

## Year 7 Curriculum Overview 2023-24

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p style="text-align: center;"><b>Voices of a Generation: The Writer at Work (writing)</b></p> <p>This is the first unit and forms part of our 'Voices of a Generation' vision whereby students become confident writers by crafting the opening of their own novel. The genre of writing is not prescribed so students have the opportunity to explore a range of conventions in order to find their niche.</p> <p>Core knowledge includes genre conventions and the 3Ps.</p> <p>Core skills include structure, sentence forms and spellings.</p>	<p style="text-align: center;"><b>Voices of a Generation: Boy 87 (reading)</b></p> <p>This is the first reading unit and forms part of our 'Voices of a Generation' vision whereby students explore a contemporary novel that tackles topical issues such as displacement, child soldiers, and immigration. There will be a focus on engaging with a text focusing on the context and impact</p> <p>Core knowledge includes the exploration of topical issues and the power of literature.</p> <p>Core skills include using evidence and intentions.</p>	<p style="text-align: center;"><b>Voices of a Generation: Heroes and Villains (reading)</b></p> <p>This unit allows students to continue their exploration of characters and themes from previous topics by exploring a range of extracts all focused on characterisation. This will include extracts from historic texts such as 'Beowulf' to contemporary texts such as 'Harry Potter' focusing on HOW and WHY characters are often archetypal.</p> <p>Core knowledge includes exploring the typicality and evolution of characters.</p> <p>Core skills include comparing texts and methods.</p>	<p style="text-align: center;"><b>Voices of a Generation: Structural journeys in Manga (reading)</b></p> <p>Students will be first introduced to the history and influence of Manga on popular culture.</p> <p>This unit then introduces students to the structural journey of a text using Manga and media sources. Students will explore a variety of narrative constructs through Manga extracts and anime shorts, as well as analyse how the structure of the texts engage the reader.</p> <p>Core knowledge includes understanding structural features, narrative voice, narrative journey, focus shifts, tension and atmosphere.</p> <p>Core skills include writing about the development of structure.</p>	<p style="text-align: center;"><b>Voices of a Generation: William Shakespeare (writing/ SL)</b></p> <p>This unit acts as an introduction to the powerful and lasting appeal of William Shakespeare who was the voice of his generation. Students will engage not only with context, but with the typicality of Shakespeare's craft. This unit acts as the foundation of future work on The Bard and will engage students through active approaches.</p> <p>Core knowledge includes understanding form and typicality of characters.</p> <p>Core skills include writing and presenting a soliloquy.</p>	<p style="text-align: center;"><b>Voices of a Generation: Poetry (reading)</b></p> <p>This unit explores another facet of literature. The intent here is to expose students to different types of poetry including literary heritage, war, other cultures...</p> <p>Here we plan to challenge preconceived ideas about the form and engage students through a diverse range of poems so the study at GCSE and enjoyment of reading poetry is enriched.</p> <p>Core knowledge includes types of poetry.</p> <p>Core skills include reading poetry and the exploration of macro methods.</p>

<p style="text-align: center;"><b>Maths</b></p>	<p><b>Basic number</b> - addition, subtraction, BIDMAS, time and negative numbers</p> <p><b>Multiplication and division</b> - times tables, multiplying 2 and 3 digit numbers, multiply by 10, 100 and 1000, division, rounding numbers to varying degrees of accuracy</p> <p><b>Types of number</b> - multiples, factors, primes, HCF, LCM, squares, cubes and roots.</p> <p><b>Introduction to algebra</b> - collecting like terms, simplifying expressions, substitution, expanding brackets, factorisation</p>	<p><b>Fractions</b> - equivalent fractions, simplifying fractions, ordering fractions, improper/mixed conversion, fractions of amounts, 4 operations with fractions.