

	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 week?’ 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	Role models in Society 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? Guess my Job 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 BHM – Black / history month	You and the Police Understanding the role of police and emergency services Your rights Debate ID cards in UK	Online literacy and responsibility Train and road safety Pedesrian and cycle safety	Dealing with climate change. What can we do? What are international Pressure groups Your Life Seaspiracy Netflix Documentary	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 Gangs and Knife crime impact on society and community	Social media v’s reality Bike and road safety awareness	Poverty in the UK Modern Day Slavery Your futures and Choices	Development and Globalisation Tourism Urbanisation

	Environmental Activist 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 ‘social media post’ Fake News 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 5 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 Personal Development Links Careers Related Learning Links
Autumn 1	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!	- I understand Citizenship education develops my knowledge, skills and understanding so I can play a full part in society as active and responsible citizen. - I can list 3 things I could do to become a responsible citizen - I can explain where I live in relation to the rest of the world - I know how many continents there are - I know which city is the capital of England - I can name the 5 key terms that make up British Values - I understand Britain's system of government is a parliamentary democracy. - I understand Parliament is the body of people who make laws on behalf of British people. - I know what an MP is and how to become one. - I understand we have a democracy at school when voting for school council and Head Boy - I can vote in a school election	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 School Council and Head Boy Elections My Place in the World How people become MP's
Autumn 2	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?'	- I can discuss whether I think money is important - I can explore issues involving pocket money. - I can discuss my views in an assertive way. - I can be respectful to others when listening to their opinion. - I understand the terms income, expenses, expenditure and interest. - I can distinguish between needs and wants. - I understand the difference between short-run and long-run costs. - I understand how budgeting and saving money can benefit	Your Choice text Book1 P82-83 Pocket Money 16.1 P84-85 Budgeting 16.1 www.young-enterprise.org.uk/ www.moneyadviceservice.org.uk/blog/po-wer-of-pocket-money www.moneyadviceservice.org.uk/en/articles/how-to-help-teenagers-manage-their-money 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 Class debates

				Budget Planning and understanding money
Spring 1	British Values – Rule of law Law and the rights of children Where do laws come from? Debate current law of smacking, Sharia law, knife Crime, stop and search and protesting. The United Nations Convention on the Rights of the Child 1989 54 Rights every child has Sawai's Case Study p59 Your Life bk 1	• I understand what the law is and how laws are made • I understand the terms laws, customs, morality, rules and regulations. • 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. • I can discuss my rights as a child at home • I understand parent/guardian duties and Children's rights • I can debate issues regarding laws (Smacking, Sharia, Knife crime) • I can explore the youth justice system and what happens in youth courts • I understand what a Judge does and their role to play in court. • I can debate issues surrounding stop and search • I can research the United Nations Rights of a Child	Twinkle Rule of law PP ht/news/world-27307249tps://www.bbc.co.uk Your Life Teacher File – Youth justice knife crime p 76-78 Your Life book 1- You and the law/children's rights p 54-59 Your Choice Book 2 – p82-83 Laws and rights of child Your choice Book 2- p84-85 You and the police Knife Crime – Your Life book 3 p46-47 Youth Courts – Your Life book 3 p70-73	ICT – Laws of copyright – Year 8 – Website designing Class debate on Knife Crime The role of a Judge
Spring 2	Fake news – Is a tweet the truth? Power of media and television Viewpoints matter Where can we find trustworthy information?	• I can debate whether I think Social media gives a fair coverage of people from all sections of society. • I can discuss the influence of media and advertising on young people. • I understand people have different viewpoints depending on their personal experiences.	You and the media – Your Life book 1 p46-47 The influence of advertising – your Life book 2 p50-51 https://www.think.gov.uk/ https://www.think.gov.uk/education-resources/ https://rnli.org/pages/ppc/beach-	English – Year 9 – Persuasive Discussion and presentations ICT – Year 9 – PIXLR Photoshop PSHE – Across All years (Personal

