

**The Polygon School 2025 - 2026**

Citizenship: LONG TERM OVERVIEW

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

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

## YEAR 7 – MEDIUM-TERM OVERVIEW

| Half term / Key question: | Topic   | Pupil Outcomes  | Resources   | <b>Cross Curricular links</b><br><b>Personal Development Links</b><br><b>Careers Related Learning Links</b>  |
|---------------------------|---|---|---|--|
| <b>Autumn 1</b>           | You as a citizen<br>Voting for Head boy<br>Voting for School council reps<br>Who is in charge?<br>What is Democracy?<br>Understanding British Values<br>Where do we live?<br>What's the capital of England?<br>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 know what an MP is and how to become one.</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 election</li> </ul> | P86-87 Your Life Student Book 1<br>P86-87 Your Choice Student Book 2<br>Twinkle PP UK<br>Twinkle PP Democracy<br>Democracy Work sheets and card match game<br>School council elections<br>Head Boy Elections<br>Tea Party<br>Twinkle paper landmarks for London<br>Globe / Map of world   | PSHE – Responsibility (All about me)<br><br>Geography<br><br>RE –Justice & Punishment Unit year 9<br><br>Whole school event<br><br>Cookery – Making scones, sandwiches<br><br>School Council and Head Boy Elections<br><br>My Place in the World<br><br>How people become MP's |
| <b>Autumn 2</b>           | Debate Skills<br>Is money important?<br>'Money doesn't grow on trees'<br>Pocket Money – 'Should you have to do chores?'<br>'Should you lose money for poor behaviour?'<br>Pocket money school survey<br>Saving<br>Budgeting 'How would you spend £10 per wk?' | <ul style="list-style-type: none"> <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</li> </ul>   | Your Choice text Book1<br>P82-83 Pocket Money 16.1<br>P84-85 Budgeting 16.1<br><a href="http://www.young-enterprise.org.uk/">www.young-enterprise.org.uk/</a><br><a href="http://www.moneyadvice.service.org.uk/blog/po-wer-of-pocket-money">www.moneyadvice.service.org.uk/blog/po-wer-of-pocket-money</a><br><a href="http://www.moneyadvice.service.org.uk/en/articles/how-to-help-teenagers-manage-their-money">www.moneyadvice.service.org.uk/en/articles/how-to-help-teenagers-manage-their-money</a><br>Your Choice text Book 2<br>13.2 – p80 Saving and borrowing<br>Pocket Money matters – Your Life 1 p 52-53 | Whole school event<br><br>PSHE – Discrimination and Prejudice Yr7-11<br><br>Maths – Recording and Displaying data<br>Understanding value of Money<br>Budgeting<br><br>English – Debating<br><br>Class debates  |

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|                 |  |   |  | Budget Planning and understanding money  |
| <b>Spring 1</b> | <p>British Values – Rule of law<br/>Law and the rights of children<br/>Where do laws come from?<br/>Debate current law of smacking, Sharia law, knife Crime, stop and search and protesting.<br/>The United Nations Convention on the Rights of the Child 1989<br/>54 Rights every child has<br/>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 understand what a Judge does and their role to play in court.</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<br/>ht/news/world-27307249tps://www.bbc.co.uk<br/>Your Life Teacher File – Youth justice knife crime p 76-78<br/>Your Life book 1- You and the law/children’s rights p 54-59<br/>Your Choice Book 2 – p82-83 Laws and rights of child<br/>Your choice Book 2- p84-85 You and the police<br/>Knife Crime – Your Life book 3 p46-47<br/>Youth Courts – Your Life book 3 p70-73</p> | <p>ICT – Laws of copyright – Year 8 – Website designing<br/>Class debate on Knife Crime<br/>The role of a Judge</p>                        |
| <b>Spring 2</b> | <p>Fake news – Is a tweet the truth?<br/>Power of media and television<br/>Viewpoints matter<br/>Where can we find trustworthy information?</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 depending on their personal experiences.</li> </ul>  | <p>You and the media – Your Life book 1 p46-47<br/>The influence of advertising – your Life book 2 p50-51<br/><a href="https://www.think.gov.uk/">https://www.think.gov.uk/</a><br/><a href="https://www.think.gov.uk/education-resources/">https://www.think.gov.uk/education-resources/</a><br/><a href="https://rnli.org/pages/ppc/beach-">https://rnli.org/pages/ppc/beach-</a></p>                    | <p>English – Year 9 – Persuasive Discussion and presentations<br/>ICT – Year 9 – PIXLR Photoshop<br/>PSHE – Across All years (Personal</p> |

