

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 8 Overview 2023-24 – Subject

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 Making Healthy Choices (7 lessons this half term + 2 next half term)</li><li>Lesson Sequence of Content: L1. Understand how I can be more resilient and face challenges L2. Understand how to manage anxiety and social anxiety L3. Understand how I can manage my anger L4. Be aware of the negative impact social media can have on your self esteem L5. Understand how to keep good mental health and a positive body image L6. Understand how we recognise and prevent developing eating disorders L7. Understand the dangerous of drugs and the different types <b>Assessment Task</b> L8. Understand personal safety and first aid</li><li>Unit Learning Outcomes: <b>GW:</b> Describe the feelings or signs of key topics <b>BI:</b> Know where to seek help and support if they are struggling with any of the key topics in the future <b>EW:</b> Can give advice on how to deal with the key topics when faced with life experiences and have put some measures in place to reduce them.</li></ul> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td><b>Making healthy choices and if not, understanding the consequences</b> Diet, exercise, smoking, vaping and alcohol. <b>Strategies to deal with life challenges</b> Physical and emotional changes during puberty. Depression, mindfulness and managing anxiety <b>Developing skills for life</b> Interpersonal skills and self-confidence to</td><td><b>Making healthy choices and strategies to deal with life challenges. If not, understanding the consequences</b> Drugs, self-harm, eating disorders. More resilient and managing anger, stress and anxiety, plus basic first aid training</td><td><b>Making Healthy choices and Saving Lives</b>  Drugs, alcohol, vaccinations, tattoos and piercing, and CPR</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	<b>Making healthy choices and if not, understanding the consequences</b> Diet, exercise, smoking, vaping and alcohol. <b>Strategies to deal with life challenges</b> Physical and emotional changes during puberty. Depression, mindfulness and managing anxiety <b>Developing skills for life</b> Interpersonal skills and self-confidence to	<b>Making healthy choices and strategies to deal with life challenges. If not, understanding the consequences</b> Drugs, self-harm, eating disorders. More resilient and managing anger, stress and anxiety, plus basic first aid training	<b>Making Healthy choices and Saving Lives</b>  Drugs, alcohol, vaccinations, tattoos and piercing, and CPR	<p>Through different scenarios and videos students will discuss and then reflect on their personal challenges to develop skills to become more resilient, manage their stress, anxiety and anger. Students will also look at how the media can have a negative impact on their self-esteem and body image. Perform first aid and recognise how to prevent eating disorders.</p> <p><b>Assessment of progress:</b> Action planning and prior to current knowledge tasks.</p> <p><b>Skills learnt or developed:</b> empathy for others and the world around us.</p> <p><b>Why are we learning about this topic:</b> Students will discuss data of student's wellbeing and the effect this can have on their life.</p> <p><b>Tier 2</b> Identify, describe, apply, explain, analyse, decide, reflect, define</p> <p><b>Tier 3</b> resilient, stress, anxiety, social anxiety anger, self-esteem, anorexia, bulimia, obesity, brand, mental health, body image, stimulants, depressants</p> <p><b>Careers:</b> councillor, nurse, eating disorder support worker, registered mental health nurse.</p> <p><b>Equality, Diversity, Inclusivity:</b></p> <p><b>PSHE Association Resource</b> <a href="https://www.pshe-association.org.uk/mental-health-and-emotional-wellbeing-pack">Mental health and emotional wellbeing pack (pshe-association.org.uk)</a> Lesson 2</p>
Prior (Y7)	Current (Y8)	Next (Y9)								
<b>Making healthy choices and if not, understanding the consequences</b> Diet, exercise, smoking, vaping and alcohol. <b>Strategies to deal with life challenges</b> Physical and emotional changes during puberty. Depression, mindfulness and managing anxiety <b>Developing skills for life</b> Interpersonal skills and self-confidence to	<b>Making healthy choices and strategies to deal with life challenges. If not, understanding the consequences</b> Drugs, self-harm, eating disorders. More resilient and managing anger, stress and anxiety, plus basic first aid training	<b>Making Healthy choices and Saving Lives</b>  Drugs, alcohol, vaccinations, tattoos and piercing, and CPR								
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								

