

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 7 Overview 2023-24 – EFL and Careers

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (7 Lessons) (38Days)										
Tues 5-Sep	A	1	<ul style="list-style-type: none">Overview of Unit/No. lessons Making Health Choices 7 Lessons <ul style="list-style-type: none">Lesson Sequence of Content: Lesson 1 Understand what we mean by a healthy lifestyle Lesson 2 Understand what is meant by a healthy diet Lesson 3 Understand how we can commit to a healthy lifestyle by being active and exercising Lesson 4 Understand how we can commit to a healthy lifestyle by being active and exercising Lesson 5 Understand the effects of energy drinks on your health Lesson 6 Understand why smoking is so bad for us and why we must try to avoid second hand smoke (Assessment Task) Lesson 7 Understand the dangerous of vapingUnit Learning Outcomes: GW: To know what a healthy and unhealthy lifestyle include BI: Describe how to carry out a healthy lifestyle and explain the consequences of an unhealthy one EW: Can adapt their lifestyles and demonstrate healthy choices using a 7 week plan <table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>Some might have studied diet and staying active; drug use and the law.</td><td>Making healthy choices and if not, understanding the consequences Diet, exercise, smoking, vaping and alcohol.</td><td>Making healthy choices and strategies to deal with life challenges. If not, understanding the consequences Drugs, dangers of self-harm, eating disorders. More resilient and managing anger, stress and social anxiety, plus basic first aid training</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)	Some might have studied diet and staying active; drug use and the law.	Making healthy choices and if not, understanding the consequences Diet, exercise, smoking, vaping and alcohol.	Making healthy choices and strategies to deal with life challenges. If not, understanding the consequences Drugs, dangers of self-harm, eating disorders. More resilient and managing anger, stress and social anxiety, plus basic first aid training	Through videos and scenarios, students will discuss healthy and unhealthy lifestyles; <i>how</i> to make the right decisions. They will also learn about the consequence son their health and the law if they make the wrong choice, with regards to food, exercise, cigarettes and alcohol. Assessment of progress: Throughout the unit students will be assessed through prior to current assessment tasks, differentiated tasks, class discussions and levelled questioning. Students will be assessed on how they used the seven week plan and a presentation on smoking. Skills learnt or developed: The topic aims to develop student’s self-respect and self-care on <i>how</i> to lead a healthy life, now and in the future, and gain experience on <i>how</i> to make changes to their lifestyle using a 7 week plan. Why are we learning about this topic: Students will be informed on facts regarding teenage health and smoking. Students will be taught where the word smoking originates from. Equality, Diversity, Inclusivity: Use some class studies that reflect different cultural groups. Avoid stereotyping who uses drugs. Careers: Personal trainer or health advisor
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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								
Tier 2 Vocabulary Explain, Debate, Justify, Discuss, Respectful, Empathy Tier 3 Vocabulary Healthy Lifestyle, Muscle Mass, Medication, 5 a day, Calories, Saturated Fat, Unsaturated Fat, Lifestyle Diseases, Heart Rate, BPM, Carcinogen, Nicotine, Tobacco, Addiction, Passive smoking, Cancer, Stimulants, Depressants, Diet, Nutrition										
Half-Term			7 weeks (7 lessons) (34 Days)							