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|  | <p>The power of advertising</p> <p>Road safety</p> <p>Water safety (possible swimming lifesaving lessons)</p> <p>Calling an ambulance</p> | <ul style="list-style-type: none"> <li>• I can debate whether I think Children's 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://www.google.com/search?q=safety/beach-safe-kids?gclid=Cj0KCQjwpreJBhDvARisAF1_BU1tqOP7-s9B_YTs1g0I5z_4z5YjI9KAANt05voyC1_RyUMcUY55T-laAltpEALw_wcB&amp;gclid=aw.ds">safety/beach-safe-kids?gclid=Cj0KCQjwpreJBhDvARisAF1_BU1tqOP7-s9B_YTs1g0I5z_4z5YjI9KAANt05voyC1_RyUMcUY55T-laAltpEALw_wcB&amp;gclid=aw.ds</a></p> | <p>Safety)</p> <p>Demonstrate good road safety</p> <p>What is an Influencer?</p> |
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| <p><b>Summer 1</b></p> | <p>Resources, waste and recycling<br/> Reducing your water footprint<br/> 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<br/> Year 7 animal adoption</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 in danger of extinction</li> </ul> | <p>Your Life book 1 – Recycling p102-103<br/> Your Life book 5- Economy and the environment &amp; Reducing water footprint p 82-85<br/> David Attenborough – Life on our Planet</p> | <p>CDT – Year 7 – 3 R’s project<br/> Cookery – Year 7 –<br/> Food Wheel and Where food Comes from<br/> Maths – Year 7 – Money<br/> Management using basic Money<br/> <br/> Researching sustainable living and Species extinction.<br/> <br/> Fundraising<br/> <br/> What is a Zoologist</p> |
| <p><b>Summer 2</b></p> | <p>Role models in Society – Marcus Rashford Case Study<br/> What makes a good role model?<br/> Do you think social media shows us good role models?<br/> Who is your Role Model? - Profile<br/> When I grow up I want to be?<br/> Career stereotypes</p>   | <ul style="list-style-type: none"> <li>• I can explain Marcus Rashford’s 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)<br/> (You Are a Champion) How to Be the Best You Can Be<br/> Film – The Pursuit of Happiness Will Smith</p>                   | <p>PSHE – Black History Month<br/> WorkSkills – Autumn 1 –<br/> Career Aspirations<br/> <br/> Role Models – What makes a Good one.<br/> <br/> Career Stereotypes</p>  |

I can be whatever I want to be!

- I understand the term stereotype and can give examples of this.
- I understand equality and that racism, sexism, ageism, gender and disability discrimination is not acceptable.
- I can write a film review on The Pursuit of Happyness and explain the term resilience in reference to Will Smiths character.
- I can write down my hopes and dreams for the future

Guess my Job

## YEAR 8 — MEDIUM-TERM OVERVIEW

| Half term /<br>Key question: | Topic  | Pupil Outcomes   | Resources   | Cross Curricular Links<br>Personal Development Links<br>Careers Related Learning Links   |
|------------------------------|--|--|---|--|
| Autumn 1                     | British Values<br>Direct Democracy v Against Democracy<br>Voting<br>School council<br>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> | <p><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></p> <p><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></p> <p><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></p> <p><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></p> <p>Your Life Book 1 – p36-37 – You and the law</p> <p>Your Life Book 1 – p38-39 – You and the law</p> <p>Your Life Book 2 – p80-81 – You as a citizen Britain’s Government</p> <p>Your Life Book 2 – p86-87 – You as a citizen is the voting system fair?</p> <p><a href="https://www.twinkl.co.uk/resource/tp2-h-152-planit-history-lks2-riotous-royalty-lesson-6-the-modern-royal-family-lesson-pack">https://www.twinkl.co.uk/resource/tp2-h-152-planit-history-lks2-riotous-royalty-lesson-6-the-modern-royal-family-lesson-pack</a></p> <p><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></p> | <p>Maths – Summer 1 – Percentages &amp; number<br/>Properties and calc</p> <p>School Council and Head Boy<br/>Elections</p> <p>Key Jobs in the UK Government</p> |

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|                 |   |   | <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>   |   |
| <b>Autumn 2</b> | <p>Money Matter 2<br/>Bank accounts<br/>Different types of accounts and purpose<br/>Saving and borrowing<br/>Understanding interest<br/>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> <p>Savings and Bank Accounts</p>   |
| <b>Spring 1</b> | <p>You and the Police<br/>Understanding the role of police and emergency services<br/>Your rights</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> </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/br-exit/95434/the-pros-and-cons-of-id-cards-for-uk-citizens">https://www.theweek.co.uk/br-exit/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-">https://www.twinkl.co.uk/resource/t2-t-10000333-all-about-</a></p> | <p>ICT – Spring 1 – ICT in Society</p> <p>PSHE – Across All Years</p> <p>My Rights as a Citizen</p> <p>Jobs in the Emergency Services</p> |

