

**KS5 Curriculum Map Year 12:**

<b>Topic</b>	<b>Substantive Knowledge</b>  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	<b>Disciplinary Knowledge (Skills)</b>  This is the action taken within a particular topic in order to gain substantive knowledge.	<b>Assessment Opportunities</b>  What assessments will be used to measure student progress?
Autumn – Inspiring Excellence	<ul style="list-style-type: none"> <li>• SWOT analysis</li> <li>• Spectrum of mental health and mental illness.</li> <li>• Safeguarding our mental health.</li> <li>• Knife crime, alcohol, and spiking</li> <li>• Smoking, vaping, and drug</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection activity.</li> <li>• As a class, students annotate a continuum between mental health and mental illness.</li> <li>• Discussing how to support a friend with suicidal thoughts. They are signposted towards support if they/someone they know is having suicidal thoughts.</li> <li>• Analysing statistics relating to knife crime; discussing the dangers of carrying a knife.</li> <li>• Calculating units in a range of alcoholic drinks.</li> <li>• Discussing laws surrounding and consequences of taking illegal drugs.</li> <li>• Identifying where and how to seek support.</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> </ul>
Autumn 2 – Shaping Character	<ul style="list-style-type: none"> <li>• How to plan for financial independence.</li> <li>• Increasing ‘money confidence’ and financial literacy.</li> <li>• The costs and benefits of credit cards.</li> <li>• The risks associated with gambling and where to seek support.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing the Barclay’s Budgeting Money Game to simulate real-world financial decisions.</li> <li>• Identifying priorities when setting a budget.</li> <li>• Calculating inflation.</li> <li>• Advising others on investments.</li> <li>• Assessing pros and cons of different types of credit/lending.</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> </ul>

Spring 1 – Forging Futures	<ul style="list-style-type: none"> <li>• Post-18 options.</li> <li>• The value of, and how to secure, work experience, volunteering, and part time jobs.</li> <li>• University (what is it, how to apply...)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing the pros and cons of a range of post-18 options.</li> <li>• Researching the range of options available and determining which are the best for the individual.</li> <li>• Planning next steps.</li> <li>• Researching opportunities such as virtual work experience placements and engaging with super-curricular learning.</li> <li>• Distinguishing between different types of university and different university-level qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> </ul>
Spring 2 – Inspiring Excellence	<ul style="list-style-type: none"> <li>• Apprenticeships and HTCs.</li> <li>• How to write a competitive application.</li> <li>• Personal statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Researching the range of apprenticeships available and considering whether this is an appropriate option for the individual.</li> <li>• Analysing good/bad personal statements.</li> <li>• Drafting a personal statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> <li>• Students receive written and verbal feedback on PS progress.</li> </ul>
Summer 1 – Shaping Character	<ul style="list-style-type: none"> <li>• Planning next steps.</li> <li>• Admissions tests.</li> <li>• Interviews.</li> <li>• Assessment centres.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can choose from a range of activities, supporting them in planning and preparing for their next steps.</li> <li>• Preparing for admissions tests.</li> <li>• Preparing for interviews and assessment centres including role-play activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> <li>• Students receive written and verbal feedback on PS progress.</li> </ul>
Summer 2 – Forging Futures	<ul style="list-style-type: none"> <li>• Studying abroad – pros and cons.</li> <li>• Planning next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying pros and cons of studying abroad, and the range of ways to do this, e.g. sandwich year.</li> <li>• Bespoke CIAG provided by teacher – students work independently preparing for their next steps, e.g. researching options, drafting PS...</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> <li>• Students receive written and verbal feedback on PS progress.</li> </ul>

## KS5 Curriculum Map Year 13:

<b>Topic</b>	<b>Substantive Knowledge</b>  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	<b>Disciplinary Knowledge (Skills)</b>  This is the action taken within a particular topic in order to gain substantive knowledge.	<b>Assessment Opportunities</b>  What assessments will be used to measure student progress?
Autumn 1 – Inspiring Excellence	<ul style="list-style-type: none"> <li>RSE.</li> <li>Pornography – dangers and busting myths.</li> <li>Domestic abuse – the signs and where to seek support.</li> <li>Forced marriage – how it differs from arranged marriage and where to seek support.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the ‘best’ method of contraception in a range of circumstances/situations.</li> <li>Analysing a scenario to determine options upon finding out you/your partner is pregnant, including identifying where to seek support.</li> <li>Analysing statements and debating issues relating to the sharing of nude images.</li> <li>Discussing opinions on pornography, e.g. is it healthy? Is it realistic?</li> <li>Identifying myths conveyed by pornography and their potential consequences.</li> <li>Identifying behaviour which constitutes abuse, and where to seek support and guidance.</li> <li>Comparing features of a range of partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>True/false quiz in domestic abuse lesson.</li> <li>Written reflection at the end of each lesson.</li> <li>Verbal contributions, listening skills and teamwork.</li> </ul>
Autumn 2 – Shaping Character	<ul style="list-style-type: none"> <li>Sexual harassment – what is it, how can we prevent it, seeking support.</li> </ul>	<ul style="list-style-type: none"> <li>Analysing articles about sexual harassment amongst young people.</li> <li>Watching a BBC documentary (Is this sexual harassment). Teacher pauses at key points for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Written reflection at end of each lesson.</li> <li>Verbal contributions, listening skills and teamwork.</li> </ul>
Spring 1 – Forging Futures	<ul style="list-style-type: none"> <li>Supporting physical and mental health at university.</li> <li>Causes, impacts and potential solutions to youth homelessness.</li> <li>Causes of negative body image.</li> </ul>	<ul style="list-style-type: none"> <li>Students watch a 30-minute video from the BBC about the highs and lows of Freshers’ week.</li> <li>Factual information about how to register for a GP, etc.</li> <li>Annotating a continuum to identify words associated with mental health/illness.</li> <li>Discussing why University can be a challenging time for an individual’s mental health; students watch a short video.</li> </ul>	<ul style="list-style-type: none"> <li>Written reflection at the end of each lesson.</li> <li>Verbal contributions, listening skills and teamwork.</li> </ul>

		<ul style="list-style-type: none"> <li>• Reading and annotating an article from The Guardian; discussing statistics from the NUS.</li> <li>• Students watch a video from Drink Aware about the impacts of alcohol on mental health, and a BBC3 video about drugs and mental health.</li> <li>• In pairs students are allocated an article about tackling mental health issues at University. They come up with five tips to care for their mental health.</li> <li>• Identifying causes of, and potential solutions to, the youth homelessness crisis in the UK.</li> <li>• Assessing pros and cons of social media.</li> </ul>	
Spring 2 – Inspiring Excellence	<ul style="list-style-type: none"> <li>• How to register to vote.</li> <li>• Key beliefs of major political parties in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Debating whether voting should be compulsory, should the voting age be lowered...</li> <li>• Information about how to register to vote.</li> <li>• ICT research project – core values of UK political parties.</li> <li>• Determining which political party most closely aligns with a student's views and values.</li> </ul>	<ul style="list-style-type: none"> <li>• Written reflection at the end of each lesson.</li> <li>• Verbal contributions, listening skills and teamwork.</li> </ul>