6-Nov	A	9	<ul style="list-style-type: none">• <u>Overview of Unit/No. lessons</u> The different types of relationships (7 lessons)• <u>Lesson Sequence of Content:</u> Lesson 1 Maintain genuine friendships and avoid toxic ones Lesson 2 Understand the difference between bullying and banter – what is and isn't acceptable? Lesson 3 Understand how to prevent online bullying Lesson 4 Understand romance, love, new feelings and teen relationships Lesson 5 Understand who are the LGBTQ+ community Lesson 6 Understand how we keep safe and positive relationships (on and off-line) Assessment Lesson 7 Families and Different Long Term Commitments• <u>Unit Learning Outcomes:</u> GW: Identify the different types of relationships between peers, families and partners. BI: Describe, using key terms, the types or roles of relationships between peers and partners EW: Explain the effects of healthy and unhealthy relationships between peers and partners	<p>Through videos and scenarios, students will discuss different types of relationships and how they have changed over time.</p> <p>Assessment of progress: Throughout the unit students will be assessed through prior to current assessment tasks, differentiated tasks, class discussions and levelled questioning. Presentation will be completed in lesson 3 and 6.</p> <p>Skills learnt or developed: The topic aims to develop student's self-confidence to stop bullying and recognise unhealthy friendships. Appreciate and understand diversity and equality.</p> <p>Why are we learning about this topic: Students will explore where the term LGBTQ+ originated from and the importance of learning about different types of relationships</p> <p>Equality, Diversity, Inclusivity: Use examples of non-white LGBTQ+ relationships. Stress the importance of inclusivity and everyone being treated equally.</p> <p>Careers: Charitable organisations</p> <p>Tier 2 Vocabulary Explain, Debate, Justify, Discuss, Respectful, Empathy</p> <p>Tier 3 Vocabulary Transgender, Transsexual, Frenemies, Toxic Friendship Groups, Genuine friendships, Banter, trolling, Cyber stalking, Harassing, Flaming, Degradation, Humiliation, Impersonating, Password theft, Infatuation, Dopamine, LGBTQ+</p>				
13-Nov	B	10						
20-Nov	A	11						
27-Nov	B	ST1						
4-Dec	A	ST1						
11-Dec	B	14						
18-Dec								
<table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>Attraction to others; romantic relationships ; civil partnership and marriage</td><td>The different types of relationships (on and offline) Friendships, bullying, LGBTQ+, romantic feelings and families</td><td>Choices and dangers in relationship: Consent, 'sexting', domestic conflict, domestic violence, same sex relationships and gender and trans identity</td></tr></table>			Prior (Y6)	Current (Y7)	Next (Y8)	Attraction to others; romantic relationships ; civil partnership and marriage	The different types of relationships (on and offline) Friendships, bullying, LGBTQ+, romantic feelings and families	Choices and dangers in relationship: Consent, 'sexting', domestic conflict, domestic violence, same sex relationships and gender and trans identity
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Attraction to others; romantic relationships ; civil partnership and marriage	The different types of relationships (on and offline) Friendships, bullying, LGBTQ+, romantic feelings and families	Choices and dangers in relationship: Consent, 'sexting', domestic conflict, domestic violence, same sex relationships and gender and trans identity						
Christmas Holiday								
6 weeks (6lessons) (30 Days)								
8-Jan	B	16	<ul style="list-style-type: none">• <u>Overview of Unit/No. lessons</u> Strategies to deal with life challenges (5 lessons)• <u>Lesson Sequence of Content:</u>	<p>Through videos and scenarios, students will understand emotions they might face during puberty and how to deal with physical changes they might face. They will be taught to identify signs of depression and anxiety and where to get help and support if they need it. They will also be</p>				
15-Jan	A	17						
22-Jan	B	18						

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29-Jan	A	19	Lesson 1 Understand what to expect during puberty- what's normal and why does it happen? Lesson 2 Understand periods-the menstrual cycle and PMS Lesson 3 Understand how we keep good mental health and recognise symptoms of depression Lesson 4 Understand what mindfulness is and how can it help us with our mental health Lesson 5 Understand how I can we keep good mental health and cope successfully with anxiety (Assessment Lesson) Lesson 6 Confident Me (Dove) Unit Learning Outcomes: GW: know how the body and emotions are changing through puberty BI: Describe how the body and emotions could change EW: Explain how to manage with these changes emotionally and physically and where to seek help or support if needed.	<table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>KS2-Health and Wellbeing What affects mental health and ways to take care of it; managing change, increasing independence; managing transition Keeping personal Information safe; regulations and choices.</td><td>Strategies to deal with life challenges Physical and emotional changes during puberty. Depression, mindfulness and managing anxiety</td><td>Making healthy choices and strategies to deal with life challenges. If not, understanding the consequences Drugs, dangers of self-harm, eating disorders. More resilient and managing anger, stress and social anxiety, plus basic first aid training</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)	KS2-Health and Wellbeing What affects mental health and ways to take care of it; managing change, increasing independence; managing transition Keeping personal Information safe; regulations and choices.	Strategies to deal with life challenges Physical and emotional changes during puberty. Depression, mindfulness and managing anxiety	Making healthy choices and strategies to deal with life challenges. If not, understanding the consequences Drugs, dangers of self-harm, eating disorders. More resilient and managing anger, stress and social anxiety, plus basic first aid training	encouraged to improve their mind-set to help address life challenges/situations.
Prior (Y6)	Current (Y7)	Next (Y8)									
KS2-Health and Wellbeing What affects mental health and ways to take care of it; managing change, increasing independence; managing transition Keeping personal Information safe; regulations and choices.	Strategies to deal with life challenges Physical and emotional changes during puberty. Depression, mindfulness and managing anxiety	Making healthy choices and strategies to deal with life challenges. If not, understanding the consequences Drugs, dangers of self-harm, eating disorders. More resilient and managing anger, stress and social anxiety, plus basic first aid training									
5-Feb	B	20	Assessment of progress: Throughout the unit students will be assessed through prior to current assessment tasks, differentiated tasks, class discussions and levelled questioning. Students will be assessed through quiz scores and a presentation.								
			Skills learnt or developed: The topic aims for students to build of strategies to deal with changes in their life, have a positive mind-set and develop their confidence to seek help, if needed.								
			Why are we learning about this topic: Students will be informed on facts regarding puberty and teenage mental health. Students will be taught where the word anxiety and mindfulness come from.								
			Equality, Diversity, Inclusivity: Get students to reflect on not just their own gender but how the other genders feel about issues. Make sure students are aware of all sexes' viewpoints. Be aware of the sensitive nature of this topic for students whose sex and gender are not the same.								
			Careers: Councillor, nurse and health advisor								
			Tier 2 Vocabulary Explain, Debate, Justify, Discuss, Respectful, Empathy, Analysis								
			Tier 3 Vocabulary Puberty, depression, Mindfulness, PMS, Period, Menstrual Cycle, Anxiety, Symptoms, Wet Dreams, Uterus, Hormones, Social Anxiety, Stress, Mental Health, Air Brushing								
12-Feb	A	21									
Half-Term											
5 weeks (?? lessons) (24 Days)											
26-Feb	B	22	<ul style="list-style-type: none"><u>Overview of Unit/No. lessons</u> Identity, Stereotypes and Discrimination (5 lessons) <u>Lesson Sequence of Content:</u> Lesson 1 Understand our individual identity and what makes each member of British society unique Lesson 2 Understand what is meant	Through videos and scenarios, students will understand the meaning and impact of prejudice, stereotype and discrimination around the issues of hate crime, teenagers, racism, disabilities and LGBTQ+ and the laws associated with them.							
4-Mar	A	23									
11-Mar	B	24									
18-Mar	A	25									
25-Mar*											
	B	26	Assessment of progress: Throughout the unit students will be assessed through prior to current assessment tasks, differentiated tasks, class discussions and levelled								

