

	Autumn 1 Your place in the world & Global Politics	Autumn 2 Money Management	Spring 1 Emergency Services & Laws of the land	Spring 2 Personal Safety	Summer 1 Environmental Awareness	Summer 2 Role Models & Global Geography
Year 7	You as a citizen Voting for Head boy Voting for School council reps Who is in charge? What is Democracy? Understanding British Values Where do we live? What’s the capital of England? British Values Tea Party!	Debate Skills Is money important? ‘Money doesn’t grow on trees’ Pocket Money – ‘Should you have to do chores?’ ‘Should you lose money for poor behaviour?’ Pocket money school survey Saving Budgeting ‘How would you spend £10 per wk?’ BHM- Black / history month	British Values – Rule of law Law and the rights of children Where do laws come from? Debate current laws The United Nations Convention on the Rights of the Child 1989 54 Rights every child has	Fake news – Is a tweet the truth? Power of media and television Viewpoints matter Where can we find trustworthy information? The power of advertising Road safety Water safety (possible swimming lifesaving lessons) Calling an ambulance Road safety community walk trip	Resources, waste and recycling Reducing your water footprint The economy and the environment Sustainable development: Species extinction Year 7 animal adoption fundraiser Marwell Trip	Role models in Society – Marcus Rashford Case Study What makes a good role model? Do you think social media shows us good role models? Who is your Role Model? When I grow up I want to be? Career stereotypes I can be whatever I want to be!
Year 8	British Values Direct Democracy v Against Democracy Voting School council The Royal family	Bank accounts Different types of accounts and purpose Saving and borrowing Understanding interest 13.1 p 165  BHM – Black / history month	You and the Police Understanding the role of police and emergency services Your rights Debate ID cards in UK 14.2 p171	Online literacy and responsibility  Train and road safety	Dealing with climate change. What can we do? What are international Pressure groups Your Life bk5 p 86-87 Seaspiracy	Map reading – Symbols, directions and contour lines Measuring distance and grid references Using an Atlas – Continents and Oceans  Trip to Southampton Common to look and map features and navigation
Year 9	Voting School council Pressure groups Climate change groups	Money Matters 3 Gambling In game purchases How to manage your money	Youth Crime p235 Gangs and Knife crime impact on society and community	Social media v’s reality Bike and road safety awareness	Poverty in the UK The Slave trade in 2021 106-107 your choice bk3  <b>Your futures and Choices</b>	Development and Globalisation Tourism Urbanisation

	Greta Thunberg study	Impact of debt  BHM – Black / history month		Bike maintenance		Environment, Resources and Conflict
Year 10	Understanding politics Local and general elections How to vote at 18 School council & Head boy	Money Matters 4 Consumer rights Fairtrade Considering Environmental Impact  BHM – Black / history month	Understanding Women and Equality Laws Violence against women and LGBT+ community Understanding Racism and discrimination Stephen Lawrence case study	The power behind a ‘Tweet’  Car and motorbike safety and awareness Driving theory test	Genetic engineering What is really in our food? What does organic mean? Is our diet impacting the environment? Meat and Dairy industry, fish and by catch, palm oil and deforestation.	Storm Cycles and types of storms Rivers Coasts and erosions  Visit to Lee On Solent to look at Coastal Erosion
Year 11	Understanding: Brexit The Commonwealth United Nations EU Rights in the UK	Money Matters Making financial choices now to help your future  BHM – Black / history month	Your online reputation and the law. Social media decisions you make now that could impact your future.	Radicalisation  Keeping safe in my community	Weather Patterns and Climate Global Biomes – Deserts and Rainforests	Promoting and protecting human and animal rights X3 week topic on rights of the pupils choice

## YEAR 7 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	Cross Curricular links
<b>Autumn 1</b>	You as a citizen Voting for Head boy Voting for School council reps Who is in charge? What is Democracy? Understanding British Values Where do we live? What's the capital of England? British Values Tea Party!	<ul style="list-style-type: none"> <li>I understand Citizenship education develops my knowledge, skills and understanding so I can play a full part in society as active and responsible citizen.</li> <li>I can list 3 things I could do to become a responsible citizen</li> <li>I can explain where I live in relation to the rest of the world</li> <li>I know how many continents there are</li> <li>I know which city is the capital of England</li> <li>I can name the 5 key terms that make up British Values</li> <li>I understand Britain's system of government is a parliamentary democracy.</li> <li>I understand Parliament is the body of people who make laws on behalf of British people.</li> <li>I understand we have a democracy at school when voting for school council and Head Boy</li> <li>I can vote in a school elections</li> <li>I can take part in a British Tea Party and show respect and manners in my communication skills</li> </ul>	P86-87 Your Life Student Book 1 P86-87 Your Choice Student Book 2 Twinkle PP UK Twinkle PP Democracy Democracy Work sheets and card match game School council elections Head Boy Elections Tea Party Twinkle paper landmarks for London Globe / Map of world	PSHE – Responsibility (All about me)  Geography     RE –Justice & Punishment Unit year 9  Whole school event  Cookery – Making scones, sandwiches
<b>Autumn 2</b>	Black History Month Debate Skills Is money important? 'Money doesn't grow on trees' Pocket Money – 'Should you have to do chores?' 'Should you lose money for poor behaviour?' Pocket money school survey Saving Budgeting 'How would you spend £10 per wk?'	<ul style="list-style-type: none"> <li>I can show respect to different cultures</li> <li>I can explore new cultures through food tasting</li> <li>I can discuss whether I think money is important</li> <li>I can explore issues involving pocket money.</li> <li>I can discuss my views in an assertive way.</li> <li>I can be respectful to others when listening to their opinion.</li> <li>I understand the terms income, expenses, expenditure and interest.</li> <li>I can distinguish between needs and wants.</li> <li>I understand the difference between short-run and long-run costs.</li> <li>I understand how budgeting and saving money can benefit me.</li> </ul>	<a href="https://www.bbc.co.uk/newsround/49372390">https://www.bbc.co.uk/newsround/49372390</a> Not Hill carnival Black History Carnival food tasting Mr T Your Choice text Book1 P82-83 Pocket Money 16.1 P84-85 Budgeting 16.1 <a href="http://www.young-enterprise.org.uk/">www.young-enterprise.org.uk/</a> <a href="http://www.moneyadvice.service.org.uk/blog/power-of-pocket-money">www.moneyadvice.service.org.uk/blog/po</a> <a href="http://www.moneyadvice.service.org.uk/en/articles/how-to-help-teenagers-manage-their-money">wer-of-pocket-money</a> <a href="http://www.moneyadvice.service.org.uk/en/articles/how-to-help-teenagers-manage-their-money">www.moneyadvice.service.org.uk/en/artic</a> <a href="http://www.moneyadvice.service.org.uk/en/articles/how-to-help-teenagers-manage-their-money">les/how-to-help-teenagers-manage-their-</a> <a href="http://www.moneyadvice.service.org.uk/en/articles/how-to-help-teenagers-manage-their-money">money</a> Your Choice text Book 2 13.2 – p80 Saving and borrowing Pocket Money matters – Your Life 1 p 52-53	Whole school event  PSHE – Discrimination and Prejudice Yr7-11  Maths – Recording and Displaying data Understanding value of Money Budgeting  English – Debating