	The power of advertising Road safety Water safety (possible swimming lifesaving lessons) Calling an ambulance	• I can debate whether I think Children's adverts should be banned? • I can debate the rise of the influencer and whether I think this is positive or negative on society. • I understand basic road safety and can demonstrate this on a trip in the local community. • I can discuss the importance of water safety and understand how to get help for someone in trouble.	safety/beach-safe-kids?gclid=Cj0KCQjwpreJBhDvARIsAF1_BU1tqOP7-s9B_YTs1g0I5z_4z5Yjl9KAANt05voyC1_RyUMcUY55T-laAltpEALw_wcB&gclsrc=aw.ds	Safety) Demonstrate good road safety What is an Influencer?
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Summer 1	Resources, waste and recycling Reducing your water footprint The economy and the environment: • Global warming • Pollution • Deforestation – Palm Oil Sustainable development: • Energy consumption • Food consumption • Natural resources Species extinction Year 7 animal adoption	• I understand how to reduce waste at school and at home and the importance of recycling. • I can explain ways to reduce my water footprint • I can explain what is meant by the term global warming. • I can explain the impact pollution has on the natural world. • I can debate the impact of deforestation for Palm Oil • I can undertake research into sustainable living and how this could benefit our future • I can research species extinction and produce a case study on an animal of my choice • I can help raise money as a year group to adopt an animal in danger of extinction	Your Life book 1 – Recycling p102-103 Your Life book 5- Economy and the environment & Reducing water footprint p 82-85 David Attenborough – Life on our Planet	CDT – Year 7 – 3 R's project Cookery – Year 7 – Food Wheel and Where food Comes from Maths – Year 7 – Money Management using basic Money Researching sustainable living and Species extinction. Fundraising What is a Zoologist
Summer 2	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? - Profile When I grow up I want to be? Career stereotypes I can be whatever I want to be!	• I can explain Marcus Rashford's positive contribution to British Society. • I can explain character traits that make a good role model. • I can debate whether social media conveys good role models for young people. • I can write a profile about my role model. • I can share my aspirations for the future. • I understand the term stereotype and can give examples of this. • I understand equality and that racism, sexism,	Books: Marcus Rashford (Little People, BIG DREAMS) (You Are a Champion) How to Be the Best You Can Be Film – The Pursuit of Happiness Will Smith	PSHE – Black History Month WorkSkills – Autumn 1 – Career Aspirations Role Models – What makes a Good one. Career Stereotypes Guess my Job

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

YEAR 8 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	Cross Curricular Links Personal Development Links Careers Related Learning Links
Autumn 1	British Values Direct Democracy v Against Democracy Voting School council The Royal family	• I understand what it means for me to be British. • I understand key terms in reference to British Values (Respect, Tolerance, Law, democracy and individual liberty) • I understand the importance of voting and the process involved. • I have voted in a school election • I understand how the Royal Family is structured and key members. • I understand who runs our country • I know the role the government has • I can identify key roles of the British Government	https://www.twinkl.co.uk/resource/t-tp-959-british-values-display-poster https://www.twinkl.co.uk/resource/t2-p-148-new-what-is-democracy-presentation 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/t2-t-17015-uk-parliament-elections-and-voting-powerpoint 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? 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/t2-h-4818-new-royal-family-tree	Maths – Summer 1 – Percentages & number Properties and calc School Council and Head Boy Elections Key Jobs in the UK Government

			https://www.twinkl.co.uk/resource/t2-par-39-royal-family-pop-quiz	
Autumn 2	Money Matter 2 Bank accounts Different types of accounts and purpose Saving and borrowing Understanding interest 13.1 p 165 BHM – Black / history month	• I understand different types of bank account such as savings, debit card and credit card. • I can discuss my views in an assertive way. • I can be respectful to others when listening to their opinion. • I understand the terms saving, borrowing and interest. • I can distinguish between needs and wants. • I understand the term 'interest' and what this means in regard to my savings. • I understand how budgeting and saving money can benefit me. • I can identify the positive benefits of saving money.	Your Money Matter p11-22 Your Life Book 2 p 20-21 – Savings Top Tips Your Life Book 3 p30-33 Spending Sense – Young Money – Needs & Wants	Maths – Summer 1 – Calculations using money Savings and Bank Accounts
Spring 1	You and the Police Understanding the role of police and emergency services Your rights	• I understand the role the Police have to play in society • I understand my role in society and following laws • I can identify the emergency services • I understand the role of the emergency services • I understand and can identify my rights as a citizen in this country • 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.	Your Life Book 1 – p54-54 – You and your parents Your Life Book 2 – p38-41 – Police duties and powers Your Life Book 3 – p24-25 – Your human rights Your Life Book 3 – p26-27 – Protecting your rights Your Choice Book 2 – p82-83 – 14.1 Laws of Children Your Choice Book 2 – p84-85 – 14.2 You and the Police https://www.theweek.co.uk/br-exit/95434/the-pros-and-cons-of-id-cards-for-uk-citizens https://www.digitalid.co.uk/blog/is-digital-id-a-good-idea https://www.twinkl.co.uk/resource/t2-t-10000333-all-about-	ICT – Spring 1 – ICT in Society PSHE – Across All Years My Rights as a Citizen Jobs in the Emergency Services