			boost achievement.									
Half-Term			7 weeks (7 lessons) (34 Days)									
6-Nov	A	9	<ul style="list-style-type: none"><li><u>Overview of Unit/No. lessons</u> <b>Looking after the world around us (5 Lessons)</b> <u>Lesson Sequence of Content:</u> L1. Understand what sustainability is and how can we personally live in a more sustainable way L2. Be aware of how we could reduce our carbon footprint L3. To be aware of who UNICEF are and how they help around the world L4. Understand how and why the UK help people in other countries <b>Assessment Task</b> L5. Be aware of human trafficking and modern slavery</li><li><u>Unit Learning Outcomes:</u> <b>GW:</b> Describe the effects on the environment and the life conditions in third world counties, human trafficking and modern slavery. <b>BI:</b> Can suggest how to live more sustainable and help people in third world counties <b>EW:</b> Can explain the laws associated with human trafficking and modern slavery.</li></ul> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td><b>Looking after the world around us</b> Environment, pollution and protecting animal rights.</td><td><b>Looking after the world around us</b> Charities, aid, human trafficking, sustainability and carbon footprint</td><td><b>Behaviour in society</b> Anti-social behaviour, laws on young offenders, crime, gangs and county lines, knife crime.</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	<b>Looking after the world around us</b> Environment, pollution and protecting animal rights.	<b>Looking after the world around us</b> Charities, aid, human trafficking, sustainability and carbon footprint	<b>Behaviour in society</b> Anti-social behaviour, laws on young offenders, crime, gangs and county lines, knife crime.	<p>Through different scenarios and videos students will discuss sustainability and reduce carbon footprint. They will also look a charity organisation (UNICEF) and the UK help people in need.</p> <p><b>Skills learnt or developed:</b> resilience, forward thinking and self-esteem.</p> <p><b>Why are we learning about this topic:</b> Students will discuss data of student's wellbeing and the effect this can have on their life.</p> <p><b>Assessment of progress:</b> Personal targets to improve the environment. Prior and current knowledge tasks. Students will also be assessed on their communication skills and group work.</p> <p><b>Tier 2</b> Identify, describe, apply, explain, analyse, decide, reflect, define</p> <p><b>Tier 3</b> sustainability, carbon footprint, climate change, foreign aid, human trafficking and modern slavery</p> <p><b>Careers:</b> UNICEF, other charities, police, environmental officer</p> <p><b>Equality, Diversity, Inclusivity:</b></p>		
Prior (Y7)	Current (Y8)	Next (Y9)										
<b>Looking after the world around us</b> Environment, pollution and protecting animal rights.	<b>Looking after the world around us</b> Charities, aid, human trafficking, sustainability and carbon footprint	<b>Behaviour in society</b> Anti-social behaviour, laws on young offenders, crime, gangs and county lines, knife crime.										
13-Nov	B	ST1										
20-Nov	A	ST1										
27-Nov	B	12										
4-Dec	A	13										
11-Dec	B	14										
18-Dec	A	15										
Christmas Holiday			6 weeks (6 lessons) (30 Days)									
8-Jan	B	16	<ul style="list-style-type: none"><li><u>Overview of Unit/No. lessons</u> <b>Choices and Dangers in Relationships (6 lessons)</b> <u>Lesson Sequence of Content:</u> L1. Be aware of all relationships with role models L2. Understand what is consent and your right to say NO L3. Understand what sexting is and why is it so risky to send personal images L4. Understand gender and Trans identity</li></ul>	<p>Student progress from last year where they focused on friendships to looking at what relationships are. Consent is introduced and explained in an age-appropriate way. All relationships are explored including LGBTQ+ ones. As many friendships and relationships now have online/virtual elements these are also covered.</p> <p><b>Skills learnt or developed:</b> emotional literacy, consequential thinking, empathy,</p> <p><b>Why are we learning about this topic:</b> Help prepare students for the different types of relationships they will have. Helping them to stay safe.</p>								
15-Jan	A	17										
22-Jan	B	18										
29-Jan	A	19										
5-Feb	B	20										
12-Feb	A	21										