</p> <p><b>Decimals</b> - ordering decimals, 4 operations with decimals</p> <p><b>Percentages</b> - percentages of amounts, one number as a percentage of another</p> <p><b>Data collection/analysis</b> - tally charts, frequency tables, bar charts, pictograms, mode/median/mean/range, pie charts, scatter graphs</p>	<p><b>Measures</b> - using practical equipment (ruler, protractor and pair of compasses), reading scales and metric units</p> <p><b>Angles</b> - angle types, drawing angles, constructing triangles, angles on a straight line, angles around a point, angles in a triangle, angles in quadrilaterals and angles in a polygon</p> <p><b>Equations and formulae</b> - difference between equations, expressions and formulae, solving 1 and 2 step equations, substitute into formulae, changing the subject of formula</p>	<p><b>Ratio</b> - writing a ratio, simplifying ratio, ratios as fractions, sharing in a ratio, comparing ratios</p> <p><b>Proportion</b> - direct proportion, unitary method, best buy problems, currency conversion</p> <p><b>Probability</b> - probability scale, listing outcomes, probability with equally likely outcomes, experimental probability, expected outcomes, design a probability game!</p>	<p><b>Graphs</b> - coordinates on a grid, drawing grids and axes, plotting simple graphs, reading real-life graphs, table of values, straight-line graphs, horizontal and vertical line graphs, midpoints</p> <p><b>Sequences</b> - term-to-term rules, picture sequences, nth term</p> <p><b>Transformations</b> - reflective and rotational symmetry in 2D, reflections, rotations, translations, enlargements, congruence, similarity and combining transformations</p>	<p><b>Shapes</b> - properties of 2D and 3D shapes, nets, plans and elevations</p> <p><b>Area/Perimeter</b> - perimeter of 2D shapes, area of squares, rectangles, triangles, parallelograms, trapezia and compound shapes.</p> <p><b>Surface Area/Volume</b> - surface area of a cube and cuboid, volume of a cube and cuboid, volume of triangular prisms and other prisms.</p> <p><b>Inequalities</b> - inequality symbols, inequalities on number lines and solving basic inequalities.</p>
<p style="text-align: center;"><b>Science</b></p>	<p><b>Working Scientifically</b> - This chapter introduces students to the skills scientists require to conduct valid experiments and gather accurate and precise data. Students will be required to participate in experimentation and apply their learnt skills to demonstrate competence in</p>	<p><b>Particles and their Behaviour</b> - In this chapter, students are introduced to the particle model and how to use it to explain the properties of substances in the three states of matter. The chapter also introduces the concept of density and diffusion and the factors that affect them.</p> <p><b>The Periodic Table</b> - In</p>	<p><b>Cells</b> - In this chapter, students are introduced to cells as the building blocks of all living organisms. Students will look at the structures in plants and animal cells. They will look at the adaptation of specialised cells. They will learn about the process of diffusion by which substances move into and out of cells. They will also study the</p>	<p><b>Sound</b> - This chapter introduces students to longitudinal and transverse waves and looks at what happens when waves meet each other or hit a barrier. Students look at sound waves in more detail, what mediums sound waves can travel through, and how they are detected by the ear and microphone. Throughout the chapter,</p>	<p><b>Health and Lifestyle</b> - In this chapter, students will be introduced to the components of a balanced diet and its importance in maintaining health. They will study the process of digestion, concentrating on the role of enzymes, bacteria, and some of the main organs in the digestive system. In the final section of the chapter, students will</p>	<p><b>Reactions</b> - In this chapter, students are introduced to chemical reactions. They will develop their knowledge by looking at different types of chemical reactions, including oxidation, combustion, and decomposition. Students will also learn how to represent chemical substances and reactions using ratios and how to write</p>

<p>presenting their findings.</p> <p><b>Energy</b> - This chapter introduces students to energy resources, stores, and transfers. Students will look at how electricity is generated by renewable and non-renewable resources. They will be introduced to stores of energy and methods of transfer between stores, in particular, by particles, radiation, and forces. Students will also study the links between energy, work done, and power, and will have the opportunity to develop their mathematical skills to real-life scenarios when calculating work done, power, and the cost of using domestic appliances.</p> <p><b>Forces</b> - This chapter introduces students to forces that are all around them. Students learn that forces act on stationary objects and that, without forces, nothing would be able to move. They also study how forces can change the shape of an object and investigate Hooke's</p>	<p>this chapter, students are introduced to the particle model and how to use it to explain the properties of substances in the three states of matter. The chapter also introduces the concept of density and diffusion and the factors that affect them.