			the-police-information-powerpoint https://www.youtube.com/watch?v=oHi9-RCdcP4 (what are public services)	
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Spring 2	Online literacy and responsibility Train and road safety	• I understand the term 'keeping myself safe' • I can identify ways to keep myself safe online • I can describe the negative effects of not keeping myself safe online • I can identify different forms of technology used to get online • I can identify safety procedures in relation to trains and crossings • I can identify road safety procedures as a pedestrian • I can identify road safety procedures when using a car • I understand basic road safety signs	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://www.twinkl.co.uk/resource/t2-i-049-internet-safety-crossword Digital Resilience PDF – Worksheets Digital Toolkit PDF – Worksheets https://www.brake.org.uk/get-involved/for-professionals/teachers-and-youth-workers/teaching-resources https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources/ 12-16 Case Study - Switched On! (switchedonrailsafety.co.uk) https://www.youtube.com/watch?v=Z5eAtsaNo8U (Train Safety Video) https://switchedonrailsafety.co.uk/7-11-years/	ICT Autumn 1 – Internet Safety WorkSkills – Application forms Spring 1 Online Safety Road Safety Train Safety The role of Internet Companies
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Summer 1	Dealing with climate change. What can we do? Is recycling really working? How should we be dealing with waste? Seaspiracy	• I understand the term 'Climate Change' • I can identify reasons why climate change may occur • I can identify ways in which I can help with climate change • I can identify ways globally that climate change can be helped • I understand the importance of recycling • I can identify different materials that can be recycled • I understand how waste is managed and disposed of on a local and national level • I understand the impact 'climate change' is having on our planet • I understand the impact of overfishing on the oceans • I understand the term 'sustainability'	Netflix – Seaspiracy https://www.twinkl.co.uk/resource/t3-sc-662-climate-change-quiz-powerpoint https://www.twinkl.co.uk/resource/t2-g-2567161-uks2-all-about-global-warming-resource-pack 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://www.twinkl.co.uk/resource/overfishing-upper-ks2-non-fiction-differentiated-reading-comprehension-t-e-1648450287 https://www.twinkl.co.uk/resource/overfishing-exam-questions-t-sc-2550118	Cookery Spring 1 – Social and Environmental impact and food Choices Science – Spring 1 – Climate Change Explore the effects of Climate Change Jobs in the Maritime Industry
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Summer 2	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	• I can use an OS map • I can identify grid references on a road map and identify some symbols from the key • I can read an OS map to 6 digits • I understand some of the symbols on an OS map • I can identify the 4 directions on a compass • I can use an Atlas to identify different countries • I can identify the different continents and oceans on a world map	https://www.bbc.co.uk/bitesize/subjects/zrw76sg	English – Autumn 2 – Equality & Diversity – Christmas Carol WorkSkills – Autumn 1 – Aspirations Map Reading Skills
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YEAR 9 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	
Autumn 1	British Values Voting School council Pressure groups Climate change groups Greta Thunberg study	- I understand what it means for me to be British. - I understand key terms in reference to British Values (Respect, Tolerance, Law, democracy and individual liberty) - I understand the importance of voting and the process involved. - I have voted in a school election - I understand the terms of climate change and the effects on my country and globally - I know what is meant by the term 'pressure group' - I know who Greta Thunberg is and can identify her position on climate change	https://www.twinkl.co.uk/resource/t-tp-959-british-values-display-poster 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/t-e-637-uk-parliament-and-the-government-how-is-the-country-run-powerpoint https://www.twinkl.co.uk/resource/t2-t-17015-uk-parliament-elections-and-voting-powerpoint https://www.twinkl.co.uk/resource/uks2-what-is-climate-change-powerpoint-t2-g-2567177 https://www.twinkl.co.uk/resource/t2-g-2567159-uks2-global-warming-fact-and-discussion-cards https://www.twinkl.co.uk/resource/t3-sc-662-climate-change-quiz-powerpoint https://www.twinkl.co.uk/resource/gre-ta-thunberg-powerpoint-t-tp-2678375 https://www.twinkl.co.uk/resource/uks2-greta-thunberg-differentiated-reading-comprehension-activity-t-e-1000 Your Life Book 5 – p82-83 – Global challenges Environmental Issues Your Life Book 5 – p86-87 – Working for Change https://www.bbc.co.uk/iplayer/episodes/p090xz9z/i-am-greta	Maths – Summer 1 - Percentages, fractions and Decimals Science – Spring 1 – Climate Change School Council and Head Boy Elections What is a Climate Activist?

