

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

### Year 10 Overview 2023-24 – Efl

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (7 Lessons) (38 Days)										
Tues 5-Sep	A	1	<ul style="list-style-type: none"><li>Overview of Unit/No. lessons</li></ul> <b>Understanding Islam (6 Lessons)</b> <ul style="list-style-type: none"><li>Lesson <b>Sequence</b> of Content: L1. What does living in the wider world mean? L2. Understanding some Muslim beliefs and practices L3. Being a British Muslim L4. Misconceptions L5. Know the true meaning of Jihad L6 Assessment</li></ul> <ul style="list-style-type: none"><li>Unit Learning Outcomes: <b>GW:</b> students can identify key concepts linking to life in the wider world and what it means to be British <b>BI:</b> Students can describe some Muslim beliefs and practices and identify some common misconceptions of Islam <b>EW:</b> Students can explain the challenges faced by British Muslims, and empathise with issues in the wider world</li></ul> <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11)</th></tr><tr><td><b>Discrimination and Diversity (Freedom Writers film)</b> Cultural diversity and discrimination</td><td><b>Understanding Islam</b> Understanding the Muslim faith (including RS focus)</td><td><b>Human Rights and International Law</b> Link to the Families unit in Relationships (including RS focus)</td></tr></table>	Prior (Y9)	Current (Y10)	Next (Y11)	<b>Discrimination and Diversity (Freedom Writers film)</b> Cultural diversity and discrimination	<b>Understanding Islam</b> Understanding the Muslim faith (including RS focus)	<b>Human Rights and International Law</b> Link to the Families unit in Relationships (including RS focus)	Understand the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.  <b>Skills learnt or developed:</b> Students will develop their skills of empathy when gaining knowledge of issues in the wider world, in comparison with their own lives. Students will also develop knowledge surrounding cultures in Britain and develop their reflection skills relating to 'them and us' by comparing their lives to those from different cultures.  <b>Why are we learning about this topic:</b> This topic is important to broaden students' knowledge of those around them and what it means to be British, by challenging stereotypes and misconceptions. Students are being given the chance to embrace opportunities to learn about life beyond the classroom in Britain and the wider world by learning about real life, current issues. They can also embrace opportunities to challenge media stories and evaluate the validity of them.  <b>Tier 2 Vocabulary</b>  Explain, Debate, Justify, Discuss, Respectful, Empathy, Analysis, Critique  <b>Tier 3 Vocabulary</b>  Jihad, Secular, culture, Britishness, Misconceptions, Far Right, Islamophobia, Allah, PBUH, Sunni, Shi'A, Prophet, Eid, Haram, Halal  <b>Careers:</b> RS teacher, Lawyer, barrister, police officer  <b>RS links</b> <i>Students will develop an understanding of some Muslim beliefs and practices. This will develop students understanding of Islam and an understanding of what is means to be a Muslim in Britain today. This topic seeks to educate and address common misconceptions about the religion by, for example, exploring the true meaning of the word 'Jihad' and raising common issues surrounding Islam.</i>
Prior (Y9)	Current (Y10)	Next (Y11)								
<b>Discrimination and Diversity (Freedom Writers film)</b> Cultural diversity and discrimination	<b>Understanding Islam</b> Understanding the Muslim faith (including RS focus)	<b>Human Rights and International Law</b> Link to the Families unit in Relationships (including RS focus)								
11-Sep	B	2								
18-Sep*	A	3								
25-Sep	B	4								
2-Oct	A	5								
9-Oct	B	6								
16-Oct	A	7								
23-Oct	B	8								
7 weeks (7 lessons) (34 Days)										
6-Nov	A	9	<ul style="list-style-type: none"><li>Overview of Unit/No. lessons</li></ul> <b>Healthy and unhealthy relationships (7 Lessons)</b> <ul style="list-style-type: none"><li>Lesson <b>Sequence</b> of Content: L1. What is community cohesion and why is this important? RS</li></ul>	Students will explore the dangers of unhealthy relationships, the laws surrounding them and how to deal with and seek help if situations occur.  <b>Assessment of progress:</b> quiz and verbal and none verbal responses to class discussions. All						
13-Nov	B	10								
20-Nov	A	11								
27-Nov	B	12								