[the-police-information-powerpoint](#)

<https://www.youtube.com/watch?v=oHi9-RCdcP4> (what are public services)

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| <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 safe online</li> <li>• I can describe the negative effects of not keeping myself safe 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="#">12-16 Case Study - Switched On!</a><br/>(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.u">https://switchedonrailsafety.co.u</a></p> | <p>ICT Autumn 1 – Internet Safety</p> <p>WorkSkills – Application forms Spring 1</p> <p>Online Safety<br/>Road Safety<br/>Train Safety</p> <p>The role of Internet Companies</p> |
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|                        |  |  | k/7-11-years/   |   |
| <p><b>Summer 1</b></p> | <p>Dealing with climate change.<br/>         What can we do?<br/>         Is recycling really working?<br/>         How should we be dealing with waste?<br/>         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 overfishing 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/resour">https://www.twinkl.co.uk/resour</a></p> | <p>Cookery Spring 1 – Social and Environmental impact and food Choices</p> <p>Science – Spring 1 – Climate Change</p> <p>Explore the effects of Climate Change</p> <p>Jobs in the Maritime Industry</p> |

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|------------------------|---|---|--|--|
|                        |   |   | <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></p> <p><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></p> |  |
| <p><b>Summer 2</b></p> | <p>Map reading – Symbols, directions and contour lines</p> <p>Measuring distance and grid references</p> <p>Using an Atlas – Continents and Oceans</p> <p>Trip to Southampton</p> <p>Common to look and map features and navigation</p> | <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> | <p><a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sg">https://www.bbc.co.uk/bitesize/subjects/zrw76sg</a></p>   | <p>English – Autumn 2 – Equality &amp; Diversity – Christmas Carol</p> <p>WorkSkills – Autumn 1 – Aspirations</p> <p>SEAL – Year 9 – Friendship Skills</p> <p>Map Reading Skills</p> |

## YEAR 9 — MEDIUM-TERM OVERVIEW

| Half term / Key question: | Topic  | Pupil Outcomes  | Resources   |  |
|---------------------------|--|---|---|--|
| Autumn 1                  | British Values<br>Voting<br>School council<br>Pressure groups<br>Climate change groups<br>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> | <p><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></p> <p><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></p> <p><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></p> <p><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></p> <p><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></p> <p><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></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/greta-thunberg-powerpoint-t-tp-2678375">https://www.twinkl.co.uk/resource/greta-thunberg-powerpoint-t-tp-2678375</a></p> <p><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></p> <p>Your Life Book 5 – p82-83 – Global challenges Environmental Issues</p> <p>Your Life Book 5 – p86-87 – Working for Change</p> <p><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></p> | <p>Maths – Summer 1 - Percentages, fractions and Decimals</p> <p>Science – Spring 1 – Climate Change</p> <p>School Council and Head Boy Elections</p> <p>What is a Climate Activist?</p> |

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| <b>Autumn 2</b> | Money Matters 3<br>Gambling<br>In game purchases<br>How to manage your money<br>Impact of debt<br><br>BHM – Black /<br>history month | <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> | Your Life Book 3 – p96-97<br><br>Your Life Book 4 – p94-95<br><br><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)<br><br>Spending Sense – Young Money – Financial Support  | English – Autumn 2 – Travel<br><br>Writing & planning a budget<br><br>ICT – Spring 1 – ICT In Society<br><br>Debt and online gambling<br><br>Maths – Money Management<br><br>Work Skills – Budget Planning<br><br>Where to get Financial Support<br><br>Understanding Debt |
| <b>Spring 1</b> | Youth Crime p235<br>Gangs and Knife crime<br>impact on society and<br>community  | <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>   | Your Life Book 3 – p70-71 – Youth Courts<br><br>Your Life Book 3 – p72-73 – Youth Justice<br><br><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><br><br><a href="https://www.youtube.com/watch?v=6ShHJ2zFzQI">https://www.youtube.com/watch?v=6ShHJ2zFzQI</a> (knife crime & social media)<br><br><a href="https://www.youtube.com/watch?v=2u_KQHhlfLU">https://www.youtube.com/watch?v=2u_KQHhlfLU</a><br><br>(knife crime children interviews) | English – Spring 2 – Report<br>Writing<br>PSHE – Kinfe Crime – Year 9<br><br>Knife Crime and Keeping Safe<br><br>Looking at Volunteers in Youth Support  |