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			<p>L5. Why some people have same-sex relationships and appreciate what it is like to be in one. <b>Assessment</b></p> <p>L6. Online Friendships</p> <ul style="list-style-type: none"><li>Unit Learning Outcomes:</li></ul> <p>GW: Describe different types of relationship</p> <p>BI: Understand the importance of staying safe in relationships</p> <p>EW: Explain how friendships have developed and changed online</p> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td><b>Different types of relationships (on and offline)</b> Friendships, bullying, LGBTQ+, romantic feelings and families</td><td><b>Choices and dangers in relationships</b> Consent, 'sexting', domestic conflict, domestic violence, same sex relationships and gender and trans identity</td><td><b>Intimate relationships</b> Peer pressures, contraception, the risks of STIs, attitudes to pornography, healthy or unhealthy relationships, CSE.</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	<b>Different types of relationships (on and offline)</b> Friendships, bullying, LGBTQ+, romantic feelings and families	<b>Choices and dangers in relationships</b> Consent, 'sexting', domestic conflict, domestic violence, same sex relationships and gender and trans identity	<b>Intimate relationships</b> Peer pressures, contraception, the risks of STIs, attitudes to pornography, healthy or unhealthy relationships, CSE.	<p><b>Assessment of progress:</b> Present the facts and their views and feelings towards what they have learned about people, relationships, Afghanistan and/or human rights through a visual aid or verbal presentation.</p> <p><b>Tier 2</b> Identify, describe, explain, analyse</p> <p><b>Tier 3</b> Role model, idolise, self-esteem, consent, non-consensual, sexting, trans, transitioning, gender, sex, homosexual, heterosexual, homophobia, LGBTQ+, contraception</p> <p><b>Skills learnt or developed:</b> emotional literacy, consequential thinking, empathy, communication if verbally presenting.</p> <p><b>Why are we learning about this topic:</b> Students will discuss how Human Rights have changed over the years and what they are like now.</p> <p><b>Careers:</b> police, councillor</p> <p><b>Equality, Diversity, Inclusivity:</b></p> <p><b>PSHE Association Resources</b></p> <p><a href="https://www.pshe-association.org.uk/not-just-flirting-lesson-packs-on-nude-image-sharing/">Not just flirting lesson packs on nude image-sharing (pshe-association.org.uk)</a></p> <p><a href="https://www.nspcc.org.uk/learn/relationships-education/">Talk Relationships: resources to deliver sex and relationships education   NSPCC Learning</a></p>
Prior (Y7)	Current (Y8)	Next (Y9)								
<b>Different types of relationships (on and offline)</b> Friendships, bullying, LGBTQ+, romantic feelings and families	<b>Choices and dangers in relationships</b> Consent, 'sexting', domestic conflict, domestic violence, same sex relationships and gender and trans identity	<b>Intimate relationships</b> Peer pressures, contraception, the risks of STIs, attitudes to pornography, healthy or unhealthy relationships, CSE.								
Half-Term			5 weeks (4lessons) (24 Days)							
26-Feb	B	22	<ul style="list-style-type: none"><li>Overview of Unit/No. lessons</li></ul> <p>Online Safety (4 lessons)</p> <p>Lesson Sequence of Content:</p> <p>L1. Be able to stay safe on social media</p> <p>L2. Understand why we need to be careful sharing images of ourselves on social media</p> <p>L3. Understand what online grooming is and how to recognise the warning signs</p> <p><b>(Assessment Task)</b></p> <p>L4. Understanding TicTok</p> <ul style="list-style-type: none"><li>Unit Learning Outcomes:</li></ul> <p>GW: Explain how to stay safe online (information, images, contacts).</p> <p>BI: Know where to seek help and support in the future and explain the laws if these situations occur.</p>	<p>Through different scenarios and videos students will discuss and then reflect on their personal experiences of staying safe on social media, posting images and online grooming.</p> <p><b>Assessment of progress:</b> Comparison on before and after tasks and communication skills in class discussions.</p> <p><b>Skills learnt or developed:</b> personal safety, digital skills, communication</p> <p><b>Why are we learning about this topic:</b> Students will discuss the law associated to online safety and discuss data of teenagers being affected by poor online safety.</p> <p><b>Tier 2</b></p>						
4-Mar	A	23								
11-Mar	B	24								
18-Mar	A	25								
25-Mar*										
	B	26								