Autumn 2	Money Matters 3 Gambling In game purchases How to manage your money Impact of debt BHM – Black / history month	• I can explore issues involving gambling. • I can discuss my views in an assertive way. • I can be respectful to others when listening to their opinion. • I understand the terms gambling and debt. • I understand ‘in-game’ purchases and the positive and negative impact of these. • I can distinguish between needs and wants. • I understand the term ‘interest’ in relation to debt • I understand different ways of getting in to debt such as store cards, gambling, credit and loans. • I understand the impact of debt both in the short-term and long-term	Your Life Book 3 – p96-97 Your Life Book 4 – p94-95 https://www.bbc.co.uk/teach/class-clips-video/pshe-ks3--ks4-what-happens-when-you-borrow-money/z4qbf4j (Borrowing money video) Spending Sense – Young Money – Financial Support	English – Autumn 2 – Travel Writing & planning a budget ICT – Spring 1 – ICT In Society Dedbt and online gambling Maths – Money Management Work Skills – Budget Planning Where to get Financial Support Understanding Debt
Spring 1	Youth Crime p235 Gangs and Knife crime impact on society and community	• I understand the term ‘gang’ and the negatives behind this • I can identify the positive and negative aspects of being in a ‘gang’ • I can discuss the impact of knife crime • I have researched the statistics of knife crime in my local area and nationally • I understand the impact knife crime has on a family and a local community • I can give my opinion on ‘gangs’ and knife crime in an appropriate manner	Your Life Book 3 – p70-71 – Youth Courts Your Life Book 3 – p72-73 – Youth Justice https://www.twinkl.co.uk/resource/should-carrying-a-knife-in-public-carry-a-long-prison-sentence-debate-pack-t3-dd-372 https://www.youtube.com/watch?v=6ShHJ2zFzQI (knife crime & social media) https://www.youtube.com/watch?v=2u_KQHhlfLU (knife crime children interviews)	English – Spring 2 – Report Writing PSHE – Kinfe Crime – Year 9 Knife Crime and Keeping Safe Looking at Volunteers in Youth Support

Spring 2	Social media v's reality Bike and road safety awareness Bike maintenance	• I can identify the difference between 'social media' and 'reality' • I understand and can describe the term 'keeping myself safe' in relation to social media • I can identify negative effects of posting untrue or altered images online • I can identify road safety signs as a pedestrian, cyclist and driver • I understand road safety rules and can explain how these keep me safe • I can identify different components of a bike • I can perform basic bike maintenance skills	Your Choice – Book 1 – p50 – 55 – Personal safety online, Cyberbullying & Protecting your identity Your Choice Teacher Book – 9.1, 9.2 & 9.3 https://www.rac.co.uk/drive/advice/earning-to-drive/the-highway-code-uk-road-signs-and-meanings/ Kahoot Quiz – Road Safety Signs 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://www.twinkl.co.uk/resource/road-signs-powerpoint-cfe-hw-1634573488 https://www.twinkl.co.uk/resource/road-signs-powerpoint-quiz-cfe-hw-1634642072	Citizenship – Year 11 – Driving Tests WorkSkills – Spring 1 – Application Forms Keeping Safe Online Keeping Safe on the road Jobs in the Automotive Industry – Driving Instructor, Bike Mechanic
Summer 1	Poverty in the UK The Slave trade in the 21 st Century	• I understand the term 'poverty' • I have researched poverty on a local and national level • I understand the impact poverty can have on choices and aspirations • I can identify negatives behind growing up in an environment of poverty • I have researched 'The Slave Trade' term and understand what it means • I understand what the slave trade is in the 21st Century	https://www.youtube.com/watch?v=7Dxu97R077w https://www.youtube.com/watch?v=s76iBP49-IQ https://www.twinkl.co.uk/resource/human-trafficking-powerpoint-za-lo-1	English – Year 7 – Charles Dickens – A Christmas Carol PSHE – Black History Month Working for a Charity