<b>Spring 1</b>	<p>British Values – Rule of law</p> <p>Debate Sharia law – Afghanistan current world issues</p> <p>Law and the rights of children</p> <p>Where do laws come from?</p> <p>Debate current law of smacking, Sharia law, knife Crime, stop and search and protesting.</p> <p>The United Nations Convention on the Rights of the Child 1989</p> <p>54 Rights every child has</p> <p>Sawai's Case Study p59 Your Life bk 1</p>	<ul style="list-style-type: none"> <li>• I understand what the law is and how laws are made</li> <li>• I understand the terms laws, customs, morality, rules and regulations.</li> <li>• I understand that until I am 18 I am considered too young to make all my own decisions and my parents/guardians have responsibility and influence.</li> <li>• I can discuss my rights as a child at home</li> <li>• I understand parent/guardian duties and Children's rights</li> <li>• I can debate issues regarding laws (Smacking, Sharia, Knife crime)</li> <li>• I can explore the youth justice system and what happens in youth courts</li> <li>• I can debate issues surrounding stop and search</li> <li>• I can research the United Nations Rights of a Child</li> </ul>	<p>Twinkle Rule of law PP</p> <p>ht/news/world-27307249tps://www.bbc.co.uk</p> <p>Your Life Teacher File – Youth justice knife crime p 76-78</p> <p>Your Life book 1- You and the law/children's rights p 54-59</p> <p>Your Choice Book 2 – p82-83 Laws and rights of child</p> <p>Your choice Book 2- p84-85 You and the police</p> <p>Knife Crime – Your Life book 3 p46-47</p> <p>Youth Courts – Your Life book 3 p70-73</p>	<p>ICT – Laws of copyright – Year 8 – Website designing</p>
<b>Spring 2</b>	<p>Fake news – Is a tweet the truth?</p> <p>Power of media and television</p> <p>Viewpoints matter</p> <p>Where can we find</p>	<ul style="list-style-type: none"> <li>• I can debate whether I think Social media gives a fair coverage of people from all sections of society.</li> <li>• I can discuss the influence of media and advertising on young people.</li> <li>• I understand people have different viewpoints</li> </ul>	<p>You and the media – Your Life book 1 p46-47</p> <p>The influence of advertising – your Life book 2 p50-51</p> <p><a href="https://www.think.gov.uk/">https://www.think.gov.uk/</a></p> <p><a href="https://www.think.gov.uk/education-">https://www.think.gov.uk/education-</a></p>	<p>English – Year 9 – Persuasive Discussion and presentations</p> <p>ICT – Year 9 – PIXLR Photoshop</p>

	<p>trustworthy information?</p> <p>The power of advertising</p> <p>Road safety</p> <p>Water safety (possible swimming lifesaving lessons)</p> <p>Calling an ambulance</p>	<p>depending on their personal experiences.</p> <ul style="list-style-type: none"> <li>• I can debate whether I think Childrens adverts should be banned?</li> <li>• I can debate the rise of the influencer and whether I think this is positive or negative on society.</li> <li>• I understand basic road safety and can demonstrate this on a trip in the local community.</li> <li>• I can discuss the importance of water safety and understand how to get help for someone in trouble.</li> </ul>	<p><a href="https://resources/rnli.org/pages/ppc/beach-safety/beach-safe-kids?gclid=Cj0KCQjwpreJBhDvARIsAF1_BU1tg0P7-s9B_YTs1g0I5z_4z5Yjl9KAANt05voyC1_RyUMcUY55T-laAltpEALw_wcB&amp;gclsrc=aw.ds">resources/ https://rnli.org/pages/ppc/beach-safety/beach-safe-kids?gclid=Cj0KCQjwpreJBhDvARIsAF1_BU1tg0P7-s9B_YTs1g0I5z_4z5Yjl9KAANt05voyC1_RyUMcUY55T-laAltpEALw_wcB&amp;gclsrc=aw.ds</a></p>	<p>PSHE – Across All years (Personal Safety)</p>
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<b>Summer 1</b>	<p>Resources, waste and recycling</p> <p>Reducing your water footprint</p> <p>The economy and the environment:</p> <ul style="list-style-type: none"> <li>• Global warming</li> <li>• Pollution</li> <li>• Deforestation – Palm Oil</li> </ul> <p>Sustainable development:</p> <ul style="list-style-type: none"> <li>• Energy consumption</li> <li>• Food consumption</li> <li>• Natural resources</li> </ul> <p>Species extinction</p> <p>Year 7 animal adoption</p> <p>Marwell Trip</p>	<ul style="list-style-type: none"> <li>• I understand how to reduce waste at school and at home and the importance of recycling.</li> <li>• I can explain ways to reduce my water footprint</li> <li>• I can explain what is meant by the term global warming.</li> <li>• I can explain the impact pollution has on the natural world.</li> <li>• I can debate the impact of deforestation for Palm Oil</li> <li>• I can undertake research into sustainable living and how this could benefit our future</li> <li>• I can research species extinction and produce a case study on an animal of my choice</li> <li>• I can help raise money as a year group to adopt an animal endanger of extinction</li> <li>• I can ask questions on a school trip to discover how Marwell is helping to preserve the natural world.</li> </ul>	<p>Your Life book 1 – Recycling p102-103</p> <p>Your Life book 5- Economy and the environment &amp; Reducing water footprint p 82-85</p> <p>David Attenborough – Life on our Planet</p>	<p>CDT – Year 7 – 3 R's project</p> <p>Cookery – Year 7 –</p> <p>Food Wheel and Where food Comes from</p> <p>Maths – Year 7 – Money Management using basic money</p>
<b>Summer 2</b>	<p>Role models in Society – Marcus Rashford Case Study</p> <p>What makes a good role model?</p> <p>Do you think social media shows us good role models?</p> <p>Who is your Role Model? - Profile</p> <p>When I grow up I want to be?</p> <p>Career stereotypes</p>	<ul style="list-style-type: none"> <li>• I can explain Marcus Rashfords positive contribution to British Society.</li> <li>• I can explain character traits that make a good role model.</li> <li>• I can debate whether social media conveys good role models for young people.</li> <li>• I can write a profile about my role model.</li> <li>• I can share my aspirations for the future.</li> </ul>	<p>Books: Marcus Rashford (Little People, BIG DREAMS)</p> <p>(You Are a Champion) How to Be the Best You Can Be</p> <p>Film – The Pursuit of Happiness Will Smith</p>	<p>PSHE – Black History Month</p> <p>WorkSkills – Autumn 1 – Career Aspirations</p>

