive & constructive way without negative impact on those around you & work place People who have careers that inspire us</p>	<p>Being aware of how you speak to others & what they mean with how they speak to you</p>	<p>How to view challenges in the workplace</p>	<p>on those around you & work place Dealing with conflict in the workplace</p>	<p>on those around you & work place Dealing with conflict in the workplace</p>
TOPIC	Deep Sea Voyage	Africa	Victorians	Egypt	WW2	Rainforests
	<p>What & where are the oceans? Difference between sea & ocean. Why are they important? Layers/zone of the ocean. Water cycle Timeline - Deep Sea Creatures of the seas, adaptations & food webs. Sea pollution – plastics. Other pollution – oil. diver history. Modern vs older diving equipment (Leonardo Da Vinci) Trip to Sealife Centre</p> <p>GAO1 - Geographical Knowledge - understanding of geographical knowledge of locations, places, processes,</p>	<p>Oceans, continents and countries. Countries and cities. Human and physical characteristics Compare and African country to a European country. Conservation issue Compare a school day in an African country. African culture, stories, fables. Biomes, ecosystem Climate graphs Native animals – Zoolab</p> <p>GAO1 - Geographical Knowledge - understanding of geographical knowledge of locations, places, processes, environments and different scales GAO2a - Physical Geography - understanding of physical landscapes and</p>	<p>Homes Toys and games School life Queen Victoria Seaside holidays in the past Victorian Blackpool Artefact exploration Victorian Architecture Trips – Fleetwood museum, Blackpool tower</p> <p>HAO1 - Historical Knowledge - understanding of history – the dates, the facts, understanding of chronology etc. HAO2a - Change and Continuity - understanding of how the past was different, the changes that took place and how some changes continued. HAO2b - Cause and Consequence - understanding of the cause/s of events and changes in the past as well as the consequence of</p>	<p>Timeline Locate Egypt, the Nile and Sahara Desert. The importance of the Nile. Egyptian hierarchy – social triangle. Egyptian Farming, food and drink. The Afterlife, death, embalming and beliefs. Pharos - Tutankhamun Hieroglyphics. What the Egyptians left behind. Trip – Liverpool World – Egypt exhibit</p> <p>HAO1 - Historical Knowledge - understanding of history – the dates, the facts, understanding of chronology etc. HAO2a - Change and Continuity - This objective assesses understanding of how the past was different, the</p>	<p>Hitler, Leaders & Introduction to WW2. Evacuation – what was it really like? <i>Battle of Britain?</i> The Blitz What areas & buildings were most at risk? Why? Investigate those that were bombed. How would you protect yourself? Build an Anderson Shelter. Holocaust. Rationing. Trip – MoL WW2 Talk</p> <p>HAO1 - Historical Knowledge - understanding of history – the dates, the facts, understanding of chronology etc. HAO2a - Change and Continuity - This objective assesses understanding of how the past was different, the</p>	<p>Introduction Locate using maps of the world, aerial photographs Importance Structure of the rainforest Habitats and animals of the rainforest Deforestation Sustainability People of the rainforests Climate graphs Trip – zoo</p> <p>GAO1 - Geographical Knowledge - understanding of geographical knowledge of locations, places, processes, environments and different scales GAO2a - Physical Geography - understanding of physical landscapes and the processes that change them GAO2c - Environmental change and Sustainability- understanding of how</p>

	<p>environments and different scales. GAO2a - Physical Geography - understanding of physical landscapes and the processes that change them GAO2c - Environmental change and Sustainability- understanding of how physical and human processes influence the environment and how interconnected our world is</p>	<p>the processes that change them GAO4 - Geographical Skills - use geographical skills and techniques such as map skills, fieldwork, GIS, communication and research</p>	<p>them immediately and into the future. HAO2c - Significance - understanding of the importance and significance of the past.</p>	<p>changes that took place and how some changes continued. HAO3 - Source Skills - understanding of sources for instance how pupils interpret sources, whether they can infer information from them and if they can examine the reliability of a source GAO2a - Physical Geography - understanding of physical landscapes and the processes that change them GAO2b - Human Geography and Citizenship - understanding of human landscapes and the human processes that change them GAO4 - Geographical Skills - use geographical skills and techniques such as map skills, fieldwork, GIS, communication and research</p>	<p>changes that took place and how some changes continued. HAO2b - Cause and Consequence - understanding of the cause/s of events and changes in the past as well as the consequence of them immediately and into the future. HAO2c - Significance - understanding of the importance and significance of the past. HAO3 - Source Skills - understanding of sources for instance how pupils interpret sources, whether they can infer information from them and if they can examine the reliability of a source HAO4 - Historical Interpretation - understanding of different opinions and ideas about the past, it checks whether pupils understand that different people had different experiences of the same events.</p>	<p>physical and human processes influence the environment and how interconnected our world is GAO3 - Decision making - geographical understanding of places, processes and sustainability to make well-evidenced decisions using the key skills of interpretation, analysis and evaluation GAO4 - Geographical Skills - use geographical skills and techniques such as map skills, fieldwork, GIS, communication and research</p>
<p>CEIAG Spotlight</p>	<p>Careers involved in exploration, conservation, waste management, zoo keeper, design, diving</p>	<p>Careers in conservation, animal care, travel industry, chef, teaching abroad, meteorologist, children's author, illustrator</p>	<p>Museum curator, cleaners, engineers, teacher, chef, driver, architect, tram/train driver</p>	<p>Careers in the travel industry, museum curator, cleaners, café workers, reception, website designers, journalism, shop worker,</p>	<p>Armed Forces as a career, museum curator, cleaners, building trade</p>	<p>Careers in the travel industry, museum curator, cleaners, café workers, reception, website designers, journalism, shop worker,</p>