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| <p><b>Spring 2</b></p> | <p>Social media v's reality<br/>Bike and road safety awareness<br/>Bike maintenance</p> | <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> | <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><a href="https://www.rac.co.uk/drive/advice/earning-to-drive/the-highway-code-uk-road-signs-and-meanings/">https://www.rac.co.uk/drive/advice/earning-to-drive/the-highway-code-uk-road-signs-and-meanings/</a></p> <p>Kahoot Quiz – Road Safety Signs</p> <p><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=61a1b87c710b3de87eb36f030f0f952a11359d5fffabb7a128baaa245c0b41b0">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=61a1b87c710b3de87eb36f030f0f952a11359d5fffabb7a128baaa245c0b41b0</a></p> <p><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></p> <p><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></p> | <p>Citizenship – Year 11 – Driving Tests<br/>WorkSkills – Spring 1 – Application Forms</p> <p>Keeping Safe Online<br/>Keeping Safe on the road</p> <p>Jobs in the Automotive Industry – Driving Instructor, Bike Mechanic</p> |
| <p><b>Summer 1</b></p> | <p>Poverty in the UK<br/>The Slave trade in the 21<sup>st</sup> Century</p>             | <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>  | <p><a href="https://www.youtube.com/watch?v=7Dxu97R077w">https://www.youtube.com/watch?v=7Dxu97R077w</a></p> <p><a href="https://www.youtube.com/watch?v=s76iBP49-IQ">https://www.youtube.com/watch?v=s76iBP49-IQ</a></p> <p><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></p>  | <p>English – Year 7 – Charles Dickens – A Christmas Carol</p> <p>PSHE – Black History Month</p> <p>Working for a Charity</p>  |

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|                 |   | <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><br><b>Tourism</b><br><b>Urbanisation</b><br><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> </ul> | <a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sg">https://www.bbc.co.uk/bitesize/subjects/zrw76sg</a><br><br><a href="https://www.bbc.co.uk/bitesize/topics/zvwtbkb/articles/zbcqjsg">https://www.bbc.co.uk/bitesize/topics/zvwtbkb/articles/zbcqjsg</a> (Development)<br><br><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)<br><br><a href="https://www.bbc.co.uk/bitesize/topics/z96vr82/articles/z3dm2v4">https://www.bbc.co.uk/bitesize/topics/z96vr82/articles/z3dm2v4</a><br><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)<br><br><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)<br><br><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)<br><br><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)<br><br><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) | Looking at self-compared to how Others live.<br><br>Benefits of the UK<br><br>Different forms of job - Casual, part-time, full time |

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## YEAR 10 — MEDIUM-TERM OVERVIEW

| Half term / Key question: | Topic   | Pupil Outcomes   | Resources   | Cross Curricular Links  |
|---------------------------|---|--|---|---|
| Autumn 1                  | British Values<br>Understanding politics<br>Local and general elections<br>How to vote at 18<br>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> | <p><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></p> <p><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></p> <p><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></p> <p><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></p> <p><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></p> <p>Your Life Book 3 – p74-75 – You and your opinions</p> <p>Your Life Book 4 – p76-77 – It your government How the government works</p> <p>Your Life Book 4 – p86-87 – Its</p> | <p>Citizenship – Year 8 – Royal Family</p> <p>Maths – Year 10 – Bar, line, Pie charts. Understanding Data</p> <p>School Council and Head Boy</p> <p>Elections</p> <p>Understanding Laws and how they are made</p> <p>Governments in other Countries</p> <p>The House of Commons</p> <p>The House of Lords</p> |

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|                 |   |  | your council What is the local council?   |   |
| <b>Autumn 2</b> | <p>Money Matters 4<br/>Consumer rights<br/>Fairtrade<br/>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 Year 10</p> <p>What is Fair Trade</p> <p>Jobs in farming and Food production</p> |
| <b>Spring 1</b> | <p>Understanding Women and Equality Laws<br/>Violence against women and LGBT+ community<br/>Understanding Racism and discrimination<br/>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 – Radicalisation</p> <p>English – KS4 – Case Studies</p> <p>Protected Characteristics</p>                              |