	I can be whatever I want to be!	<ul style="list-style-type: none"><li>• I understand the term stereotype and can give examples of this.</li><li>• I understand equality and that racism, sexism, ageism, gender and disability discrimination is not acceptable.</li><li>• I can write a film review on The Pursuit of Happyness and explain the term resilience in reference to Will Smiths character.</li><li>• I can write down my hopes and dreams for the future</li></ul>		
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## YEAR 8 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	Cross Curricular Links
Autumn 1	British Values Direct Democracy v Against Democracy Voting School council The Royal family	<ul style="list-style-type: none"> <li>I understand what it means for me to be British.</li> <li>I understand key terms in reference to British Values (Respect, Tolerance, Law, democracy and individual liberty)</li> <li>I understand the importance of voting and the process involved.</li> <li>I have voted in a school election</li> <li>I understand how the Royal Family is structured and key members.</li> <li>I understand who runs our country</li> <li>I know the role the government has</li> <li>I can identify key roles of the British Government</li> </ul>	<a href="https://www.twinkl.co.uk/resource/t-tp-959-british-values-display-poster">https://www.twinkl.co.uk/resource/t-tp-959-british-values-display-poster</a> <a href="https://www.twinkl.co.uk/resource/t2-p-148-new-what-is-democracy-presentation">https://www.twinkl.co.uk/resource/t2-p-148-new-what-is-democracy-presentation</a> <a href="https://www.twinkl.co.uk/resource/t-e-637-uk-parliament-and-the-government-how-is-the-country-run-powerpoint">https://www.twinkl.co.uk/resource/t-e-637-uk-parliament-and-the-government-how-is-the-country-run-powerpoint</a> <a href="https://www.twinkl.co.uk/resource/t2-t-17015-uk-parliament-elections-and-voting-powerpoint">https://www.twinkl.co.uk/resource/t2-t-17015-uk-parliament-elections-and-voting-powerpoint</a> Your Life Book 1 – p36-37 – You and the law Your Life Book 1 – p38-39 – You and the law Your Life Book 2 – p80-81 – You as a citizen Britain's Government Your Life Book 2 – p86-87 – You as a citizen is the voting system fair? <a href="https://www.twinkl.co.uk/resource/t-p2-h-152-planit-history-lks2-riotous-royalty-lesson-6-the-modern-royal-family-lesson-pack">https://www.twinkl.co.uk/resource/t-p2-h-152-planit-history-lks2-riotous-royalty-lesson-6-the-modern-royal-family-lesson-pack</a> <a href="https://www.twinkl.co.uk/resource/t2-h-4818-new-royal-family-tree">https://www.twinkl.co.uk/resource/t2-h-4818-new-royal-family-tree</a> <a href="https://www.twinkl.co.uk/resource/t2-par-39-royal-family-pop-quiz">https://www.twinkl.co.uk/resource/t2-par-39-royal-family-pop-quiz</a>	Maths – Summer 1 – Percentages & number Properties and calc



Autumn 2	<p>Money Matter 2 Bank accounts Different types of accounts and purpose Saving and borrowing Understanding interest 13.1 p 165</p> <p>BHM – Black / history month</p>	<ul style="list-style-type: none"> <li>• I understand different types of bank account such as savings, debit card and credit card.</li> <li>• I can discuss my views in an assertive way.</li> <li>• I can be respectful to others when listening to their opinion.</li> <li>• I understand the terms saving, borrowing and interest.</li> <li>• I can distinguish between needs and wants.</li> <li>• I understand the term 'interest' and what this means in regard to my savings.</li> <li>• I understand how budgeting and saving money can benefit me.</li> <li>• I can identify the positive benefits of saving money.</li> </ul>	<p>Your Money Matter p11-22</p> <p>Your Life Book 2 p 20-21 – Savings Top Tips</p> <p>Your Life Book 3 p30-33</p> <p>Spending Sense – Young Money – Needs &amp; Wants</p>	<p>Maths – Summer 1 – Calculations using money</p>
Spring 1	<p>You and the Police Understanding the role of police and emergency services Your rights Debate ID cards in UK</p>	<ul style="list-style-type: none"> <li>• I understand the role the Police have to play in society</li> <li>• I understand my role in society and following laws</li> <li>• I can identify the emergency services</li> <li>• I understand the role of the emergency services</li> <li>• I understand and can identify my rights as a citizen in this country</li> <li>• I understand that until I am 18 I am considered too young to make all my own decisions and my parents/guardians have responsibility and influence.</li> <li>• I can communicate my opinion on ID cards and the need for them in an appropriate manner</li> </ul>	<p>Your Life Book 1 – p54-54 – You and your parents</p> <p>Your Life Book 2 – p38-41 – Police duties and powers</p> <p>Your Life Book 3 – p24-25 – Your human rights</p> <p>Your Life Book 3 - -26-27 – Protecting your rights</p> <p>Your Choice Book 2 – p82-83 – 14.1 Laws of Children</p> <p>Your Choice Book 2 – p84-85 – 14.2 You and the Police</p> <p><a href="https://www.theweek.co.uk/brexit/95434/the-pros-and-cons-of-id-cards-for-uk-citizens">https://www.theweek.co.uk/brexit/95434/the-pros-and-cons-of-id-cards-for-uk-citizens</a></p> <p><a href="https://www.digitalid.co.uk/blog/is-digital-id-a-good-idea">https://www.digitalid.co.uk/blog/is-digital-id-a-good-idea</a></p> <p><a href="https://www.twinkl.co.uk/resource/t2-t-10000333-all-about-the-police-information-powerpoint">https://www.twinkl.co.uk/resource/t2-t-10000333-all-about-the-police-information-powerpoint</a></p> <p><a href="https://www.youtube.com/watch?v=oHi9-RCdcP4">https://www.youtube.com/watch?v=oHi9-RCdcP4</a> (what are public services)</p>	<p>ICT – Spring 1 – ICT in Society</p> <p>PSHE – Across All Years</p>



<p><b>Spring 2</b></p>	<p>Online literacy and responsibility</p> <p>Train and road safety</p>	<ul style="list-style-type: none"> <li>• I understand the term ‘keeping myself safe’</li> <li>• I can identify ways to keep myself online</li> <li>• I can describe the negative effects of not keeping myself online</li> <li>• I can identify different forms of technology used to get online</li> <li>• I can identify safety procedures in relation to trains and crossings</li> <li>• I can identify road safety procedures as a pedestrian</li> <li>• I can identify road safety procedures when using a car</li> <li>• I understand basic road safety signs</li> </ul>	<p><a href="https://content.twinkl.co.uk/resource/70/84/cfe-p-54-cfe-road-safety-week-quiz-activity-sheet-english-ver-4.pdf?token=exp=1646058369~acl=%2Fresource%2F70%2F84%2Fcf-p-54-cfe-road-safety-week-quiz-activity-sheet-english-ver-4.pdf%2A~hmac=14c453b9193c960d0b8fe25990ce737ce0ae2fb7d5ced8d3b6a2682993aa0ea2">https://content.twinkl.co.uk/resource/70/84/cfe-p-54-cfe-road-safety-week-quiz-activity-sheet-english-ver-4.pdf?token=exp=1646058369~acl=%2Fresource%2F70%2F84%2Fcf-p-54-cfe-road-safety-week-quiz-activity-sheet-english-ver-4.pdf%2A~hmac=14c453b9193c960d0b8fe25990ce737ce0ae2fb7d5ced8d3b6a2682993aa0ea2</a></p> <p><a href="https://www.twinkl.co.uk/resource/t2-i-049-internet-safety-crossword">https://www.twinkl.co.uk/resource/t2-i-049-internet-safety-crossword</a></p> <p>Digital Resilience PDF – Worksheets</p> <p>Digital Toolkit PDF – Worksheets</p> <p><a href="https://www.brake.org.uk/get-involved/for-professionals/teachers-and-youth-workers/teaching-resources">https://www.brake.org.uk/get-involved/for-professionals/teachers-and-youth-workers/teaching-resources</a></p> <p><a href="https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources/">https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources/</a></p> <p><a href="https://switchedonrailsafety.co.uk/12-16-Case-Study-Switched-On/">12-16 Case Study - Switched On!</a> (switchedonrailsafety.co.uk)</p> <p><a href="https://www.youtube.com/watch?v=Z5eAtsaNo8U">https://www.youtube.com/watch?v=Z5eAtsaNo8U</a> (Train Safety Video)</p> <p><a href="https://switchedonrailsafety.co.uk/">https://switchedonrailsafety.co.uk/</a></p>	<p>ICT Autumn 1 – Internet Safety</p> <p>WorkSkills – Application forms</p> <p>Spring 1</p>
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<b>Summer 1</b>	<p>Dealing with climate change.</p> <p>What can we do?</p> <p>Is recycling really working?</p> <p>How should we be dealing with waste?</p> <p>Seaspiracy</p>	<ul style="list-style-type: none"> <li>• I understand the term 'Climate Change'</li> <li>• I can identify reasons why climate change may occur</li> <li>• I can identify ways in which I can help with climate change</li> <li>• I can identify ways globally that climate change can be helped</li> <li>• I understand the importance of recycling</li> <li>• I can identify different materials that can be recycled</li> <li>• I understand how waste is managed and disposed of on a local and national level</li> <li>• I understand the impact 'climate change' is having on our planet</li> <li>• I understand the impact of over fishing on the oceans</li> <li>• I understand the term 'sustainability'</li> </ul>	<p>Netflix – Seaspiracy</p> <p><a href="https://www.twinkl.co.uk/resource/t3-sc-662-climate-change-quiz-powerpoint">https://www.twinkl.co.uk/resource/t3-sc-662-climate-change-quiz-powerpoint</a></p> <p><a href="https://www.twinkl.co.uk/resource/t2-g-2567161-uks2-all-about-global-warming-resource-pack">https://www.twinkl.co.uk/resource/t2-g-2567161-uks2-all-about-global-warming-resource-pack</a></p> <p><a href="https://content.twinkl.co.uk/resource/9f/e4/za2-sc-3-endangered-animals-activity-sheet-ver-1.pdf?token=exp=1682419656~acl=%2Fresource%2F9f%2Fe4%2Fza2-sc-3-endangered-animals-activity-sheet-ver-1.pdf%2A~hmac=ac9596a19e611761a4735a38fb076dff40e87125bc6e01111d0368cb472f3cf">https://content.twinkl.co.uk/resource/9f/e4/za2-sc-3-endangered-animals-activity-sheet-ver-1.pdf?token=exp=1682419656~acl=%2Fresource%2F9f%2Fe4%2Fza2-sc-3-endangered-animals-activity-sheet-ver-1.pdf%2A~hmac=ac9596a19e611761a4735a38fb076dff40e87125bc6e01111d0368cb472f3cf</a></p> <p><a href="https://www.twinkl.co.uk/resource/t3-sc-662-climate-change-quiz-powerpoint">https://www.twinkl.co.uk/resource/t3-sc-662-climate-change-quiz-powerpoint</a></p>	<p>Cookery Spring 1 – Social and Environmental impact and food Choices</p> <p>Science – Spring 1 – Climate Change</p>