		I can identify the impact the slave trade has on people's lives directly, their families and the community		
Summer 2	Development and Globalisation Tourism Urbanisation Environment, Resources and Conflict	- I understand what is meant by the term 'development' - I understand the difference between a low income and high-income country - I can identify some low-income countries and some high-income countries - I understand the impact that tourism can have on a local community and a national level - I understand what an urban environment is - I understand what a rural environment is - I am aware of the impact that resources and conflict have on a country - I am aware of the negative impact on people living in conflict	https://www.bbc.co.uk/bitesize/subjects/zrw76sg https://www.bbc.co.uk/bitesize/topics/zvwtsbk/articles/zbcqjsg (Development) https://www.bbc.co.uk/bitesize/topics/zcmfb9q/articles/znsfn9q (Impact of Tourism) https://www.bbc.co.uk/bitesize/topics/z96vr82/articles/z3dm2v4 https://www.bbc.co.uk/bitesize/topics/z96vr82/articles/zc7htrd (Urban patterns in HIC, MIC and LIC's) https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/zq7jqfr (Land as a resource) https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/z72q7yc (Ocean as a resource) https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/zwhvydm (Increasing water supply)	Looking at self-compared to how Others live. Benifits of the UK Different forms of job - Casual, part-time, full time

			https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/ziqwjsq (Geopolitics and conflict)	
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YEAR 10 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	
Autumn 1	British Values Understanding politics Local and general elections How to vote at 18 School council & Head boy	- I understand what it means for me to be British. - I understand key terms in reference to British Values (Respect, Tolerance, Law, democracy and individual liberty) - I understand the importance of voting and the process involved. - I understand what local and general elections are - I understand the structure of parliament in my country - I understand what an MP is - I understand what a Lord is - I can understand how laws are made and passed in our country - I understand different types of governments in other countries - I understand the differences between and democracy and a dictatorship - I can identify what party I might vote for in an election	https://www.twinkl.co.uk/resource/t-tp-959-british-values-display-poster 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/t-e-637-uk-parliament-and-the-government-how-is-the-country-run-powerpoint https://www.twinkl.co.uk/resource/t2-t-17015-uk-parliament-elections-and-voting-powerpoint https://www.twinkl.co.uk/resource/2019-general-election-results-ks2-powerpoint-t2-t-1570 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. Understanding Data School Council and Head Boy Elections Understanding Laws and how they are made Governments in other Countries The House of Commons The House of Lords

			your council What is the local council?	
Autumn 2	Money Matters 4 Consumer rights Fairtrade Considering Environmental Impact BHM – Black / history month	• I can discuss my view in an assertive way • I can be respectful to others when listening to their opinion • I understand the term ‘consumer rights’ and understand what these rights are • I can distinguish between needs and wants • I understand the term ‘fairtrade’ and can identify the benefits of this • I understand the environmental impact of products manufactured on a large scale • I understand the balance of positive and negative consequences of environmental impact vs economic impact	Your Life Book 5 – p104- 105, p106-107, p108-109 https://www.youtube.com/watch?v=zHRVpyl2UWw https://www.youtube.com/watch?v=JRuu9Ap4jaM https://www.twinkl.co.uk/resource/t2-t-16633-fair-trade-information-powerpoint BBC video on debt - iplayer	Cookery – Fairtrade products PSHE – Black History Month] WorkSkills – Debt Management Year 10 What is Fair Trade Jobs in farming and Food production
Spring 1	Understanding Women and Equality Laws Violence against women and LGBT+ community Understanding Racism and discrimination Stephen Lawrence case study	• I understand the meaning of ‘equality’ • I understand the fairness of the law and how women came to have equal rights • I understand the impact of violence against women and the LGBT+ community • I understand the term ‘racism’ and the impact this can have on people • I understand the term ‘discrimination’ • I can identify the 9 protected characteristics	Your Choice Book 2 – p36-37 – 6.1 Stereotyping Your Choice Book 2 - p38-39 – 6.2 Prejudice Your Life Book 4 – p46-47 – What is prejudice?	PSHE – Protected Characteristics Citizenship – Year 11 – Radicalisation English – KS4 – Case Studies Protected Characteristics