	– police, marine biology			travel writer, pathologist, undertaker, health care work including doctors and surgeons		journalism, conservation, animal care, travel writer
ART	<p>Tie dye Cutting fabric Basic sewing Sewing machine work & stages Design & label sea creatures Hot & cold colours Water colour blending – silhouette art Recycled art</p> <p>Making- Skills of making art, craft and design Generating ideas- Skills of designing and developing ideas Evaluating-Skills of judgement and evaluation Knowledge- Knowledge about art and processes</p>	<p>African masks – research, design prototypes, cutting & painting, construction & evaluation</p> <p>Making- Skills of making art, craft and design Generating ideas- Skills of designing and developing ideas Evaluating-Skills of judgement and evaluation</p>	<p>Structures & testing different materials William Morris Water colours</p> <p>Making- Skills of making art, craft and design Generating ideas- Skills of designing and developing ideas Evaluating-Skills of judgement and evaluation Knowledge- Knowledge about art and processes</p>	<p>Pharaoh masks – research, design, papier mache construction & evaluation Airdrying clay cartouche Papyrus making Air drying clay bodies & modroc sarcophagus</p> <p>Making- Skills of making art, craft and design Generating ideas- Skills of designing and developing ideas Evaluating-Skills of judgement and evaluation</p>	<p>Textile medals - basic hand sewing – cutting pattern, pinning, running stitch Henry Moore – black paper, wax crayon & water colour representations of underground tube stations Silhouette art Represent survivor stories in chosen style</p> <p>Making- Skills of making art, craft and design Evaluating-Skills of judgement and evaluation</p>	<p>Printing Batik - research & experiment with wax resist, design, prototype, final & evaluation Bleach resist dying</p> <p>Making- Skills of making art, craft and design Generating ideas- Skills of designing and developing ideas Evaluating-Skills of judgement and evaluation</p>
CEIAG Spotlight	Careers involved in exploration, conservation, waste management, zoo keeper, design, diving – police, marine biology, textiles	Careers in conservation, animal care, travel industry, chef, teaching abroad, meteorologist, children’s author, illustrator	Museum curator, cleaners, engineers, designer	Careers in the travel industry, museum curator, cleaners, café workers, reception, website designers, journalism, shop worker, travel writer, pathologist, undertaker	Armed Forces as a career, museum curator, cleaners, building trade	Careers in the travel industry, museum curator, cleaners, café workers, reception, website designers, journalism, shop worker, journalism, conservation, animal care, travel writer
PE	Rugby – Introduction to ball handling, Tackling, Rucking,	Football – Pupils gain an introduction to controlling the football,	Table Tennis - Introduction to game play, introduction to forehand and basic	Swimming – Introduction to personal survival, introduction to speed	Cricket – Introduction to batting. Forward and backward defensive shots.	Athletics – Introduction to track events. Introduction to medium distance track