			<a href="https://www.twinkl.co.uk/resource/overfishing-upper-ks2-non-fiction-differentiated-reading-comprehension-t-e-1648450287">ce/overfishing-upper-ks2-non-fiction-differentiated-reading-comprehension-t-e-1648450287</a> <a href="https://www.twinkl.co.uk/resource/overfishing-exam-questions-t-sc-2550118">https://www.twinkl.co.uk/resource/overfishing-exam-questions-t-sc-2550118</a>	
<b>Summer 2</b>	Map reading – Symbols, directions and contour lines Measuring distance and grid references Using an Atlas – Continents and Oceans Trip to Southampton Common to look and map features and navigation	<ul style="list-style-type: none"> <li>• I can use a road map</li> <li>• I can identify grid references on a road map and identify some symbols from the key</li> <li>• I can read an OS map to 6 digits</li> <li>• I understand some of the symbols on an OS map</li> <li>• I can identify the 4 directions on a compass</li> <li>• I can use an Atlas to identify different countries</li> <li>• I can identify the different continents and oceans on a world map</li> </ul>	<a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sg">https://www.bbc.co.uk/bitesize/subjects/zrw76sg</a>	English – Autumn 2 – Equality & Diversity – Christmas Carol WorkSkills – Summer 1 – Aspirations SEAL – Year 9 – Friendship Skills

## YEAR 9 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	
<b>Autumn 1</b>	British Values Voting School council Pressure groups Climate change groups Greta Thunberg study	<ul style="list-style-type: none"> <li>I understand what it means for me to be British.</li> <li>I understand key terms in reference to British Values (Respect, Tolerance, Law, democracy and individual liberty)</li> <li>I understand the importance of voting and the process involved.</li> <li>I have voted in a school election</li> <li>I understand the terms of climate change and the effects on my country and globally</li> <li>I know what is meant by the term 'pressure group'</li> <li>I know who Greta Thunberg is and can identify her position on climate change</li> </ul>	<a href="https://www.twinkl.co.uk/resource/t-tp-959-british-values-display-poster">https://www.twinkl.co.uk/resource/t-tp-959-british-values-display-poster</a> <a href="https://www.twinkl.co.uk/resource/t2-t-17028-uk-parliament-lesson-1-what-is-the-uk-parliament-lesson-pack">https://www.twinkl.co.uk/resource/t2-t-17028-uk-parliament-lesson-1-what-is-the-uk-parliament-lesson-pack</a> <a href="https://www.twinkl.co.uk/resource/t-e-637-uk-parliament-and-the-government-how-is-the-country-run-powerpoint">https://www.twinkl.co.uk/resource/t-e-637-uk-parliament-and-the-government-how-is-the-country-run-powerpoint</a> <a href="https://www.twinkl.co.uk/resource/t2-t-17015-uk-parliament-elections-and-voting-powerpoint">https://www.twinkl.co.uk/resource/t2-t-17015-uk-parliament-elections-and-voting-powerpoint</a> <a href="https://www.twinkl.co.uk/resource/uks2-what-is-climate-change-powerpoint-t2-g-2567177">https://www.twinkl.co.uk/resource/uks2-what-is-climate-change-powerpoint-t2-g-2567177</a> <a href="https://www.twinkl.co.uk/resource/t2-g-2567159-uks2-global-warming-fact-and-discussion-cards">https://www.twinkl.co.uk/resource/t2-g-2567159-uks2-global-warming-fact-and-discussion-cards</a> <a href="https://www.twinkl.co.uk/resource/t3-sc-662-climate-change-quiz-powerpoint">https://www.twinkl.co.uk/resource/t3-sc-662-climate-change-quiz-powerpoint</a> <a href="https://www.twinkl.co.uk/resource/greta-thunberg-powerpoint-t-tp-2678375">https://www.twinkl.co.uk/resource/greta-thunberg-powerpoint-t-tp-2678375</a> <a href="https://www.twinkl.co.uk/resource/uks2-greta-thunberg-differentiated-reading-comprehension-activity-t-e-1000">https://www.twinkl.co.uk/resource/uks2-greta-thunberg-differentiated-reading-comprehension-activity-t-e-1000</a> Your Life Book 5 – p82-83 – Global challenges Environmental Issues Your Life Book 5 – p86-87 – Working for Change <a href="https://www.bbc.co.uk/iplayer/episodes/p090xz9z/i-am-greta">https://www.bbc.co.uk/iplayer/episodes/p090xz9z/i-am-greta</a>	Maths – Summer 1 - Percentages, fractions and Decimals  Science – Spring 1 – Climate Change