</p> <p><b>Elements, Atoms and Compounds</b> - In this chapter, students are introduced to the concepts of atoms, elements, molecules, and compounds, and use their knowledge of particles to start naming molecules and compounds and writing chemical symbols and chemical formulae.</p>	<p>unicellular organisms, euglena, and amoeba. Throughout the chapter, students will have opportunities to use a microscope to observe cells and other small structures.</p> <p><b>Structure and function of body systems</b> - This chapter builds on the concept of cells as building blocks of all living organisms. Students are introduced first to the levels of organisation present within a multicellular organism, starting with the cell. Then, the focus turns to two organ systems – the respiratory system (through looking at breathing and the process of gas exchange) and the skeletal system. Finally, students will consider the roles of the skeleton, including looking in detail as its role in movement through the study of joints and antagonistic muscles.</p> <p><b>Reproduction</b> - This chapter introduces students to the process of sexual reproduction in both plants and animal cells. It begins by introducing the emotional and physical changes which take place during</p>	<p>students will learn about the features of waves and how they are represented. Students will study how the amplitude and frequency of a sound wave affects its loudness and pitch.</p> <p><b>Light</b> - This chapter introduces students to some properties of light and how light travels. Students compare how the eye and the camera work. They gain an understanding of the effect of coloured filters on light and the effect of coloured light on different coloured objects. Throughout the chapter, students will learn about the behaviour of light in different situations where light interacts with matter, such as reflection, refraction, and dispersion.</p> <p><b>Waves, Sound and Light</b> - This chapter allows students to practice explaining physical phenomena by talking about waves. It contains lots of uses of waves, including ultrasound scans, telescopes, and x-rays. Students will also think about the risks associated with waves and how to balance risk and communicate</p>	<p>look at the effects of drugs on the body, focusing on smoking and alcohol.</p> <p><b>Biological Processes</b> - In this chapter, students will study the process of photosynthesis, how leaves are adapted to maximise this process, and its importance for all life on Earth. They will then look at the effects of minerals on plant growth. The focus of the second half of the chapter is the process of respiration, beginning with aerobic respiration. Students will then compare this with anaerobic respiration in animals and fermentation in plants.</p>	<p>word equations and balanced formula equations.</p> <p><b>Acids and Alkalis</b> - In this chapter, students are introduced to the term acid, alkali, base and neutral, and they are taken through the reactions between acid and metals and bases, called neutralisation reactions, and some examples of how useful these can be. The chapter looks at pH for the first time as a measure of how acidic a solution is, and the pH range associated with acidic, alkaline, and neutral substances.</p> <p><b>Metals and other materials</b> - In this chapter students learn about the reactions of metals with acids, with oxygen, and with water, and write word equations for these reactions. They describe the reactivity series and use this to predict the reactivity of metals with acids, with oxygen, and with water. Displacement reactions are explored, including the displacement reaction between a metal compound and carbon as a method for extracting the metal from its ore. Students look at the properties of</p>
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	<p>law. Students will take measurements using newton meters and develop their graph drawing skills.</p>		<p>adolescence, which is likely to tie in with what students are currently experiencing. Students then study human reproductive systems and the processes involved in reproduction. The second half of the chapter focuses on plant reproduction, including fertilisation, germination, and seed dispersal. To align with the National Curriculum, this chapter covers the biology of sexual reproduction between a male and female. Different types of relationships and sexual identities are not covered although you may want to discuss these with your class. The Student Book states that a person's sex can be different to their gender, but details are not given regarding sexual identity. As part of the lesson, you may want to talk about identities such as intersex, non-binary, and trans.</p>	<p>conclusions to the public. Students will be familiar with sound waves (including ultrasound), (surface) water waves, and visible light; this chapter introduces them to the rest of the EM spectrum.</p>		<p>ceramics, some polymers, and some composites, and explain how the properties of these materials make them suitable for their uses.</p>