			<p>by prejudice, stereotype, discrimination and 'hate crimes.</p> <p>Lesson 3 Explore the law surrounding racism and discrimination in the UK.</p> <p>Lesson 4 Understand what are LGBTQ+ rights across the world</p> <p>(Assessment Lessons)</p> <p>Lesson 5 Understand how disabled people can be portrayed in the media and understand the law surrounding disability discrimination.</p> <p><u>Unit Learning Outcomes:</u></p> <p>GW: know what prejudice, stereotype and discrimination means</p> <p>BI: Describe the impact of prejudice, stereotyping and discrimination.</p> <p>EW: Recognise changes that could made in society to reduce prejudice, stereotyping and discrimination.</p>	<p>questioning. Students will be assessed though quiz scores and ongoing work.</p> <p>Key words or terms:</p> <p>Skills learnt or developed:</p> <p>The topic aims for students to understand and appreciate diversity and not to discriminate others.</p> <p>Why are we learning about this topic: Students will be informed on facts regarding discrimination in the UK and how the law has changed.</p> <p>Equality, Diversity, Inclusivity:</p> <p><Focus of the unit></p> <p>Careers: Councillor, nurse and health advisor</p> <p>Tier 2 Vocabulary</p> <p>Explain, Debate, Justify, Discuss, Respectful, Empathy</p> <p>Tier 3 Vocabulary</p> <p>Prejudice, stereotype, discrimination, racism, disabilities, LGBTQ+, diversity, Pre-judge, Integration, Segregation, Assimilation, Hate Crime, Institutional Racism</p>
Easter Holiday			6 weeks (?? lessons) (29 Days)	
15-Apr	A	27	<ul style="list-style-type: none"><u>Overview of Unit/No. lessons</u>Look after the world around us (5 lessons)<u>Lesson Sequence of Content:</u>Lesson 1 How can we care for our environment?Lesson 2 How is plastic pollution destroying our environment?Lesson 3 How can we protect animal rights and aid sustainability?Lesson 4 Understand how to shop ethically (Assessment)Lesson 5 Consider the difference between needs and wants<u>Unit Learning Outcomes:</u>GW: Can identify and discuss the effects on the environment	<p>Through videos and scenarios students will discuss the negative effects humans are having on the environment.</p> <p>Assessment of progress:</p> <p>Throughout the unit students will be assessed through prior to current assessment tasks, differentiated tasks, class discussions and levelled questioning. Students will set out personal targets of how to be better citizens or produce a presentation on how others could.</p> <p>Skills learnt or developed:</p> <p>Presentation skills including communication, creativity and design.</p> <p>Why are we learning about this topic: Students will look at before and after images and data to</p>
22-Apr	B	28		
29-Apr	A	29		
6-May*	B	30		
13-May	A	ST2		
20-May	B	ST2		