<b>Autumn 2</b>	<p>Money Matters 3 Gambling In game purchases How to manage your money Impact of debt</p> <p>BHM – Black / history month</p>	<ul style="list-style-type: none"> <li>• I can explore issues involving gambling.</li> <li>• I can discuss my views in an assertive way.</li> <li>• I can be respectful to others when listening to their opinion.</li> <li>• I understand the terms gambling and debt.</li> <li>• I understand ‘in-game’ purchases and the positive and negative impact of these.</li> <li>• I can distinguish between needs and wants.</li> <li>• I understand the term ‘interest’ in relation to debt</li> <li>• I understand different ways of getting in to debt such as store cards, gambling, credit and loans.</li> <li>• I understand the impact of debt both in the short-term and long-term</li> </ul>	<p>Your Life Book 3 – p96-97</p> <p>Your Life Book 4 – p94-95</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks3--ks4-what-happens-when-you-borrow-money/z4qbf4j">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks3--ks4-what-happens-when-you-borrow-money/z4qbf4j</a> (Borrowing money video)</p> <p>Spending Sense – Young Money – Financial Support</p>	<p>English – Autumn 2 – Travel</p> <p>Writing &amp; planning a budget</p> <p>ICT – Spring 1 – ICT In Society</p> <p>Dedbt and online gambling</p> <p>Maths – Money Management</p> <p>Work Skills – Budget Planning</p>
<b>Spring 1</b>	<p>Youth Crime p235 Gangs and Knife crime impact on society and community</p>	<ul style="list-style-type: none"> <li>• I understand the term ‘gang’ and the negatives behind this</li> <li>• I can identify the positive and negative aspects of being in a ‘gang’</li> <li>• I can discuss the impact of knife crime</li> <li>• I have researched the statistics of knife crime in my local area and nationally</li> <li>• I understand the impact knife crime has on a family and a local community</li> <li>• I can give my opinion on ‘gangs’ and knife crime in an appropriate manner</li> </ul>	<p>Your Life Book 3 – p70-71 – Youth Courts</p> <p>Your Life Book 3 – p72-73 – Youth Justice</p> <p><a href="https://www.twinkl.co.uk/resource/should-carrying-a-knife-in-public-carry-a-long-prison-sentence-debate-pack-t3-dd-372">https://www.twinkl.co.uk/resource/should-carrying-a-knife-in-public-carry-a-long-prison-sentence-debate-pack-t3-dd-372</a></p> <p><a href="https://www.youtube.com/watch?v=6ShHJ2zFzQI">https://www.youtube.com/watch?v=6ShHJ2zFzQI</a> (knife crime &amp; social media)</p> <p><a href="https://www.youtube.com/watch?v=2u_KQHhlfLU">https://www.youtube.com/watch?v=2u_KQHhlfLU</a> (knife crime children interviews)</p>	<p>English – Spring 2 – Report Writing</p> <p>PSHE – Kinfe Crime – Year 9</p>

<b>Spring 2</b>	Social media v's reality Bike and road safety awareness Bike maintenance	<ul style="list-style-type: none"> <li>• I can identify the difference between 'social media' and 'reality'</li> <li>• I understand and can describe the term 'keeping myself safe' in relation to social media</li> <li>• I can identify negative effects of posting untrue or altered images online</li> <li>• I can identify road safety signs as a pedestrian, cyclist and driver</li> <li>• I understand road safety rules and can explain how these keep me safe</li> <li>• I can identify different components of a bike</li> <li>• I can perform basic bike maintenance skills</li> </ul>	Your Choice – Book 1 – p50 – 55 – Personal safety online, Cyberbullying & Protecting your identity  Your Choice Teacher Book – 9.1, 9.2 & 9.3  <a href="https://www.rac.co.uk/drive/advice/learning-to-drive/the-highway-code-uk-road-signs-and-meanings/">https://www.rac.co.uk/drive/advice/learning-to-drive/the-highway-code-uk-road-signs-and-meanings/</a>  Kahoot Quiz – Road Safety Signs  <a href="https://content.twinkl.co.uk/resource/4b/9c/t-t-848-road-sign-display-photos_ver_3.pdf?token=exp=1677582866~acl=%2Fresource%2F4b%2F9c%2Ft-t-848-road-sign-display-photos_ver_3.pdf%2A~hmac=61a1b87c710b3de87eb36f030f952a11359d5fffabb7a128baaa245c0b41b0">https://content.twinkl.co.uk/resource/4b/9c/t-t-848-road-sign-display-photos_ver_3.pdf?token=exp=1677582866~acl=%2Fresource%2F4b%2F9c%2Ft-t-848-road-sign-display-photos_ver_3.pdf%2A~hmac=61a1b87c710b3de87eb36f030f952a11359d5fffabb7a128baaa245c0b41b0</a>  <a href="https://www.twinkl.co.uk/resource/road-signs-powerpoint-cfe-hw-1634573488">https://www.twinkl.co.uk/resource/road-signs-powerpoint-cfe-hw-1634573488</a>  <a href="https://www.twinkl.co.uk/resource/road-signs-powerpoint-quiz-cfe-hw-1634642072">https://www.twinkl.co.uk/resource/road-signs-powerpoint-quiz-cfe-hw-1634642072</a>	Citizenship – Year 11 – Driving Tests WorkSkills – Spring 1 – Application Forms
<b>Summer 1</b>	Poverty in the UK The Slave trade in the 21 <sup>st</sup> Century	<ul style="list-style-type: none"> <li>• I understand the term 'poverty'</li> <li>• I have researched poverty on a local and national level</li> <li>• I understand the impact poverty can have on choices and aspirations</li> <li>• I can identify negatives behind growing up in an environment of poverty</li> <li>• I have researched 'The Slave Trade' term and understand what it means</li> <li>• I understand what the slave trade is in the 21<sup>st</sup> Century</li> </ul>	<a href="https://www.youtube.com/watch?v=7Dxu97R077w">https://www.youtube.com/watch?v=7Dxu97R077w</a>  <a href="https://www.youtube.com/watch?v=s76iBP49-IQ">https://www.youtube.com/watch?v=s76iBP49-IQ</a>  <a href="https://www.twinkl.co.uk/resource/human-trafficking-powerpoint-za-lo-1">https://www.twinkl.co.uk/resource/human-trafficking-powerpoint-za-lo-1</a>	English – Year 7 – Charles Dickens – A Christmas Carol  PSHE – Black History Month



		<ul style="list-style-type: none"> <li>I can identify the impact the slave trade has on people's lives directly, their families and the community</li> </ul>	
<b>Summer 2</b>	<b>Development and Globalisation</b> <b>Tourism</b> <b>Urbanisation</b> <b>Environment, Resources and Conflict</b>	<ul style="list-style-type: none"> <li>I understand what is meant by the term 'development'</li> <li>I understand the difference between a low income and high income country</li> <li>I can identify some low income countries and some high income countries</li> <li>I understand the impact that tourism can have on a local community and a national level</li> <li>I understand what an urban environment is</li> <li>I understand what a rural environment is</li> <li>I am aware of the impact that resources and conflict have on a country</li> <li>I am aware of the negative impact on people living in conflict</li> <li></li> </ul>	<a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sg">https://www.bbc.co.uk/bitesize/subjects/zrw76sg</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zvwtbkb/articles/zbcqjsg">https://www.bbc.co.uk/bitesize/topics/zvwtbkb/articles/zbcqjsg</a> (Development)  <a href="https://www.bbc.co.uk/bitesize/topics/zcmfb9q/articles/znsnp9q">https://www.bbc.co.uk/bitesize/topics/zcmfb9q/articles/znsnp9q</a> (Impact of Tourism)  <a href="https://www.bbc.co.uk/bitesize/topics/z96vr82/articles/z3dm2v4">https://www.bbc.co.uk/bitesize/topics/z96vr82/articles/z3dm2v4</a> <a href="https://www.bbc.co.uk/bitesize/topics/z96vr82/articles/zc7htrd">https://www.bbc.co.uk/bitesize/topics/z96vr82/articles/zc7htrd</a> (Urban patterns in HIC, MIC and LIC's)  <a href="https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/zq7jqfr">https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/zq7jqfr</a> (Land as a resource)  <a href="https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/z72q7yc">https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/z72q7yc</a> (Ocean as a resource)  <a href="https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/zwhvydm">https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/zwhvydm</a> (Increasing water supply)  <a href="https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/zjqwjsj">https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/zjqwjsj</a> (Geopolitics and conflict)