<p><b>History</b></p>	<p><b>Introduction to history skills</b></p> <p>Chronology, sources and change and continuity</p>	<p><b>People, Power and Pestilence: The Middle Ages</b></p> <p>The Norman invasion, Life of a Peasant, health and hygiene in Towns, religion</p>	<p><b>People, Power and Pestilence: The Middle Ages</b></p> <p>King Richard, King John, Magna Carta, The Black Death</p>	<p><b>Who Has the Power? The Tudors</b></p>	<p><b>Who Has the Power? The Stuarts</b></p>	<p><b>The Golden Age of Islamic Civilisations</b></p>

<p><b>Geography</b></p>	<p><b>My School</b></p> <p>School based fieldwork</p> <p>Six stages of enquiry</p> <p>Local area</p> <p>Environmental impact of the school</p>	<p><b>My City:</b></p> <p>Challenges in Southampton</p> <p>Changes in urban areas: Centenary Quay</p> <p>Sustainable development</p>	<p><b>South East Asia study</b></p> <p>Population</p> <p>Managing Urbanisation</p>	<p><b>Volcanoes and earthquakes</b></p> <p>Tectonic processes</p> <p>Human impact of tectonic hazards</p> <p>Recent eruption</p> <p>Tsunami event</p>	<p><b>Global Tourism</b></p> <p>Tourism</p> <p>Globalisation</p> <p>Environmental impact</p>	<p><b>Coasts</b></p> <p>Coastal processes and landscapes</p> <p>Coastal management</p> <p>Geological Timescale</p> <p>Quaternary Period</p> <p>Fieldwork/Swanage fieldwork visit</p>
<p><b>RE</b></p>	<p><b>Christianity – Beliefs and Practices</b></p> <p>Who was Jesus?</p> <p>Visit to Winchester Cathedral</p> <p>Christian beliefs and teachings - creation, agape, sacred, holy, covenant, sacrifice, faith</p> <p>Key stories: Adam and Eve, Abraham and Isaac, Jacob and Joseph, Moses</p>		<p><b>Hinduism – Beliefs and Practices</b></p> <p>Beliefs - Trimurti, Karma, Samsara, Ahimsa, Rama and Sita</p> <p>Practices - Diwali, Holy texts</p>		<p><b>Inspirational People</b></p> <p>Comparing acts of MLK and Gandhi in light of their religious beliefs</p>	

<p style="text-align: center;"><b>Art (On rotation each term)</b></p>	<p><b>The Formal Elements - What is Drawing?</b></p> <p>This unit introduces student to drawing and recording including the formal elements of line, tone and texture</p>		<p><b>Ceremonial Masks - 3D construction skills</b></p> <p>Students will study ceremonial masks within historical, social and cultural contexts and will investigate the work of other artists and craftspeople.</p> <p>They will explore the concepts of positive and negative space within art and notions of balance and symmetry and learn to work three dimensionally to produce a variety of relief outcomes.</p>		<p><b>Ceremonial Masks - 3D construction skills</b></p> <p>Students will study ceremonial masks within historical, social and cultural contexts and will investigate the work of other artists and craftspeople.</p> <p>They will explore the concepts of positive and negative space within art and notions of balance and symmetry and learn to work three dimensionally to produce a variety of relief outcomes.</p>	
<p style="text-align: center;"><b>Computer Science</b></p>	<p><b>Introduction to using computers unit</b></p> <p>Students will learn how to: stay safe online, send emails, use the Google platform and the ICT facilities.</p> <p>Students will also learn how to use Powerpoint, Word, Publisher and paint to create a variety of documents.</p>	<p><b>Searching the web and Fake News unit</b></p> <p>Students will learn about reliability, facts, opinions and bias.</p> <p>Students will learn how to spot the different types of fake news.</p>	<p><b>Spreadsheets unit</b></p> <p>Students will learn how to create spreadsheets using formulas, different formatting, graphs and how to use spreadsheets to model different situations.</p>	<p><b>Computational Thinking unit</b></p> <p>Students will learn how to think logically, how to break problems down, abstraction and how to follow instructions using flowcharts and algorithms.</p>	<p><b>Microbit Coding (blocks) unit</b></p> <p>Students will learn about sequencing and how code runs; how to connect and run a program, how to create an animation, how to code the buttons and how to use random numbers.</p>	<p><b>Paired Research and presentation unit</b></p> <p>Students will learn about how to find appropriate information, create a quality presentation and present this to the rest of the class</p>