	Supporting the ball carrier, scrummaging and line outs. Focusing on skill development and ensuring progress for all pupils. Also, rugby looks at personal development promoting respect between pupils and staff. As well as teamwork and personal challenge for each pupil.	running with the ball, tackling, passing, support the player in possession and a basic introduction to the laws of the game. Personal development means that pupils can challenge themselves. As well as this, pupils can build on the teamwork aspect they started last half term. Also, ensuring that the respect element remains from the rugby topic last half term.	technique, introduction to backhand and basic technique, introduction to serve and basic technique, introduction to doubles table tennis, introduction to knowledge and laws of the game. Personal development - Improving on personal skills and hand eye-coordination. Self-improvement in a lesser played sport.	swim, introduction to endurance swim introduction to treading water, introduction to surface dives, introduction to underwater swim, introduction to HELP position. Personal development – Life skill, essential in danger situation. Also, allows pupils to engage with the public outside of the school environment. Therefore, allowing pupils forms of independence moving forwards.	Introduction to bowling. Concentrate on technique for fast pace a spin bowling. Introduction to fielding. Concentration on long barrier and when to use this in the field. Personal development – Teamwork is still evident from the previous sports undertaken. Individual elements for each section looks at improvement over time. Inclusion, looking at getting everyone involved in the activity.	events. Introduction to field events; shot putt, discus and javelin. Introduction to high jump’s scissor technique. Introduction to long and triple jump. Personal development – personal challenge in various sporting events. Respect for competing athletes for what is considered dangerous equipment.
CEIAG Spotlight	Possible career opportunities – Rugby professional, Rugby coach, Rugby analyst, Physio, PE teacher.	Possible career opportunities – Football professional Football coach, Football analyst, defensive coach, midfield coach, attacking coach, Physio, PE teacher.	Possible career opportunities – Table Tennis professional, Table Tennis coach, Table Tennis analyst, Physio, PE teacher.	Possible career opportunities – Swimming professional, Swimming instructor, lifeguard, PE teacher.	Possible career opportunities – Cricket professional, Cricket coach, Cricket analyst, Physio, PE teacher, bowling coach, batting coach, fielding coach.	Possible career opportunities – Athlete, Athletics coach for various events, analyst, commentator, Physio, PE teacher.
PSD	Transition to Secondary school Personal safety in and out of school including basic first aid, diet, exercise and how to make healthy choices	Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations	Diversity, prejudice and bullying including cyber bullying Managing on and off-line friendships	The risks of alcohol, tobacco and other substances Managing puberty, issues of unwanted contact and FGM	Self-esteem, romance and friendships including online friendships. Exploring family life including marriage	Making ethical financial decisions Saving, spending and budgeting our money
CEIAG Spotlight	Careers in: NHS/healthcare	Setting up own enterprise/business	How to deal with difficult situations in the workplace	Careers in: NHS	Careers in: Counselling	Careers in: Finance

	Health and fitness Education Police Fire & Rescue Nutrition	Skills Raising aspirations Exposure to different careers	Relationship building Careers in: Cybercrime	Police Youth work Counselling		Fair Trade
RE	Diwali (Hinduism),	Christmas (Christianity), Day of the Dead	Chinese New Year, Parinirvana (Buddhism)	Easter (Christianity) Birth of the Khalsa (Sikhism)	Passover (Judaism)	Eid-al-Fitr (Islam)
CEIAG Spotlight	In any further education setting or workplace pupils will experience and come across people from a wide variety of cultures and religions, these sessions encourage an ethos of acceptance and enquiry is a safe a secure environment to ask questions and to gain an understanding	In any further education setting or workplace pupils will experience and come across people from a wide variety of cultures and religions, these sessions encourage an ethos of acceptance and enquiry is a safe a secure environment to ask questions and to gain an understanding	In any further education setting or workplace pupils will experience and come across people from a wide variety of cultures and religions, these sessions encourage an ethos of acceptance and enquiry is a safe a secure environment to ask questions and to gain an understanding	In any further education setting or workplace pupils will experience and come across people from a wide variety of cultures and religions, these sessions encourage an ethos of acceptance and enquiry is a safe a secure environment to ask questions and to gain an understanding	In any further education setting or workplace pupils will experience and come across people from a wide variety of cultures and religions, these sessions encourage an ethos of acceptance and enquiry is a safe a secure environment to ask questions and to gain an understanding	In any further education setting or workplace pupils will experience and come across people from a wide variety of cultures and religions, these sessions encourage an ethos of acceptance and enquiry is a safe a secure environment to ask questions and to gain an understanding
MFL (Spanish)	Basic vocabulary Greetings Counting up to 15 Counting up to 100 Talking about the weather Colours Snacks Telling the time		Introductions Introducing yourself Getting used to Spanish pronunciation Using the verb tener to give your age Saying when your birthday is Asking someone when their birthday is		School Life Talking about the classroom Understanding el/la, the definite article (pencil cases/school bag) Talking about your school subjects Saying what you do in lessons Talking about your teachers	
CEIAG Spotlight	Travel & tourism industry Retail Catering industry Care industry Translators		Travel & tourism industry Retail Catering industry Care industry Translators		Travel & tourism industry Retail Catering industry Care industry Translators	

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Due to the nature of the SEMH of the pupils at the school, long term and medium term plans are subject to change based on the circumstances and behaviours displayed around the time of the lessons. They are to be read with the understanding that some lessons will be expanded over more sessions if pupils require more detail to ensure understanding or show a particular interest in a topic and it is deemed beneficial to explore further. This may result with other, less relevant to that cohort, topics not being taught when initially planned.

Autumn 1								Autumn 2							Spring 1					Spring 2							Summer 1						Summer 2										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40				
INSET	Getting to know me		Deep Sea Voyage					Africa Is Not a Country							**		What The Victorians Did for Us						Walk Like an Egyptian								WW2						Welcome To the Jungle		Transition to year 8				