4-Dec	A	ST1	L2. What are forced and arranged marriages and what do we need to know? RS L3. Types of relationships L4. Relationship break ups L5. Revenge Porn – what is this and how can we prevent ourselves from being victims? L6 Harassment and stalking – what are these things and what does the law say about it? <b>Assessment</b> L7. Consent, rape and abuse <u>Unit Learning Outcomes:</u> <b>GW:</b> Identify signs of unhealthy relationships <b>BI:</b> describe how these situations might make people feel and give examples of these conditions <b>EW:</b> know where and how to seek help and remove themselves from uncomfortable situations or relationships	students to a pre-unit mind map which is added to for the assessment  <b>Skills learnt or developed:</b> Ability to recognise dangerous relationships  <b>Why are we learning about this topic:</b> data or recent news on teenagers in unhealthy relationships  <b>Tier 2 Vocabulary</b>  Explain, Debate, Justify, Discuss, Respectful, Empathy, Analysis, Critique  <b>Tier 3 Vocabulary</b>  Cohesion, Migration, Arranged/Forced Marriage, harassment, stalking, porn, Asexuality, Monogamy, Polygamy, Grief, Amicable break-up, Victim Shaming, Up-Skirting, Takedown Policy, Consent  <b>Careers:</b> Nurse, police, councillors, lawyer  <b>Extra Resources:</b> Not just Flirting – Dangers of Nudes KS4  <b>RS links</b> <i>Students will explore the importance of community cohesion in Britain by exploring the value different religious followers and ethnicities have in society. Students will also study the differences between forced and arranged marriages, why they happen and the consequences. Discussion will be had as to whether forced marriage is justified by religion by referring to Islam and Christianity and their beliefs whilst referring to sacred texts</i>						
11-Dec	B	ST1								
18-Dec										
	A	15	<table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11)</th></tr><tr><td><b>Intimate relationships</b> Peer pressures, contraception, the risks of STIs, attitudes to pornography, healthy or unhealthy relationships, CSE.</td><td><b>Healthy and unhealthy relationships</b> Pornography on behaviour, laws on harassment and stalking, forced marriages.</td><td><b>Communication in Relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</td></tr></table>	Prior (Y9)	Current (Y10)	Next (Y11)	<b>Intimate relationships</b> Peer pressures, contraception, the risks of STIs, attitudes to pornography, healthy or unhealthy relationships, CSE.	<b>Healthy and unhealthy relationships</b> Pornography on behaviour, laws on harassment and stalking, forced marriages.	<b>Communication in Relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	
Prior (Y9)	Current (Y10)	Next (Y11)								
<b>Intimate relationships</b> Peer pressures, contraception, the risks of STIs, attitudes to pornography, healthy or unhealthy relationships, CSE.	<b>Healthy and unhealthy relationships</b> Pornography on behaviour, laws on harassment and stalking, forced marriages.	<b>Communication in Relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse								
Christmas Holiday 6 weeks (5lessons) (30 Days)										
8-Jan	B	16	<ul style="list-style-type: none"><li>• <u>Overview of Unit/No. lessons</u></li></ul> <b>Mock Interviews</b> <u>Lesson Sequence of Content:</u> L1. Mock Interview Preparation L2. Preparing a Personal Statement L3. Writing a Personal Statement <Next Module until week before Mock Interviews> L4. Interview Technique L5. Mock Interviews Evaluation <u>Unit Learning Outcomes:</u> <b>GW:</b> Complete a CV and submit an application <b>BI:</b> Complete a cover letter and receive an offer of a job <b>EW:</b> Link your cover letter to the job you are applying for	Students are set the task to apply for an Apprenticeship adapted from the National Apprenticeship Website. They will learn how to put together a Personal Statement and complete a CV.  They have the lessons to start and support this process with a deadline of the end of half term. These statements will then be sent to interviewers who will interview students in them in the final weeks of the half term						
15-Jan	A	17								
22-Jan	B	18								
29-Jan	A	19								
5-Feb	B	20								
12-Feb	A	21	<table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11)</th></tr><tr><td></td><td></td><td></td></tr></table>	Prior (Y9)	Current (Y10)	Next (Y11)				<b>Assessment of progress:</b> Comparison on before and after tasks and communication skills in class discussions.  <b>Skills learnt or developed:</b> Communication, confidence, Resilience
Prior (Y9)	Current (Y10)	Next (Y11)								