			<p><b>EW:</b> Can give advice on how to reduce dangers on social media and have actively put some measures in place.</p> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td></td><td><b>Online safety</b> Keeping accounts safe, grooming and cyber-crime.</td><td><b>Behaviour in society</b> Anti-social behaviour, laws on young offenders, crime, gangs and county lines, knife crime.</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)		<b>Online safety</b> Keeping accounts safe, grooming and cyber-crime.	<b>Behaviour in society</b> Anti-social behaviour, laws on young offenders, crime, gangs and county lines, knife crime.	<p>Identify, describe, explain, analyse,</p> <p><b>Tier 3</b> Online grooming, digital footprint, self-expression, consent, body image</p> <p><b>Careers:</b> community safety social and digital media assistant and police</p> <p><b>Equality, Diversity, Inclusivity:</b></p> <p><b>PSHE Association Resource</b></p> <p><a href="#">Mental health and emotional wellbeing pack (pshe-association.org.uk)</a> Lesson 3</p> <p><a href="#">Mental wellbeing   Overview   PHE School Zone</a> Social Media Lesson</p>
Prior (Y7)	Current (Y8)	Next (Y9)								
	<b>Online safety</b> Keeping accounts safe, grooming and cyber-crime.	<b>Behaviour in society</b> Anti-social behaviour, laws on young offenders, crime, gangs and county lines, knife crime.								
<b>Easter Holiday</b>			<b>6 weeks (5 lessons) (29 Days)</b>							
15-Apr	A	27	<ul style="list-style-type: none"><li><u>Overview of Unit/No. lessons</u> Inclusion and Diversity (5 Lessons)</li><li><u>Lesson Sequence of Content:</u> L1. Introduction: Diversity L2. Inner City Culture L3. Muslim Traditions L4. Understanding Disability L5. Strength in Understanding <b>Assessment</b></li><li><u>Unit Learning Outcomes:</u> <b>GW:</b> Improve knowledge of different cultures and religions <b>BI:</b> Understand and respect people of different cultures and faiths <b>EW:</b> Educate others about religious practises and cultures different from our own</li></ul>	<p>Year 8 will watch <a href="#">The more we learn, the closer we get   Search On - YouTube</a> from Google about asking questions and understanding each other. They will then be asked to feedback via tutors what different cultures/religious practise they better want to understand. This will be done in an assembly in January.</p> <p>Three lessons will be then be planned by the EfL and RS department to create a safe space for students to better understand other people. They will be encouraged to challenge their own opinions and others in a non-judgemental environment.</p> <p>The final lesson will be an assessed task where students present to the class what they have learnt about different cultures and religions.</p> <p><b>Assessment of progress:</b> Presentation to the class</p> <p><b>Tier 2</b> Identify, recognise, consider, describe, explain, analyse, improve, understand, educate</p> <p><b>Tier3</b> Respect, diversity, ethnicity, safe space, disability, disablist, discrimination, hate crime, neurodiversity, learning disability, learning difficulty</p>						
22-Apr	B	ST2								
29-Apr	A	ST2								
6-May*	B	30								
13-May	A	31								
20-May			<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td><b>Identity, Stereotype s and Discriminat ion</b> racism, religious discriminatio n, disability, sexism, gender and teenagers</td><td><b>Developing respect for beliefs and opinions and advocacy skills</b> Promoting diversity and equality. Challenge stereotypes, prejudice and discrimination</td><td><b>Discriminati on and Diversity</b> Cultural diversity and discriminatio n</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	<b>Identity, Stereotype s and Discriminat ion</b> racism, religious discriminatio n, disability, sexism, gender and teenagers	<b>Developing respect for beliefs and opinions and advocacy skills</b> Promoting diversity and equality. Challenge stereotypes, prejudice and discrimination	<b>Discriminati on and Diversity</b> Cultural diversity and discriminatio n	
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	B	32								

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				<p><b>Skills learnt or developed:</b> Public speaking, debate skills, communication of ideas</p> <p><b>Why are we learning about this topic:</b> Increase students knowledge of different cultures and religions</p>							
Half-Term			7 weeks (7 lessons) (35 Days)								
3-Jun	A	33	<p><u>Overview of Unit/No. lessons</u></p> <p><b>Barclays Life Skills</b></p> <p><u>Lesson Sequence of Content:</u></p> <p>L1. Communication</p> <p>L2. Creativity</p> <p>L3. Aim Higher</p> <p>L4. Resilience</p> <p>L5. Adaptability</p> <p>L6. Leadership</p> <p>L7. Labour Market Information</p> <p><u>Unit Learning Outcomes:</u></p> <p><b>GW:</b> Identify the key skills needed to succeed in a workplace</p> <p><b>BI:</b> Can assess my own key skills</p> <p><b>EW:</b> Have the knowledge to improve my own Key Skills</p> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td><b>Begin to interpret Labour Market Information</b> Growth sector, work availability</td><td>Learning about and developing the skills needed to succeed in the workplace</td><td>Options</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	<b>Begin to interpret Labour Market Information</b> Growth sector, work availability	Learning about and developing the skills needed to succeed in the workplace	Options	<p>Employers have identified that students are leaving school academically able but lacking basic soft skills to succeed in the work place. This unit uses materials produced directly by employers to help students to first identify the skills and then how they can develop them not just in EFL but also curriculum learning.</p> <p><b>Assessment of progress:</b> Barons Quay Project during Careers Day</p> <p><b>Tier 2</b> Know, understand, recognise, develop, identify, observe, think, apply, evaluate, review</p> <p><b>Tier 3</b> Key/Soft/Hard/Life/Employability skills, resilience, creativity, adaptability, active listening, divergent thinking, convergent thinking, proactive, reactive</p> <p><b>Skills learnt or developed:</b> Problem Solving, Creativity, Communication, Resilience and Adaptability</p> <p><b>Why are we learning about this topic:</b> To succeed in a workplace</p>	
Prior (Y7)	Current (Y8)	Next (Y9)									
<b>Begin to interpret Labour Market Information</b> Growth sector, work availability	Learning about and developing the skills needed to succeed in the workplace	Options									
10-Jun	B	34									
17-Jun	A	35									
24-Jun	B	36									
1-Jul	A	37									
8-Jul	B	38									
15-Jul											
	A	39									
(Total: 190 Days)											

\* Bank Holidays

Overview of Year 8	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 8, 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). E.g. Students can demonstrate ...
<b>BI:</b> (E.g. Grades 2-3M)	Students can recognise ....
<b>EW:</b> (E.g. Grades 3U-4L)	Students can understand information from a variety ....

#### Prompt Questions

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**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)