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## YEAR 10 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	Cross Curricular Links
Autumn 1	British Values Understanding politics Local and general elections How to vote at 18 School council & Head boy	<ul style="list-style-type: none"> <li>I understand what it means for me to be British.</li> <li>I understand key terms in reference to British Values (Respect, Tolerance, Law, democracy and individual liberty)</li> <li>I understand the importance of voting and the process involved.</li> <li>I understand what local and general elections are</li> <li>I understand the structure of parliament in my country</li> <li>I understand what an MP is</li> <li>I understand what a Lord is</li> <li>I can understand how laws are made and passed in our country</li> <li>I understand different types of governments in other countries</li> <li>I understand the differences between and democracy and a dictatorship</li> <li>I can identify what party I might vote for in an election</li> </ul>	<a href="https://www.twinkl.co.uk/resource/t-tp-959-british-values-display-poster">https://www.twinkl.co.uk/resource/t-tp-959-british-values-display-poster</a> <a href="https://www.twinkl.co.uk/resource/t2-t-17028-uk-parliament-lesson-1-what-is-the-uk-parliament-lesson-pack">https://www.twinkl.co.uk/resource/t2-t-17028-uk-parliament-lesson-1-what-is-the-uk-parliament-lesson-pack</a> <a href="https://www.twinkl.co.uk/resource/t-e-637-uk-parliament-and-the-government-how-is-the-country-run-powerpoint">https://www.twinkl.co.uk/resource/t-e-637-uk-parliament-and-the-government-how-is-the-country-run-powerpoint</a> <a href="https://www.twinkl.co.uk/resource/t2-t-17015-uk-parliament-elections-and-voting-powerpoint">https://www.twinkl.co.uk/resource/t2-t-17015-uk-parliament-elections-and-voting-powerpoint</a> <a href="https://www.twinkl.co.uk/resource/2019-general-election-results-ks2-powerpoint-t2-t-1570">https://www.twinkl.co.uk/resource/2019-general-election-results-ks2-powerpoint-t2-t-1570</a> Your Life Book 3 – p74-75 – You and your opinions Your Life Book 4 – p76-77 – It your government How the government works Your Life Book 4 – p86-87 – Its	Citizenship – Year 8 – Royal Family Maths – Year 10 – Bar, line, Pie charts . Underdstanding data

			your council What is the local council?	
<b>Autumn 2</b>	<p>Money Matters 4 Consumer rights Fairtrade Considering Environmental Impact</p> <p>BHM – Black / history month</p>	<ul style="list-style-type: none"> <li>• I can discuss my view in an assertive way</li> <li>• I can be respectful to others when listening to their opinion</li> <li>• I understand the term ‘consumer rights’ and understand what these rights are</li> <li>• I can distinguish between needs and wants</li> <li>• I understand the term ‘fairtrade’ and can identify the benefits of this</li> <li>• I understand the environmental impact of products manufactured on a large scale</li> <li>• I understand the balance of positive and negative consequences of environmental impact vs economic impact</li> </ul>	<p>Your Life Book 5 – p104- 105, p106-107, p108-109</p> <p><a href="https://www.youtube.com/watch?v=zHRVpyl2UWw">https://www.youtube.com/watch?v=zHRVpyl2UWw</a></p> <p><a href="https://www.youtube.com/watch?v=JRuu9Ap4jaM">https://www.youtube.com/watch?v=JRuu9Ap4jaM</a></p> <p><a href="https://www.twinkl.co.uk/resource/t2-t-16633-fair-trade-information-powerpoint">https://www.twinkl.co.uk/resource/t2-t-16633-fair-trade-information-powerpoint</a></p> <p>BBC video on debt - iplayer</p>	<p>Cookery – Fairtrade products</p> <p>PSHE – Black History Month]</p> <p>WorkSkills – Debt Management</p> <p>Year 10</p>
<b>Spring 1</b>	<p>Understanding Women and Equality Laws Violence against women and LGBT+ community Understanding Racism and discrimination Stephen Lawrence case study</p>	<ul style="list-style-type: none"> <li>• I understand the meaning of ‘equality’</li> <li>• I understand the fairness of the law and how women came to have equal rights</li> <li>• I understand the impact of violence against women and the LGBT+ community</li> <li>• I understand the term ‘racism’ and the impact this can have on people</li> <li>• I understand the term ‘discrimination’</li> <li>• I can identify the 9 protected characteristics</li> </ul>	<p>Your Choice Book 2 – p36-37 – 6.1 Stereotyping</p> <p>Your Choice Book 2 - p38-39 – 6.2 Prejudice</p> <p>Your Life Book 4 – p46-47 – What is prejudice?</p>	<p>PSHE – Protected Characteristics</p> <p>Citizenship – Year 11 –</p> <p>Radicalisation</p> <p>English – KS4 – Case Studies</p>

		<ul style="list-style-type: none"> <li>• I have looked at the Stephen Lawrence case and can identify the impact of the family, local community and nationally</li> <li>• I have produced a case study of Stephen Lawrence</li> </ul>	<p>Your Life Book 4 - -48-49 –</p> <p>Discrimination and the law</p> <p><a href="https://www.twinkl.co.uk/resource/lgbtq-prejudice-and-discrimination-lesson-pack-t-p-3328">https://www.twinkl.co.uk/resource/lgbtq-prejudice-and-discrimination-lesson-pack-t-p-3328</a></p> <p><a href="https://www.youtube.com/watch?v=JruFrZtutkY">https://www.youtube.com/watch?v=JruFrZtutkY</a> (Stephen Lawrence)</p>	
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Spring 2		<ul style="list-style-type: none"> <li>• I can explain how to keep myself safe when online</li> <li>• I can explain what is meant by the term 'tweet'</li> <li>• I can use examples of how 'tweets' have a wide range of consequences both positively and negatively</li> <li>• I can identify 3 Social Media apps and understand the impact these have on daily lives</li> <li>• I can identify successfully road safety signs as a driver</li> <li>• I understand the negative impact of poor road safety</li> <li>• I have an understanding of the basic principles of the Driving Theory Test</li> <li>• I can answer basic questions around the Driving Theory Test</li> </ul>	<p>Your Choice – Book 1 – p50 – 55 – Personal safety online, Cyberbullying &amp; Protecting your identity</p> <p>Your Choice Teacher Book – 9.1, 9.2 &amp; 9.3</p> <p>The Power of a Tweet teaching resource</p> <p><a href="https://www.investopedia.com/what-is-tiktok-4588933#:~:text=TikTok%20is%20a%20social%20media,is%20increasingly%20used%20for%20infotainment">https://www.investopedia.com/what-is-tiktok-4588933#:~:text=TikTok%20is%20a%20social%20media,is%20increasingly%20used%20for%20infotainment</a></p> <p><a href="https://www.demandsage.com/snapchat-users/#:~:text=Snapchat%20is%20the%20fifth%20most,million%20times%20in%202022%20alone">https://www.demandsage.com/snapchat-users/#:~:text=Snapchat%20is%20the%20fifth%20most,million%20times%20in%202022%20alone</a></p> <p><a href="https://www.safedrivingforlife.info/free-practice-tests/hazard-perception-test/">https://www.safedrivingforlife.info/free-practice-tests/hazard-perception-test/</a> (Hazard Perception Test)</p> <p><a href="https://www.driving-theory-test.com/hazard-perception">https://www.driving-theory-test.com/hazard-perception</a></p>	<p>ICT – Online Safety</p> <p>Citizenhip – Driving Tests – Year 11</p>