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

			<b>Employability Skills</b> Developing students' knowledge and ability of Employability skills using Barclay's Life Skills	<b>Mock Interviews</b> Applying for an Apprenticeships	<b>Preparing for Post 16</b> Becoming more informed about Post 16 Options.	<b>Why are we learning about this topic:</b> To help prepare students for applying for college and their first job.  <b>Tier 2 Vocabulary</b>  Explain, Debate, Justify, Discuss, Empathy, Analysis, Critique  <b>Tier 3 Vocabulary</b>  CV, Personal Statement, Employability Skills, Interview, First Impression, Online Profile  <b>Careers:</b> All
Half-Term 5 weeks (5 lessons) (24 Days)						
26-Feb	B	22	<ul style="list-style-type: none"> <li>Overview of Unit/No. lessons</li> </ul> <b>Making healthy choices and strategies to deal with life challenges</b> <b>Lesson Sequence of Content:</b> (Sequencing depends on the date of Mock Interviews) L1. What is binge drinking, what are the risks and why do people still do it? L2. Gambling and Online Gaming L3. How can we manage grief and bereavement? RS L4. Why do some people become homeless and why is homelessness on the increase? RS L5. CPR <b>Unit Learning Outcomes:</b> <b>GW:</b> To recognise the dangers of such lifestyle or the signs of grief <b>BI:</b> Able to describe the impact this can have on life <b>EW:</b> Able to suggest where and how to seek help to reframe from these situations.			Students will explore the dangers of unhealthy lifestyles, the laws surrounding them and how to deal with and seek help if situations occur. They will also learn how to deal with grief or bereavement by recognising emotional signs of loss and where to seek help and support.  <b>Assessment of progress:</b> comparison of prior to current knowledge, quiz and verbal and none verbal responses to class discussions  <b>Skills learnt or developed:</b> Ability to recognise dangerous or unhealthy lifestyles  <b>Why are we learning about this topic:</b> data or recent news articles on teenagers carrying out or dealing with such themes  <b>Tier 2 Vocabulary</b>  Explain, Debate, Justify, Discuss, Empathy, Analysis, Critique  <b>Tier 3 Vocabulary</b>  Gambling, Online gaming, Grief, Bereavement, Binge Drinking, Alcohol Poisoning, Addiction, Loot Boxes, Dopamine, Rough Sleeping, CPR, 999, Defibrillator  <b>Careers:</b> police, councillor  <b>RS links</b> <i>Students will explore different ways that people deal with grief and bereavement. Students will study how some religious followers use their faith during times of grief or when having experienced bereavement.</i>
4-Mar	A	23				
11-Mar	B	24				
18-Mar	A	25				
25-Mar*						
	B	26	<b>Making Healthy Choices and Saving Lives</b>  Drugs, alcohol, vaccinations, tattoos and piercing	<b>Making healthy choices and strategies to deal with life challenges</b>  Binge drinking, gambling, online gaming, bereavement, homelessness. CPR	<b>Personal safety-</b> Responsible health choices, and safety in independent contexts, FGM (including RS focus).	