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|  |  | <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> | Your Life Book 4 - -48-49 –<br><b>Discrimination</b> and the law<br><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><br><a href="https://www.youtube.com/watch?v=JruFrZtutkY">https://www.youtube.com/watch?v=JruFrZtutkY</a> (Stephen Lawrence) | <b>Workplace Equality</b> |
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| <p><b>Spring 2</b></p> | <p>The power behind a 'Tweet'</p> <p>Different Social Media Companies and how large the industry is in terms of scale, reach, audience and profits.</p> <p>Car and motorbike safety and awareness</p> <p>Driving theory test</p> | <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>Citizenship – Driving Tests – Year 11</p> <p>Online Safety</p> <p>Road Safety</p> <p>Driving Theory Test</p> <p>Jobs in Social Media</p> |

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|                        |   |   | (Hazard Perception Test)   |   |
| <p><b>Summer 1</b></p> | <p>Genetic engineering<br/>         What is really in our food?<br/>         What does organic mean?<br/>         Is our diet impacting the environment?<br/>         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><a href="https://www.twinkl.co.uk/resource/cop26-food-and-farming-reading-comprehension-t-sc">https://www.twinkl.co.uk/resource/cop26-food-and-farming-reading-comprehension-t-sc</a></p> | <p>Cookery – Food production<br/>         And impact. Link to V-cert<br/>         Criteria 4.1 &amp; 4.2</p> <p>Science – KS4 – Biodiversity</p> <p>Different food choices<br/>         Impact of Deforestation</p> <p>Costs of food and production</p> |

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<https://www.twinkl.co.uk/resource/t4-sc-1062-gcse-aqa-ecology-lesson-10-deforestation-and-land-use>

<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>

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|                 |   | <ul style="list-style-type: none"> <li>•</li> </ul>  |   |  |
| <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> | <p>My Place in the World</p> <p>Understanding the Planet</p> <p>Roles of Emergency Services</p> <p>Jobs on our coast</p> |

# YEAR 11 MEDIUM-TERM OVERVIEW

| Half term / Key question: | Topic  | Pupil Outcomes   | Resources  | Cross Curricular Links   |
|---------------------------|--|--|--|--|
| Autumn 1                  | <p><b>British Values</b></p> <p>Understanding:<br/>Brexit<br/>The Commonwealth<br/>United Nations<br/>EU<br/>Rights in the UK<br/>Causes of War/Conflict</p> | <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> | <p><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></p> <p><a href="https://www.twinkl.co.uk/resource/t2-t-10000344-all-about-brexit-powerpoint-1">https://www.twinkl.co.uk/resource/t2-t-10000344-all-about-brexit-powerpoint-1</a></p> <p><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></p> <p><a href="https://www.twinkl.co.uk/resource/cfe-2-g-0064-the-european-union-information-sheet">https://www.twinkl.co.uk/resource/cfe-2-g-0064-the-european-union-information-sheet</a></p> <p><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></p> <p><a href="https://www.twinkl.co.uk/resource/cfe-2-p-27-the-united-nations-powerpoint">https://www.twinkl.co.uk/resource/cfe-2-p-27-the-united-nations-powerpoint</a></p> <p><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></p> <p><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></p> <p>Leave or Remain Leaflet</p> <p><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></p> <p><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></p> | <p>PSHE – Black History Month<br/>Maths – Pie, Bar, Line graphs<br/>And understanding data</p> <p>School Council and Head Boy Elections</p> <p>The roles of Global Organisations</p> |

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| <b>Autumn 2</b> | <p>Money Matters<br/>Making financial choices now to help your future</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><br/>Santander – Types of accounts<br/>And account research</p>  | <p>Maths – Money Management<br/>KS4<br/>Work Skills – KS4 – Budget Planning</p> <p>Understanding different Bank Accounts</p> <p>Understanding Pay and Payslip</p>                                   |
| <b>Spring 1</b> | <p>Your online reputation and the law.<br/>Social media decisions you make now that could impact your future.<br/>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><br/><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 Safet and Safer Internet Day</p> <p>Online Safety<br/>Online Relationships</p> <p>Impacts of Social Media on Employment</p> |

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| <p><b>Spring 2</b></p> | <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-uks2-presentation-and-discussion-pack-t-lf-1657181341">https://www.twinkl.co.uk/resource/curriculum-exploitation-uks2-presentation-and-discussion-pack-t-lf-1657181341</a></p> <p>PowerPoint 1<sup>st</sup> the discussion<br/><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<br/><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)</p> <p><a href="https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation">https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation</a></p> <p><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> <p>Staying safe in the community</p> <p>Services where I can get help</p> <p>Volunteering Services in my Local area</p> |

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| <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> </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> | <p>My Place in the World</p> <p>How weather will affect employment</p> |
| <b>Summer 2</b> | <p>Voluntary services project X 3 weeks</p> <p>Benefits of volunteering for work experience and developing life skills</p> <p>Exams</p> |   |  |  |