	<p>The power behind a 'Tweet'</p> <p>Car and motorbike safety and awareness</p> <p>Driving theory test</p>		(Hazard Perception Test)	
<b>Summer 1</b>	<p>Genetic engineering</p> <p>What is really in our food?</p> <p>What does organic mean?</p> <p>Is our diet impacting the environment?</p> <p>Meat and Dairy industry, fish and by catch, palm oil and deforestation.</p>	<ul style="list-style-type: none"> <li>• I understand what the term 'organic' means in terms of food production</li> <li>• I can identify products sold that are 'organic'</li> <li>• I have researched how our diet affects the environment</li> <li>• I can identify the impacts of diet on the environment</li> <li>• I can explain the positive and negatives behind a vegetarian diet</li> <li>• I understand the impact of deforestation</li> <li>• I can identify negative impacts of deforestation</li> <li>• I have independently researched the impact of palm oil production on the environment</li> </ul>	<p><a href="https://www.twinkl.co.uk/resource/t2-t-1057-ks2-deforestation-information-powerpoint">https://www.twinkl.co.uk/resource/t2-t-1057-ks2-deforestation-information-powerpoint</a></p> <p><a href="https://www.twinkl.co.uk/resource/ni2-g-31-the-effects-of-deforestation-in-the-amazon-rainforest-writing-activity-sheet">https://www.twinkl.co.uk/resource/ni2-g-31-the-effects-of-deforestation-in-the-amazon-rainforest-writing-activity-sheet</a></p> <p><a href="https://www.twinkl.co.uk/resource/t2-s-231-rainforest-as-habitats-powerpoint">https://www.twinkl.co.uk/resource/t2-s-231-rainforest-as-habitats-powerpoint</a></p> <p><a href="https://www.twinkl.co.uk/resource/all-about-vegetarian-vegan-and-plant-based-diets-powerpoint-t-tp-2679749">https://www.twinkl.co.uk/resource/all-about-vegetarian-vegan-and-plant-based-diets-powerpoint-t-tp-2679749</a></p> <p><a href="https://www.youtube.com/watch?v=7Dxu97R077w">https://www.youtube.com/watch?v=7Dxu97R077w</a></p> <p><a href="https://content.twinkl.co.uk/resource/04/6a/t3-g-194-food-and-farming-internet-research-activity-sheet-english.pdf?token=exp=1681814379~acl=%2Fresource%2F04%2F6a%2Ft3-g-194-food-and-farming-internet-research-activity-sheet-english.pdf%2A~hmac=c0c0e16b147af0fdf6500790bb9a128d761aa5362adff80ea82e8601b6ad78f9">https://content.twinkl.co.uk/resource/04/6a/t3-g-194-food-and-farming-internet-research-activity-sheet-english.pdf?token=exp=1681814379~acl=%2Fresource%2F04%2F6a%2Ft3-g-194-food-and-farming-internet-research-activity-sheet-english.pdf%2A~hmac=c0c0e16b147af0fdf6500790bb9a128d761aa5362adff80ea82e8601b6ad78f9</a></p>	<p>Cookery – Food production</p> <p>And impact. Link to V-cert</p> <p>Criteria 4.1 &amp; 4.2</p> <p>Science – KS4 - Biodiversity</p>

			<p><a href="https://www.twinkl.co.uk/resource/cop26-food-and-farming-reading-comprehension-t-sc-1627750864">https://www.twinkl.co.uk/resource/cop26-food-and-farming-reading-comprehension-t-sc-1627750864</a></p> <p><a href="https://www.twinkl.co.uk/resource/t4-sc-1062-gcse-aga-ecology-lesson-10-deforestation-and-land-use">https://www.twinkl.co.uk/resource/t4-sc-1062-gcse-aga-ecology-lesson-10-deforestation-and-land-use</a></p> <p><a href="https://www.twinkl.co.uk/resource/tp2-g-016-planit-geography-year-3-land-use-lesson-6-how-land-is-used-for-farming-lesson-pack">https://www.twinkl.co.uk/resource/tp2-g-016-planit-geography-year-3-land-use-lesson-6-how-land-is-used-for-farming-lesson-pack</a></p>	
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<b>Summer 2</b>	<p>Storm Cycles and types of storms</p> <p>Rivers</p> <p>Coasts and erosions</p> <p>Visit to Lee On Solent to look at Coastal Erosion</p>	<ul style="list-style-type: none"> <li>• I know how Tectonic plates and boundaries work.</li> <li>• I can identify the 4 movements Tectonic Plates have and their outcomes.</li> <li>• I understand how Rivers are formed and managed.</li> <li>• I understand how the coastline is impacted and managed.</li> <li>• I can identify features in the coastline in my local area.</li> <li>• I can identify ways to protect my local coastline from pollution, environmental hazards and erosion.</li> </ul>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/zrcgr2p">https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/zrcgr2p</a> (Plate Tectonics)</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/z9k496f">https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/z9k496f</a> (volcano)</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/zc4rcmn">https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/zc4rcmn</a> (tsunami &amp; earthquake)</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zs92tfr/articles/zmycr2p">https://www.bbc.co.uk/bitesize/topics/zs92tfr/articles/zmycr2p</a> (River management)</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zs92tfr/articles/z66mxbk">https://www.bbc.co.uk/bitesize/topics/zs92tfr/articles/z66mxbk</a> (River processes)</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z6bd7ty/articles/z6394xs">https://www.bbc.co.uk/bitesize/topics/z6bd7ty/articles/z6394xs</a> (Coastal processes)</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z6bd7ty/articles/zhg8kty">https://www.bbc.co.uk/bitesize/topics/z6bd7ty/articles/zhg8kty</a> (Coastal management)</p>	