		• I have looked at the Stephen Lawrence case and can identify the impact of the family, local community and nationally • I have produced a case study of Stephen Lawrence	Your Life Book 4 - -48-49 – Discrimination and the law https://www.twinkl.co.uk/resource/lgbtg-prejudice-and-discrimination-lesson-pack-t-p-3328 https://www.youtube.com/watch?v=JruFrZtutkY (Stephen Lawrence)	Workplace Equality
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Spring 2	The power behind a 'Tweet' Different Social Media Companies and how large the industry is in terms of scale, reach, audience and profits. Car and motorbike safety and awareness Driving theory test	• I can explain how to keep myself safe when online • I can explain what is meant by the term 'tweet' • I can use examples of how 'tweets' have a wide range of consequences both positively and negatively • I can identify 3 Social Media apps and understand the impact these have on daily lives • I can identify successfully road safety signs as a driver • I understand the negative impact of poor road safety • I have an understanding of the basic principles of the Driving Theory Test • I can answer basic questions around the Driving Theory Test	Your Choice – Book 1 – p50 – 55 – Personal safety online, Cyberbullying & Protecting your identity Your Choice Teacher Book – 9.1, 9.2 & 9.3 The Power of a Tweet teaching resource https://www.investopedia.com/what-is-tiktok-4588933#:~:text=TikTok%20is%20a%20social%20media,is%20increasingly%20used%20for%20infotainment https://www.demandsage.com/snapchat-users/#:~:text=Snapchat%20is%20the%20fifth%20most,million%20times%20in%202022%20alone https://www.safedrivingforlife.info/free-practice-tests/hazard-perception-test/ (Hazard Perception Test) https://www.driving-theory-test.com/hazard-perception	ICT – Online Safety Citizenship – Driving Tests – Year 11 Online Safety Road Safety Driving Theory Test Jobs in Social Media

			(Hazard Perception Test)	
Summer 1	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.	• I understand what the term 'organic' means in terms of food production • I can identify products sold that are 'organic' • I have researched how our diet affects the environment • I can identify the impacts of diet on the environment • I can explain the positive and negatives behind a vegetarian diet • I understand the impact of deforestation • I can identify negative impacts of deforestation • I have independently researched the impact of palm oil production on the environment	https://www.twinkl.co.uk/resource/t2-t-1057-ks2-deforestation-information-powerpoint 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/t2-s-231-rainforest-as-habitats-powerpoint https://www.twinkl.co.uk/resource/all-about-vegetarian-vegan-and-plant-based-diets-powerpoint-t-tp-2679749 https://www.youtube.com/watch?v=7Dxu97R077w 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://www.twinkl.co.uk/resource/cop26-food-and-farming-reading-comprehension-t-sc	Cookery – Food production And impact. Link to V-cert Criteria 4.1 & 4.2 Science – KS4 – Biodiversity Different food choices Impact of Deforestation Costs of food and production

			1627750864 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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Summer 2	Storm Cycles and types of storms Rivers Coasts and erosions Visit to Lee-On-Solent to look at Coastal Erosion	• I know how Tectonic plates and boundaries work. • I can identify the 4 movements Tectonic Plates have and their outcomes. • I understand how Rivers are formed and managed. • I understand how the coastline is impacted and managed. • I can identify features in the coastline in my local area. • I can identify ways to protect my local coastline from pollution, environmental hazards and erosion.	https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/zrcgr2p (Plate Tectonics) https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/z9k496f (volcano) https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/zc4rcmn (tsunami & earthquake) https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/zmycr2p (River management) https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/z66mxbk (River processes) https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/z6394xs (Coastal processes) https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/zhg8kty (Coastal management)	My Place in the World Understanding the Planet Roles of Emergency Services Jobs on our coast