Easter Holiday			6 weeks (5 lessons) (29 Days)								
15-Apr	A	27	<ul style="list-style-type: none"><li>Overview of Unit/No. lessons</li></ul> <b>Behaviour in society and online</b> <u>Lesson Sequence of Content:</u> L1. Crime, gangs and county lines L2. How does knife crime impact on our communities, why do teens get involved? L3. Fake news and Critical Thinking L4. Cyber Crime and online Fraud <b>Room for RS Lessons</b> <u>Unit Learning Outcomes:</u> <b>GW:</b> To recognise the dangers of such lifestyle or fake news, cybercrime and online fraud <b>BI:</b> Able to describe the impact this can have on life <b>EW:</b> Able to suggest where and how to seek help or measures to put in place to reframe from these situations.	<p>Students will explore the dangers of unhealthy lifestyles, the laws surrounding them and how to deal with and seek help if situations occur. They will also learn how to recognise fake news, cybercrime and online fraud. They will learn how to keep safe in society and on the internet.</p> <p><b>Assessment of progress:</b> comparison of prior to current knowledge, quiz and verbal and none verbal responses to class discussions</p> <p><b>Skills learnt or developed:</b> Ability to recognise dangerous or unhealthy lifestyles</p> <p><b>Why are we learning about this topic:</b> data or recent news articles on teenagers carrying out or dealing with such themes. History of gangs.</p> <p><b>Careers:</b> Social Worker, Journalist, Police, Youth Worker</p>	<p><b>Tier 2 Vocabulary</b></p> <p>Explain, Debate, Justify, Discuss, Empathy, Analysis, Critique</p> <p><b>Tier 3 Vocabulary</b></p> <p>Crime, county lines, cybercrime, fraud, Phishing, money laundering, Disenchantment, Trap House, Cuckooing, Class A Drugs, Class B Drugs, Knife Bin, Fake News, Trolls, Source</p>						
22-Apr	B	28									
29-Apr	A	29									
6-May*	B	30									
13-May	A	31									
20-May											
	B	ST2	<table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11)</th></tr><tr><td><b>Behaviour in society</b> Anti-social behaviour, laws on young offenders, crime, gangs and county lines, knife crime.</td><td><b>Behaviour in society</b> Gangs and county lines, knife crime, fake news, cybercrime, online fraud and money laundering</td><td><b>Human Rights and International Law</b></td></tr></table>	Prior (Y9)	Current (Y10)	Next (Y11)	<b>Behaviour in society</b> Anti-social behaviour, laws on young offenders, crime, gangs and county lines, knife crime.	<b>Behaviour in society</b> Gangs and county lines, knife crime, fake news, cybercrime, online fraud and money laundering	<b>Human Rights and International Law</b>		
Prior (Y9)	Current (Y10)	Next (Y11)									
<b>Behaviour in society</b> Anti-social behaviour, laws on young offenders, crime, gangs and county lines, knife crime.	<b>Behaviour in society</b> Gangs and county lines, knife crime, fake news, cybercrime, online fraud and money laundering	<b>Human Rights and International Law</b>									
Half-Term			7 weeks (7 lessons) (35 Days)								
3-Jun	A	ST2	<ul style="list-style-type: none"><li>Overview of Unit/No. lessons</li></ul> <b>Prevent</b> <u>Lesson Sequence of Content:</u> L1. What is radicalisation L2. Who are Extremist groups? L3. Where does Extremism Come from L4 and 5. Positive Masculinity L6. Multiculturalism L7. Year Review  <u>Unit Learning Outcomes:</u> <b>GW:</b> Can define what Extremism is <b>BI:</b> Can explain how extremism is developed <b>EW:</b> Able to challenge those with extremist views preventing them from developing further	<p>Students learn about what extreme is and how to recognise it within their friends. They look at how it has grown through the internet and fake news. They explore how extremism isn't just related to religion but also extreme political views. By the end of the unit students will focus on how to prevent extremist views or report them</p> <p><b>Assessment of progress:</b> Presentation, Booklet or Poster on how to recognise and prevent extremism</p> <p><b>Skills learnt or developed:</b> Analytical skills, communication skills</p> <p><b>Why are we learning about this topic:</b> To feel confident to challenge extremism and recognise extremist views and untruths. To be a member of a diverse and tolerate society.</p>	<p><b>Tier 2 Vocabulary</b></p>						
10-Jun	B	ST2									
17-Jun	A	35									
24-Jun	B	36									
1-Jul	A	37									
8-Jul	B	38									
15-Jul											
	A	39	<table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11)</th></tr><tr><td><b>Discrimination and Diversity</b>  <b>Behaviour in society</b></td><td><b>Prevent</b> Addressing extremism and radicalisation (including RS)</td><td><b>Human Rights and International Law</b></td></tr></table>	Prior (Y9)	Current (Y10)	Next (Y11)	<b>Discrimination and Diversity</b>  <b>Behaviour in society</b>	<b>Prevent</b> Addressing extremism and radicalisation (including RS)	<b>Human Rights and International Law</b>		
Prior (Y9)	Current (Y10)	Next (Y11)									
<b>Discrimination and Diversity</b>  <b>Behaviour in society</b>	<b>Prevent</b> Addressing extremism and radicalisation (including RS)	<b>Human Rights and International Law</b>									

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

				focus)		Explain, Debate, Justify, Discuss, Empathy, Analysis, Critique
						<b><u>Tier 3 Vocabulary</u></b>  Extremism, Fake News, Radicalisation, Human Rights, Far Right, Cult, Religion  <b>Careers:</b> Councillor, Prison Officer, Teacher, Lawyer  <b>RS links</b> <i>During the Prevent topic students will develop an understanding of what extremism and radicalisation means and why it happens. Students will study a variety of different extremist groups and investigate why they can be so dangerous and their impact on society. Whilst studying different extremist groups links will be investigated between some religions and right wing extremism.</i>
(Total: 190 Days)						

\* Bank Holidays

Overview of Year 11	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 10, students will have learned
<b>GW:</b> (E.g. Grade 1)	Details of what content students should have learned; skills acquired; connections they might within and across subject(s). <i>E.g. Students can demonstrate ...</i>
<b>BI:</b> (E.g. Grades 2-3M)	<i>Students can recognise ....</i>
<b>EW:</b> (E.g. Grades 3U-4L)	<i>Students can understand information from a variety ....</i>

### Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)