## YEAR 11 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	Cross Curricular Links
Autumn 1	<b>British Values</b>  Understanding: Brexit The Commonwealth United Nations EU Rights in the UK Causes of War/Conflict	<ul style="list-style-type: none"> <li>I understand what it means for me to be British.</li> <li>I understand key terms in reference to British Values (Respect, Tolerance, Law, democracy and individual liberty)</li> <li>I understand the importance of voting and the process involved.</li> <li>I have voted in a school election</li> <li>I understand the term Brexit and what is meant by this</li> <li>I understand and can describe what is meant by the terms The Commonwealth, United Nations and EU</li> <li>I can identify reasons for conflicts or wars</li> <li>I can explain why issues cause wars</li> </ul>	<a href="https://www.twinkl.co.uk/resource/t-tp-959-british-values-display-poster">https://www.twinkl.co.uk/resource/t-tp-959-british-values-display-poster</a> <a href="https://www.twinkl.co.uk/resource/t2-t-10000344-all-about-brex-it-powerpoint-1">https://www.twinkl.co.uk/resource/t2-t-10000344-all-about-brex-it-powerpoint-1</a>  <a href="https://www.twinkl.co.uk/resource/t2-t-348-leaving-the-eu-what-next-powerpoint">https://www.twinkl.co.uk/resource/t2-t-348-leaving-the-eu-what-next-powerpoint</a>  <a href="https://www.twinkl.co.uk/resource/cfe2-g-0064-the-european-union-information-sheet">https://www.twinkl.co.uk/resource/cfe2-g-0064-the-european-union-information-sheet</a> <a href="https://www.twinkl.co.uk/resource/t2-g-433-commonwealth-powerpoint">https://www.twinkl.co.uk/resource/t2-g-433-commonwealth-powerpoint</a> <a href="https://www.twinkl.co.uk/resource/cfe2-p-27-the-united-nations-powerpoint">https://www.twinkl.co.uk/resource/cfe2-p-27-the-united-nations-powerpoint</a> <a href="https://www.twinkl.co.uk/resource/t2-t-348-leaving-the-eu-what-next-powerpoint">https://www.twinkl.co.uk/resource/t2-t-348-leaving-the-eu-what-next-powerpoint</a> <a href="https://www.twinkl.co.uk/resource/british-civil-rights-powerpoint-t-tp-2550319">https://www.twinkl.co.uk/resource/british-civil-rights-powerpoint-t-tp-2550319</a>  Leave or Remain Leaflet  <a href="https://www.twinkl.co.uk/resource/t2-p-043-the-united-nations-powerpoint">https://www.twinkl.co.uk/resource/t2-p-043-the-united-nations-powerpoint</a> <a href="https://www.twinkl.co.uk/resource/t4-re-127-united-nations-game">https://www.twinkl.co.uk/resource/t4-re-127-united-nations-game</a>	PSHE – Black History Month Maths – Pie, Bar, Line graphs And understanding date

<b>Autumn 2</b>	<p>Money Matters Making financial choices now to help your future</p> <p>BHM – Black / history month</p>	<ul style="list-style-type: none"> <li>• I can discuss my views in an assertive way.</li> <li>• I can be respectful to others when listening to their opinion.</li> <li>• I understand the terms income, expenses, expenditure and interest.</li> <li>• I can distinguish between needs and wants.</li> <li>• I understand how budgeting and saving money can benefit me.</li> <li>• I understand how to open a bank account and savings account</li> <li>• I understand the difference between a debit card and credit card.</li> <li>• I understand the positive impact that saving money could have on my future.</li> </ul>	<p><a href="https://www.twinkl.co.uk/resource/different-types-of-bank-accounts-t-m-1652088446">https://www.twinkl.co.uk/resource/different-types-of-bank-accounts-t-m-1652088446</a></p> <p>Santander – Types of accounts And account research</p>	<p>Maths – Money Management KS4 Work Skills – KS4 – Budget Planning</p>
<b>Spring 1</b>	<p>Your online reputation and the law. Social media decisions you make now that could impact your future. Online relationships and Body Image</p>	<ul style="list-style-type: none"> <li>• I understand how my online reputation can impact my future</li> <li>• I can identify positive and negative impacts of my online presence on my future job prospects</li> <li>• I can identify different forms of Social Media</li> <li>• I understand how using social media may impact me in the future</li> <li>• I understand the legal impact of negative social media use</li> <li>• I know how to make positive social media choices</li> </ul>	<p><a href="https://www.twinkl.co.uk/resource/t2-m-1351-new-age-restrictions-for-social-media-platforms-poster">https://www.twinkl.co.uk/resource/t2-m-1351-new-age-restrictions-for-social-media-platforms-poster</a> <a href="https://www.twinkl.co.uk/resource/social-media-lesson-pack-t-p-1663684381">https://www.twinkl.co.uk/resource/social-media-lesson-pack-t-p-1663684381</a></p>	<p>English – Autumn 1 – Personal Safety – 127 Hours</p> <p>ICT – Online Safety and Safer Internet Day</p>

<b>Spring 2</b>	<p>Radicalisation</p> <p>Keeping safe in my community</p>	<ul style="list-style-type: none"> <li>• I can identify what the term 'radicalisation' means</li> <li>• I can describe different scenarios where this may happen</li> <li>• I know what the 'Prevent Duty' is and can describe this</li> <li>• I can identify ways to keep safe in my community</li> <li>• I can identify different ways to keep safe or dangers that there may be in different communities i.e. rural, cities, foreign countries</li> <li>• I have identified different services that can help me if I feel unsafe and where to go</li> </ul>	<p><a href="https://www.twinkl.co.uk/resource/curriculum-exploitation-uk-2-presentation-and-discussion-pack-t-lf-1657181341">https://www.twinkl.co.uk/resource/curriculum-exploitation-uk-2-presentation-and-discussion-pack-t-lf-1657181341</a></p> <p>PowerPoint 1<sup>st</sup> the discussion  <a href="https://www.twinkl.co.uk/resource/t4-re-91-terrorism-lesson-pack">https://www.twinkl.co.uk/resource/t4-re-91-terrorism-lesson-pack</a></p> <p>PowerPoint + worksheets  <a href="https://content.twinkl.co.uk/resource/e8/f3/t-slt-1663890734-prevent-duty-poster-ver-1.pdf?token=exp=1676978892~acl=%2Fresource%2Fe8%2Ff3%2Ft-slt-1663890734-prevent-duty-poster-ver-1.pdf%2A~hmac=8e60bfe93757959fef6e8651f39ec59379837856e0b7a6bb058f66fc0112bc6c">https://content.twinkl.co.uk/resource/e8/f3/t-slt-1663890734-prevent-duty-poster-ver-1.pdf?token=exp=1676978892~acl=%2Fresource%2Fe8%2Ff3%2Ft-slt-1663890734-prevent-duty-poster-ver-1.pdf%2A~hmac=8e60bfe93757959fef6e8651f39ec59379837856e0b7a6bb058f66fc0112bc6c</a> (Prevent Duty Poster)  <a href="https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation">https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation</a>  <a href="https://www.bbc.co.uk/news/uk-56209007">https://www.bbc.co.uk/news/uk-56209007</a> (Shamina Begum News Article)</p>	<p>ICT – Safer Internet Day</p> <p>Online Safety – Autumn 1</p> <p>PSHE – Terrorism – Year 10 – Spring 1</p> <p>Citizenship – Summer 1 – Geography project</p>

<b>Summer 1</b>	<p>Weather Patterns and Climate</p> <p>Global Biomes – Deserts and Rainforests</p>	<ul style="list-style-type: none"> <li>• I can identify different symbols used on the weather forecast</li> <li>• I can describe different ways that weather is measured</li> <li>• I can identify the equator on a globe</li> <li>• I understand different climate groups and can describe them</li> <li>• I can describe the impact of global warming and how this is monitored</li> <li>• </li> </ul>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sg">https://www.bbc.co.uk/bitesize/subjects/zrw76sg</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zx38q6f">https://www.bbc.co.uk/bitesize/topics/zx38q6f</a></p> <p>(Weather patterns)</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/ztgw2hv">https://www.bbc.co.uk/bitesize/topics/ztgw2hv</a> (Global Biomes)</p>	
<b>Summer 2</b>	<p>Voluntary services project</p> <p>X 3 weeks</p> <p>Benefits of volunteering for work experience and developing life skills</p> <p>Exams</p>			