

Key Stage		Year Group		Subject:		Programme of Study					
KS3+4		All		The World Around Us		The World Around Us					
Autumn A		Autumn B		Spring A		Spring B		Summer A		Summer B	
Topic(s)		Topic(s)		Topic(s)		Topic(s)		Topic(s)		Topic(s)	
<u>Diversity and Discrimination</u> In conjunction with Black History Month in October, students will study a range of topics linked to diversity and discrimination including topics such as 'isms' and the impact of them. We will also focus on a case study of 1930s to 1970s America and black Civil rights.		<u>Democracy and Liberty</u> Students will have a brief look at the Norman conquest and the establishment of the Feudal System in England before having a look at the way modern day government works in the UK including parliament, voting and law making. Students will also have a look at the UN convention on the rights of the child.		<u>Physical and Mental Health and Wellbeing</u> Students will consider all aspects of their physical and mental health including healthy eating, the benefits of exercise, the impacts of substances and addictions and support available for both physical and mental health issues.		<u>Preparing for Adulthood</u> Students will look at a wide range of topics linked to preparing them for adulthood. These will include a focus on careers and employability and gaining work experience, but also look at a range of life skills such as food shopping, travel training and managing finances		<u>Extremism and influences</u> Using 9/11 and the war on terror as a case study, students will explore extremism in all its forms, the impact of it, how the media influences it, and why it is important to practice tolerance and mutual respect.		<u>Who am I?</u> Students will take the opportunity to explore their identity and backgrounds in detail. We will look at identity, orientation, and personal values as well as our relationships with families and friends. We will also have a look at either our personal histories, or where this is not appropriate due to trauma etc. we will look at local history instead.	
Assessment Tasks		Assessment Tasks		Assessment Tasks		Assessment Tasks		Assessment Task		Assessment Tasks	
<ul style="list-style-type: none"> I can recognise bullying and its impact I can describe impact of stereotyping, prejudice and discrimination I can describe why it is wrong to use language and behaviour that is discriminatory I can describe why it is important to include people of different faiths/races/backgrounds I can identify possible reasons for the importance of events/people in the past. I can identify historically-significant people, events or changes and can give a reason why I can interpret simple information from primary and secondary sources. I can describe people or events they have studied in the past 		<ul style="list-style-type: none"> I can use key words regularly and accurately and include specific dates and names to support my answers. I can point out the features of an image I can describe the strengths and weaknesses of a structure such as a castle I can describe in detail the difference between the style of government in 1066 and in 2023 I can define key words such as democracy and parliament I can identify the three different parts of the UK parliament I can describe how a law is passed in the UK 		<ul style="list-style-type: none"> I can describe how to maintain a work, leisure, exercise and school balance <ul style="list-style-type: none"> I can describe characteristics of mental and emotional health I can recall the law relating to the supply of alcohol, tobacco and illegal drugs I can describe the health risks of alcohol, tobacco and illegal drugs <ul style="list-style-type: none"> I can describe the consequences of substance abuse I can describe some strategies to manage peer pressure I can describe how daily activities such as exercise and diet can promote positive mental health I can describe how to access mental health services 		<ul style="list-style-type: none"> I can list options available to me post 16 I can identify sources of information, advice and support for my career I can identify different types of work patterns and employment I can identify different routes into work and training I can set realistic yet ambitious goals using the SMART method I can describe how my online presence may affect my employability I can identify skills and attributes that employers value I can identify my employment rights and responsibilities 		<ul style="list-style-type: none"> I can describe the changes that have happened in warfare over the past 1000 years I can describe the events of September 11th 2001 I can begin to explain why 9/11 was so significant I can recognise the potential influence of extreme views on people's attitudes and behaviours I can recognise that social and mainstream media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints I can describe the causes and personal consequences of extremism and intolerance 		<ul style="list-style-type: none"> I can identify different types of relationships including those within families and friendships I can identify reasons people foster or adopt children I can identify the differences between gender identity, biological sex and sexual orientation I can describe the roles of parents, carers and children in families <ul style="list-style-type: none"> I can clarify and develop personal values in friendships and relationships I can describe the impact of being a young parent and the support available to me 	

Students will be teacher assessed against the Solar framework.

Students will be assessed based on a number of different assessment activities including:
written tasks, creative tasks such as leaflets and posters, verbal responses to questions and other stimuli as well as a range of practical activities.

Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development
Black History Month Hate Crime Awareness Week Show Racism the Red Card Standing up for what is right Anti-racism – Standing up for others	UK parliament Week International Human Rights Day International Animal rights Day Knowing your rights Your voice matters	Veganuary Obesity Awareness Week Childrens Mental Health Week	National Careers Week Global Money Week Debt Awareness Week	Eid VE Day International Day against Homophobia, Transphobia and Biphobia Everybody's welcome – Tolerance. Our relationship with other cultures Our actions have consequences	Our relationship with ourselves Our relationship with others Pride Month Our relationship with local history

Reading & Writing

Students will read from a number of historical texts and contemporary sources and have opportunities to read both quietly and aloud in lessons. Students will have a number of topic specific key words that will be pre taught and highlighted and reviewed to help them learn these terms. All work will be marked for literacy and SPAG with key spellings and SPAG highlighted for correction.

Speaking & Listening

Students will be encouraged to answer general and directed questions, and on some topics engage in guided debate where they will have the opportunities to voice opinions and listen to others.

Numeracy & Mathematical Reasoning

Students will have the opportunity to work with a number of different mathematical based skills throughout the different units. These would include dates, times, statistics and percentages.

Students will also use the mathematical operators of addition and subtraction in a range of contexts.

SMSC

Spiritual - This curriculum will explore beliefs and respect faiths, feelings and values. In conjunction with the personal development calendar this year we will visit religious sites and aim to further understand those whom we share our communities with. We will also attempt to dispel stereotypes and prejudices, particularly through challenging extremism.

Moral - Through studying the law we will learn about right and wrong, and consequences for our behaviours. We will also discuss other moral and ethical issues, and recognise that we have an obligation to tolerate and mutually respect others in line with our British values.

Social - Students will be encouraged to work in groups and participate in discussions in a bid to boost their social development. Students will also look at their personal and local histories in order to look at their own personal societies.

Cultural - Students will explore British traditions and customs as well as exploring those of other faiths. We will accept and celebrate diversity.

Fundamental British Values (FBV) - Democracy – focus in Autumn B
Individual Liberty – covered in a number of topics including law making, 'isms' and 'who am I'
Mutual respect – covered throughout but with a focus in Summer A
The Rule of Law – covered extensively in Autumn B