YEAR 11 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	
Autumn 1	British Values Understanding: Brexit The Commonwealth United Nations EU Rights in the UK Causes of War/Conflict	• I understand what it means for me to be British. • I understand key terms in reference to British Values (Respect, Tolerance, Law, democracy and individual liberty) • I understand the importance of voting and the process involved. • I have voted in a school election • I understand the term Brexit and what is meant by this • I understand and can describe what is meant by the terms The Commonwealth, United Nations and EU • I can identify reasons for conflicts or wars • I can explain why issues cause wars	https://www.twinkl.co.uk/resource/t-tp-959-british-values-display-poster https://www.twinkl.co.uk/resource/t2-t-10000344-all-about-brex-it-powerpoint-1 https://www.twinkl.co.uk/resource/t2-t-348-leaving-the-eu-what-next-powerpoint https://www.twinkl.co.uk/resource/cfe2-g-0064-the-european-union-information-sheet https://www.twinkl.co.uk/resource/t2-g-433-commonwealth-powerpoint https://www.twinkl.co.uk/resource/cfe2-p-27-the-united-nations-powerpoint https://www.twinkl.co.uk/resource/t2-t-348-leaving-the-eu-what-next-powerpoint https://www.twinkl.co.uk/resource/british-civil-rights-powerpoint-t-tp-2550319 Leave or Remain Leaflet https://www.twinkl.co.uk/resource/t2-p-043-the-united-nations-powerpoint https://www.twinkl.co.uk/resource/t4-re-127-united-nations-game	PSHE – Black History Month Maths – Pie, Bar, Line graphs And understanding data School Council and Head Boy Elections The roles of Global Organisations

Autumn 2	Money Matters Making financial choices now to help your future	• I can discuss my views in an assertive way. • I can be respectful to others when listening to their opinion. • I understand the terms income, expenses, expenditure and interest. • I can distinguish between needs and wants. • I understand how budgeting and saving money can benefit me. • I understand how to open a bank account and savings account • I understand the difference between a debit card and credit card. • I understand the positive impact that saving money could have on my future.	https://www.twinkl.co.uk/resource/different-types-of-bank-accounts-t-m-1652088446 Santander – Types of accounts And account research	Maths – Money Management KS4 Work Skills – KS4 – Budget Planning Understanding different Bank Accounts Understanding Pay and Payslips
Spring 1	Your online reputation and the law. Social media decisions you make now that could impact your future. Online relationships and Body Image	• I understand how my online reputation can impact my future • I can identify positive and negative impacts of my online presence on my future job prospects • I can identify different forms of Social Media • I understand how using social media may impact me in the future • I understand the legal impact of negative social media use • I know how to make positive social media choices	https://www.twinkl.co.uk/resource/t2-m-1351-new-age-restrictions-for-social-media-platforms-poster https://www.twinkl.co.uk/resource/social-media-lesson-pack-t-p-1663684381	English – Autumn 1 – Personal Safety – 127 Hours ICT – Online Safet and Safer Internet Day Online Safety Online Relationships Impacts of Social Media on Employment

Spring 2	Radicalisation Keeping safe in my community	• I can identify what the term 'radicalisation' means • I can describe different scenarios where this may happen • I know what the 'Prevent Duty' is and can describe this • I can identify ways to keep safe in my community • I can identify different ways to keep safe or dangers that there may be in different communities i.e. rural, cities, foreign countries • I have identified different services that can help me if I feel unsafe and where to go	https://www.twinkl.co.uk/resource/criminal-exploitation-uks2-presentation-and-discussion-pack-t-lf-1657181341 PowerPoint 1st the discussion https://www.twinkl.co.uk/resource/t4-re-91-terrorism-lesson-pack PowerPoint + worksheets https://content.twinkl.co.uk/resource/e8/f3/t-slt-1663890734-prevent-duty-poster-ver-1.pdf?token=exp=1676978892~acl=%2Fresource%2F%2Ff3%2Ft-slt-1663890734-prevent-duty-poster-ver-1.pdf%2A~hmac=8e60bfe93757959fef6e8651f39ec59379837856e0b7a6bb058f66fc0112bc6c (Prevent Duty Poster) https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation https://www.bbc.co.uk/news/uk-56209007 (Shamina Begum News Article)	ICT – Safer Internet Day Online Safety – Autumn 1 PSHE – Terrorism – Year 10 – Spring 1 Citizenship – Summer 1 – Geography project Staying safe in the community Services where I can get help Volunteering Services in my Local area

Summer 1	Weather Patterns and Climate Global Biomes – Deserts and Rainforests	• I can identify different symbols used on the weather forecast • I can describe different ways that weather is measured • I can identify the equator on a globe • I understand different climate groups and can describe them • I can describe the impact of global warming and how this is monitored.	https://www.bbc.co.uk/bitesize/subjects/zrw76sg https://www.bbc.co.uk/bitesize/topics/zx38q6f (Weather patterns) https://www.bbc.co.uk/bitesize/topics/ztgw2hv (Global Biomes)	My Place in the World How weather will affect employment

Summer 2	Voluntary services project X 3 weeks Benefits of volunteering for work experience and developing life skills Exams			
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