<p><b>Dance</b></p>	<p><b>Introduction to the 6 basic dance actions and how these can be used in choreography</b></p> <p>To introduce performance skills and develop how these can be improved within a performance.</p> <p>Introducing the use of canon and unison used through movement choreography</p>	<p><b>'The Nutcracker' by Matthew Bourne</b></p> <p>To have a basic knowledge and understanding of Matthew Bourne's Nutcracker and key pieces of information relating to it.</p> <p>To learn a selection of motifs using Matthew Bourne's Nutcracker as a stimulus.</p> <p>To have a basic knowledge and understanding of how characterisation can be used within dance and be able to demonstrate this with confidence</p>	<p><b>Passport</b></p> <p>To explore the theme of different cultures of dance around the world.</p> <p>To develop the skill of learning set movement through the use of warm up and set phrases.</p> <p>To create movement on their own and within groups using levels, dynamics and expression</p>	<p><b>Street Dance</b></p> <p>To introduce dance as a genre and consider the historic origins from the streets of NYC.</p> <p>To appreciate the cultural need for Hip Hop and Street dance in the Bronx in the 1970s using the video 'The Freshest Kids'</p> <p>To appreciate the development from 'Old School' to commercial dance using Michael Jackson's 'Smooth Criminal'</p>	<p><b>Secret Agents (James Bond)</b></p> <p>To understand the use of dance in a healthy active lifestyle and the benefits of dance in terms of flexibility, coordination and timing.</p> <p>To develop compositional ideas based around the theme of James bond.</p> <p>To look at how phrases are aesthetically improved through control of the body and basic performance skills.</p>	<p><b>Lindy Hop</b></p> <p>To introduce the genre/style of Lindy Hop and appreciate the key techniques within this style.</p> <p>To reinforce performance qualities such as Focus, Projection and Energy.</p> <p>To create original movement vocabulary appropriate to the style of Lindy Hop</p> <p>To observe and appreciate their own and others' work.</p>
<p><b>Drama</b></p>	<p><b>Spatial Awareness and Personal Safety in Drama</b></p> <p>Learn to be safe and aware of your space through games and activities</p> <p>Understand the difference between Prepared and Spontaneous Improvisation</p> <p>Using Physical Skills - safe trips and falls in scenes</p>	<p><b>'Soldier, Soldier'</b></p> <p>An Introduction to the skills of Improvisation through the exploration of a theme</p> <p>Presenting characters with confidence - Vocal Skills and Physical Skills</p> <p>How to organise and structure a successful group Improvisation</p> <p>Incorporating techniques - the split-scene</p>	<p><b>Audience Awareness and Performance Spaces</b></p> <p>Understanding stage directions and parts of a stage.</p> <p>Learning about different types of stages</p> <p>Applying acting skills and use of space to different types of stage</p>	<p><b>'The Flood' by Charles Way</b></p> <p>How to direct a script and use the Stage Space</p> <p>Characterising a role from a script - Vocal Skills, Physical Skills</p> <p>Applying appropriate skills to naturalistic and non-naturalistic forms of drama - Chorus</p>	<p><b>Creativity &amp; Imagination</b></p> <p>How to use space, props, scenery and narration to create an effective environment for drama in the following scenes....</p> <p>The Epic Quest</p> <p>The Journey into the body of the Giant</p>	<p><b>Devised Performance</b></p> <p>Inspired by the story of 'The Wild One.'</p> <p>Pupils create an extended Improvisation.</p> <p>Structuring scenes to include naturalistic moments.</p> <p>Incorporating surrealism in the devised piece - Dream Scenes</p> <p>Demonstrating the creation of imaginative environments.</p>

	Applying basis drama techniques - Still Images, Tableaux					
<b>Design &amp; Technology (on rotation each term)</b>	<b>Maze</b> Design and accurately make a maze using tools and equipment safely in a workshop environment.	<b>Money Box</b> Learn about the different types of 2D/3D drawings and how to cut materials accurately when making a product				
<b>Food Technology (on rotation each term)</b>	Learn about the importance of hygiene, safety, diet and equipment used in a kitchen.	Students will have a variety of practical lessons looking at developing knife skills, and temperature control when cooking. They will also have a theory lesson looking at 'The Eatwell Guide'.				