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			<p>BI: Create a presentation that demonstrate their understanding</p> <p>EW: Present their work in front of the class.</p> <table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>Litter and plastic in</td><td>Looking after the world around us Environm ent, pollution and protecting animal rights.</td><td>Looking after the world around us Charities, aid, sustainabi lity and looking after the environm ent.</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)	Litter and plastic in	Looking after the world around us Environm ent, pollution and protecting animal rights.	Looking after the world around us Charities, aid, sustainabi lity and looking after the environm ent.	<p>evidence the negative effects humans have had on the environment.</p> <p>Equality, Diversity, Inclusivity: Use some case studies that reflect different cultural groups. Avoid stereotyping.</p> <p>Careers: environment and sustainability manager, environment crime officer, environmental quality officer, animal welfare, world animal protection.</p> <p><u>Tier 2 Vocabulary</u></p> <p>Explain, Debate, Justify, Discuss, Respectful, Empathy</p> <p><u>Tier 3 Vocabulary</u> Environment, Pollution, Sustainability, Climate Change, Greenhouse Gases, Waste minimisation, Biodegradable, Vegan, Ethical, Fair Trade, Sweatshop, Maslow's Hierarchy of Need</p>
Prior (Y6)	Current (Y7)	Next (Y8)								
Litter and plastic in	Looking after the world around us Environm ent, pollution and protecting animal rights.	Looking after the world around us Charities, aid, sustainabi lity and looking after the environm ent.								
Half-Term			7 weeks (?? lessons) (35 Days)							
3-Jun	A	33	<ul style="list-style-type: none"><u>Overview of Unit/No. lessons</u> <p>Introduction to Careers Education (4 Lessons)</p> <p><u>Lesson Sequence of Content:</u> L1 Understand the different sectors L2 Different roles in the Public Sector L3 Different Jobs at a Company L4 Introduction to Employability Skills (Assessment Lessons)</p> <p><u>Unit Learning Outcomes:</u> GW: Understand what the different sectors are and can identify companies in them BI: Identify the different types of skill EW: Present their work in front of the class.</p> <table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td></td><td>Establish ing basic knowled ge of the economy Employab ility skills, understand ing of employm ent sectors,</td><td>Barclays Life Skills</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)		Establish ing basic knowled ge of the economy Employab ility skills, understand ing of employm ent sectors,	Barclays Life Skills	
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10-Jun	B	34								
17-Jun	A	35								
24-Jun										
	B	36								

1-Jul	A	37	<ul style="list-style-type: none">Overview of Unit/No. lessons Introduction to Careers Education (2 Lessons) <u>Lesson Sequence of Content:</u> Lesson 1 Understand how I can develop my interpersonal skills to help me succeed Lesson 2 Understand how improving my self-confidence can boost my achievement <u>Unit Learning Outcomes:</u> GW: To understand what the two skills are BI: To recognise the effects of these on their own and others' academic achievements life situations EW: Recognise areas of improvement and set achievable targets to help them improve these skills.	Assessment of progress: Throughout the unit students will be assessed through prior to current assessment tasks, differentiated tasks, class discussions and levelled questioning. Students will reflect on their personal experiences and set personal target to achieve. Skills learnt or developed: The topic aims for students to develop their interpersonal and self-confidence to help them achieve in school and life. Why are we learning about this topic: Students will discuss data on how self-confidence boosts achievement? Equality, Diversity, Inclusivity: Understand that different cultural up bringing can effect what self-confidence looks like. LGBTQ+ students are always happiest when they are being true to themselves. During their time at secondary school many students may “question” their gender or sexuality. They should have the environment and self-confidence to explore this. Careers: Students will discuss careers that need self-confidence and interpersonal skills.						
8-Jul	B	38								
15-Jul										
	A	39	<table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>What affects mental health and ways to take care of it.</td><td>Skills to achieve Developing interpersonal skills and self-confidence to boost achievement.</td><td>Making healthy choices and strategies to deal with life challenges More resilient and managing anger, stress and social anxiety, plus basic first aid training</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)	What affects mental health and ways to take care of it.	Skills to achieve Developing interpersonal skills and self-confidence to boost achievement.	Making healthy choices and strategies to deal with life challenges More resilient and managing anger, stress and social anxiety, plus basic first aid training	Tier 2 Vocabulary Explain, Debate, Justify, Discuss, Respectful, Empathy Tier 3 Vocabulary Interpersonal Skills, Public Speaking, CV, Work Experience, Body Language, Self-Confidence
Prior (Y6)	Current (Y7)	Next (Y8)								
What affects mental health and ways to take care of it.	Skills to achieve Developing interpersonal skills and self-confidence to boost achievement.	Making healthy choices and strategies to deal with life challenges More resilient and managing anger, stress and social anxiety, plus basic first aid training								
(Total: 190 Days)										