

KS4 Curriculum Map Year 9:

| Topic | Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge. | Assessment Opportunities What assessments will be used to measure student progress? |
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| Autumn 1 – Inspiring Excellence | <ul style="list-style-type: none"> Factors impacting how we feel about ourselves, e.g. the media. Gender stereotypes. Healthy and unhealthy relationships. | <ul style="list-style-type: none"> Considering how different things impact how we feel about ourselves, and how we can control this. In groups, creating and analysing different people, considering how we ‘do’ gender in the 21st century. Analysing different types of relationships, identifying the qualities of a healthy relationship. | <ul style="list-style-type: none"> Written reflection at the end of each lesson. Verbal contributions, listening skills and teamwork. |
| Autumn 2 – Shaping Character | <ul style="list-style-type: none"> Money personalities. Pay slips and tax. Benefits of work beyond pay. Labour Market Information. | <ul style="list-style-type: none"> Students take the Barclay’s ‘money personality’ quiz. Numeracy task calculating the difference between paying up front or using credit. Analysing a pay slip and calculate take home pay for imaginary characters. | <ul style="list-style-type: none"> Self-assessment of numeracy tasks. Written reflection at the end of each lesson. Verbal contributions, listening skills and teamwork. |
| Spring 1 – Forging Futures | <ul style="list-style-type: none"> Skills audit Part time jobs. CV writing. | <ul style="list-style-type: none"> Identifying transferable skills developed in and out of school. Completing a table to show how they spend their time over a typical week. Reflecting on whether they are using their time effectively. Creating a CV. | <ul style="list-style-type: none"> Written reflection at the end of each lesson. Verbal contributions, listening skills and teamwork. |
| Spring 2 – Inspiring Excellence | <ul style="list-style-type: none"> Consent. Safe sex (STIs, protecting your emotions...). Marriage and family life (including forced marriage and positive parenting). | <ul style="list-style-type: none"> Playing the ‘handshake game’; understanding of the importance of consent. Identifying ‘risky’ sexual behaviour and discuss how risks can be minimised. | <ul style="list-style-type: none"> True/false quiz in lessons 6 and 7. Written reflection at the end of each lesson. Verbal contributions, listening skills and teamwork. |

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| | | <ul style="list-style-type: none"> Analysing and contrasting different types of legal partnership. Sorting statements – forced or arranged marriage? Identifying how parental responsibility changes as a child gets older. | |
| Summer 1 – Shaping Character | <ul style="list-style-type: none"> Modern British Values Valuing diversity. Understanding and preventing extremism. Hate crime | <ul style="list-style-type: none"> Analysis of the school values and linking the MBV to school life. Fact check activity linked to diversity; students consider how diversity can be valued and encouraged. Analysis of different scenarios, identifying extremism and legitimate forms of protest. Whole class role play activity to understand how individuals are drawn into extremism and how this can be prevented. Determining the difference between hate crime and a hate incident. Identifying personal values. | <ul style="list-style-type: none"> Written reflection at the end of each lesson. Verbal contributions, listening skills and teamwork. |
| Summer 2 – Forging Futures | <ul style="list-style-type: none"> UTCs What can you study at university? Vaccinations | <ul style="list-style-type: none"> Pros and cons of different post-14, 16 and 18 options. Independent research task: students research entry requirements for their chosen University course. Students engage in a debate about vaccinations. | <ul style="list-style-type: none"> Written reflection at the end of each lesson. Verbal contributions, listening skills and teamwork. |

KS4 Curriculum Map Year 10:

| Topic | Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge. | Assessment Opportunities What assessments will be used to measure student progress? |
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| Autumn 1 – Inspiring Excellence | <ul style="list-style-type: none"> Diversity. Gender stereotypes. Mental health. | <ul style="list-style-type: none"> Analysing of headlines about diversity. Recapping protected characteristics and Modern British Values. Analysing anecdotes and statistics about gender stereotypes and discrimination. Identifying a range of feelings and emotions. Factual information about mental health, identifying warning signs in ourselves, and others and where to seek support. | <ul style="list-style-type: none"> Introduction to assessment framework. Written reflection at the end of each lesson. Verbal contributions, listening skills and teamwork. Mental health lesson includes a pre-lesson reflection and true/false quiz to assess understanding. |
| Autumn 2 – Shaping Character | <ul style="list-style-type: none"> Global population. Global development. The refugee ‘crisis’. Climate change. | <ul style="list-style-type: none"> Literacy task considering different strategies for managing population increase. Discussions surrounding development and our responsibilities as individuals. Literacy task – students read an article and develop and challenge their ideas about the refugee ‘crisis’. Discussions surrounding climate change and our individual and collective responsibility to act. | <ul style="list-style-type: none"> Written reflection at the end of each lesson. Verbal contributions, listening skills and teamwork. |
| Spring 1 – Forging Futures | <ul style="list-style-type: none"> Developing learning skills. Career research project. | <ul style="list-style-type: none"> Analysis of different learning strategies including metacognitive strategies. Students complete https://www.career-test.co.uk/ Students complete an ICT research project about a potential future career. They formulate an action plan, considering how they will overcome potential obstacles. | <ul style="list-style-type: none"> Written reflection at the end of each lesson. Verbal contributions, listening skills and teamwork. |

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| Spring 2 – Inspiring Excellence | <ul style="list-style-type: none"> Poor diet and associated health risks. Alcohol, smoking, vaping, drugs. Benefits of self-examination/screening. Organ donation and first aid. | <ul style="list-style-type: none"> Identifying features of healthy and unhealthy lifestyles. Discussing implications of an unhealthy life. Identifying why people drink, smoke etc. and the associated laws and risks. Students create a leaflet/posted about self-examining/screening for different types of cancer. Teacher shares up to date information about first aid in different situations. Discussing a range of scenarios relating to organ donation. | <ul style="list-style-type: none"> Alcohol/smoking lesson includes a true/false quiz. Written reflection at the end of each lesson. Verbal contributions, listening skills and teamwork. |
| Summer 1 – Shaping Character | <ul style="list-style-type: none"> Teenage pregnancy. STIs. Sexual exploitation. | <ul style="list-style-type: none"> Analysing different types of contraception and methods of preventing the spread of STIs. Identifying how and where to seek support and guidance. Discussing and understanding CSE – what are the signs? Where can you seek support? | <ul style="list-style-type: none"> Teenage pregnancy lesson includes a true/false quiz. Written reflection at the end of each lesson. Verbal contributions, listening skills and teamwork. |
| Summer 2 – Forging futures | <ul style="list-style-type: none"> How are my GCSEs going? Career journey. Apprenticeships. Positive online presence. | <ul style="list-style-type: none"> Self-assessing academic and personal progress. Discussing the importance of GCSEs in reaching future goals. Annotating a career timeline, planning next steps. Analysing pros and cons of apprenticeships. Practicing sending professional emails. | <ul style="list-style-type: none"> Written reflection at the end of each lesson. Verbal contributions, listening skills and teamwork. |

KS4 Curriculum Map Year 11:

| Topic | Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge. | Assessment Opportunities What assessments will be used to measure student progress? |
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| Autumn 1 – Inspiring Excellence | <ul style="list-style-type: none"> • Post-16 options. • Post-18 options and setting goals. • Job application forms. | <ul style="list-style-type: none"> • Students are given factual, impartial advice about post-16 options and signposted towards websites which will help the planning process. • Researching a range of post-18 options, formulating SMART next steps for their career journey. • Practicing using the STAR method to answer competency-based questions then complete a mock application form. | <ul style="list-style-type: none"> • Quiz at end of lesson 1 to assess learning. • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork. |
| Autumn 2 – Shaping Character | <ul style="list-style-type: none"> • CVs. • Interview skills. • The importance of work experience and volunteering. | <ul style="list-style-type: none"> • Creating a CV (passed to interviewers for the mock interview process). • Role playing interviews to develop skills and confidence. • Researching work experience and volunteering opportunities. | <ul style="list-style-type: none"> • Written reflection at the end of each lesson. • Verbal feedback is provided on CV by both class teacher and mock interviewer. • Written reflection following mock interview. • Verbal contributions, listening skills and teamwork. |
| Spring 1 – Forging Futures | <ul style="list-style-type: none"> • Personal statement. • Student finance. • RSE. • How to manage time and pressure. | <ul style="list-style-type: none"> • Writing a mock personal statement. • Literacy task – Guardian article about finances at university. • Recapping KS4 RSE with some more adult themes – what is consent and why is it important? • Discussing how pornography can impact a relationship and why it should not be used as a resource for RSE. • Discussing the implications of sexual messaging. | <ul style="list-style-type: none"> • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork. |