<b>French</b>	<b>Talking about myself</b>  Questions and answers about: - greetings and how you're feeling today - name - age (numbers) - dates and birthday (months) - family members and pets	<b>Superheroes</b>  Describing people: - eyes & hair (avoir) - personality (être) - height & size - opinions on superheroes - superheroes' likes and dislikes	<b>My school, my routine</b>  Giving opinions on school subjects Using ER verbs to describe a day at school (what we do / don't do, using ON) Describing my school Describing my teachers	<b>Sports and hobbies</b>  Sports and activities Opinions and reasons Frequencies ER verbs Asking questions	<b>Where I live</b>  My house Rooms Items in room / Possessions (mon/ma/mes) Prepositions to describe where items are in a room Verb forms for activities in rooms Opinions and reasons	<b>Art and Final revision</b>  Art in France Revision and end of year exam



<p style="text-align: center;"><b>Music</b></p>	<p><b>The Language of Music</b></p> <p>Students will be introduced to the Elements of Music and explore how these can be manipulated and combined to communicate musical intentions.</p> <p>Pupils will learn how to read and write music using standard Western notation. This unit will introduce pupils to musical symbols relating to pitch and rhythm notation, including; notes on the treble stave, note values, clefs, time signatures and tempo markings.</p>	<p><b>Notating Winter</b></p> <p>Pupils will learn how to read and write music using standard Western notation. This unit will introduce pupils to musical symbols relating to pitch and rhythm notation, including; notes on the treble stave, note values, clefs, time signatures and tempo markings.</p> <p>Pupils will focus on developing their performance skills using tuned percussion. They will develop instrument-specific techniques and explore the skills needed to perform as a member of a small ensemble. (Ensemble arrangements of 'Jingle Bells' and 'White Christmas' are used as a performance focus).</p>	<p><b>Introducing the Piano</b></p> <p>Students will explore the development of the piano and its impact on musical composition. Pupils will also explore classical dance music styles, with a particular focus on the <i>pavane</i>.</p> <p>Pupils will develop their keyboard and performance skills throughout this unit, using their knowledge of Western notation to rehearse and perform 'Ode to Joy'.</p>	<p><b>Introducing the Orchestra</b></p> <p>Pupils will explore each of the 4 instrumental families that make up the orchestra, tracking their growth and development through history and analysing the impact their development had on musical composition.</p> <p>Pupils will further develop their ensemble skills whilst refining their keyboard abilities. At this stage, all students are encouraged to further develop their limb-independence and play with two hands at the keyboard. Pupils will use 'Pachelbel's Canon in D' as a focus for performance.</p>	<p><b>Ukulele</b></p> <p>Students will be introduced to the ukulele, learn how to play chords on the ukulele and explore how to perform chord progressions with fluency and accurate finger placement and understand their importance in playing and composition within popular music.</p> <p>Pupils will explore different songwriters and perform pieces associated with popular music.</p>	<p><b>Band Camp 1</b></p> <p>Pupils will investigate the use of the '4 chord trick' in pop and rock music throughout the last 30 years and the reason for its popularity/ success amongst established artists. Pupils will also learn how to read informal notation associated with the genre, such as guitar and bass TAB, and drum notation.</p> <p>In this unit pupils will develop a range of new instrumental skills on a variety of rock/ pop instruments (guitar, bass guitar &amp; drums). They will use informal notation to arrange and perform a song of their choosing as part of a rock/ pop ensemble.</p>
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<p style="text-align: center;"><b>PE</b></p>	<p><b>Topic overview:</b> <b>Problem solving and components of fitness</b></p> <p><b>Head:</b> Problem solving and knowledge of fitness components</p> <p><b>Heart:</b> Working with each other to achieve the best possible performance</p> <p><b>Hands:</b> applying components of fitness to a range of sport and physical activities safely.</p> <p>Examples of some of the sports and activities:</p> <ul style="list-style-type: none"> <li>• individual and team games (basketball, badminton and gymnastics).</li> <li>• health related activities</li> </ul>	<p><b>Topic overview:</b> <b>Fundamental skills</b></p> <p><b>Head:</b> understanding what fundamental skills are used across a range of sports.</p> <p><b>Heart:</b> recognising your own and others key strengths and weaknesses.</p> <p><b>Hands:</b> demonstrating key skills such as sending and receiving, travelling, turning and shooting.</p> <p>Examples of some of the sports and activities:</p> <ul style="list-style-type: none"> <li>• individual and team games (cricket, table tennis, netball).</li> <li>• health related activities</li> </ul>	<p><b>Topic overview:</b> <b>Short term effects of exercise on the body</b></p> <p><b>Head:</b> Have a good understanding of the muscles and body systems they use in PE.</p> <p><b>Heart:</b> start to link the physical benefits to the mental benefits of exercise.</p> <p><b>Hands:</b> Demonstrate warm ups and cool downs</p> <p>Examples of some of the sports and activities:</p> <ul style="list-style-type: none"> <li>• individual and team games (trampolining, handball and alternative games).</li> <li>• health related activities</li> </ul>	<p><b>Topic overview:</b> <b>Different roles in sport and activity</b></p> <p><b>Head:</b> To understand how to develop activities by changing them through STEPS (space, task, equipment, people).</p> <p><b>Heart:</b> Take on different roles within leading an activity.</p> <p><b>Hands:</b> Lead others in a sporting activity.</p> <p>Examples of some of the sports and activities:</p> <ul style="list-style-type: none"> <li>• individual and team games (student choice).</li> </ul>	<p><b>Topic overview:</b> <b>Exercise intensity</b></p> <p><b>Head:</b> Know how to measure exercise intensity.</p> <p><b>Heart:</b> Understanding that people work in different training zones.</p> <p><b>Hands:</b> Demonstrate measuring exercise intensity</p> <p>Examples of some of the sports and activities:</p> <ul style="list-style-type: none"> <li>• individual and team games (short tennis, ultimate frisbee and rounders).</li> <li>• health related activities</li> </ul>	<p><b>Topic overview:</b> <b>Evaluating strengths and weaknesses</b></p> <p><b>Head:</b> reflecting on strengths and weaknesses.</p> <p><b>Heart:</b> Showing resilience and effort to achieve PB.</p> <p><b>Hands:</b> Refining technique and competing</p> <p>Examples of some of the sports and activities:</p> <ul style="list-style-type: none"> <li>• individual and team games (athletics, trampolining and tennis).</li> <li>• health related activities</li> </ul>
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<p><b>PSHE</b></p>	<p><b>Healthy Me</b></p> <p>Students will be introduced into healthy living, and how they can take care of themselves as they enter a new stage in their life.</p> <p>Students will understand what makes a healthy lifestyle, and what elements they can apply to themselves</p>	<p><b>Healthy Mind</b></p> <p>Students will learn how to understand themselves.</p> <p>Students will explore their emotions, ambitions, and wants from life.</p> <p>Students will explore how they can achieve their ambitions, and build resilience</p>	<p><b>Understanding Relationships</b></p> <p>Students will explore the current relationships they hold with other people, most notably their friendships with peers.</p> <p>Students will explore how to navigate new surroundings and new people. They will understand how to interact positively, and to identify negative or toxic relationships</p>	<p><b>Understanding Money</b></p> <p>Students will look at the value of money and how to budget, including a workshop in personal budgeting.</p> <p>Students will explore financial skills such as savings, and understand their benefit and use as they grow into employment</p>	<p><b>Media Safety</b></p> <p>Students will explore the internet and social media, and understand how they can stay safe in this environment.</p> <p>Students will develop an understanding of online safety tools, including reporting, privating accounts, and identifying fake news</p>	<p><b>Safety in the Community</b></p> <p>Students will look at lawfulness and legality in the general public. They will explore crime and law, in particular with drugs, knives, and consent.</p> <p>Students will explore what impacts these have on our local and greater communities.</p>
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