

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 9 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"><u>Overview of Unit/No. lessons</u> Living in the Wider World: Discrimination and Diversity (6 Lessons)<u>Lesson Sequence of Content:</u> L1: Understand cultural diversity and discrimination L2: Understand how discrimination is challenged L3: Appreciate how people change and understand diversity L4: Discover the holocaust through historical artefacts and individuals' stories L5: Consider how the students develop change for the better. L6: Explore our understanding of discrimination across the unit. Assessment Task L7 Next Unit<u>Unit Learning Outcomes:</u> GW: Identify racial discrimination and diversity in the film BI: Describe racial discrimination and diversity through examples in the film EW: Analyse racial discrimination and diversity in America and the UK. <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Discrimination in all its forms Racism, religious discrimination, disability, sexism, gender and teenagers.</td><td>Discrimination and Diversity Cultural diversity and discrimination</td><td>Understanding Islam Understanding the Muslim faith (including RS focus)</td></tr></table>	Prior (Y8)	Current (Y9)	Next (Y10)	Discrimination in all its forms Racism, religious discrimination, disability, sexism, gender and teenagers.	Discrimination and Diversity Cultural diversity and discrimination	Understanding Islam Understanding the Muslim faith (including RS focus)	<p>Through the film 'Freedom Writers', students will explore cultural diversity, racial discrimination and the holocaust. Looking at how the story impacted the characters and what we can learn from it.</p> <p>Assessment of progress: Present the facts and their views and feelings towards what they have learned about people, relationships, discrimination and diversity (some might compare to the UK).</p> <p>Skills learnt or developed: emotional literacy, consequential thinking empathy,</p> <p>Why are we learning about this topic: Links to current news articles about racial discrimination</p> <p>Careers: Lawyer, barrister, police officer</p> <p>Tier 2 understand, identify, describe, analyse, discuss, consider</p> <p>Tier 3 holocaust, discrimination, cultural diversity, anti-Semitic, prejudice</p>
Prior (Y8)	Current (Y9)	Next (Y10)								
Discrimination in all its forms Racism, religious discrimination, disability, sexism, gender and teenagers.	Discrimination and Diversity Cultural diversity and discrimination	Understanding Islam Understanding the Muslim faith (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								
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> Making Healthy Choices and Saving Lives (7 lessons)<u>Lesson Sequence of Content:</u> L1: Understand the risks and law on drugs L2: Understand the consequences of drinking alcohol L3: Be aware of the consequences of body piercings and tattoos L4: Make responsible health choices: vaccinations, blood +	<p>Students will explore different case studies to evaluate the outcomes. Helping them to make the right decisions when faced with life situations.</p> <p>Assessment of progress: students' evaluation on their confidence when faced with a lifesaving situation. Quiz on their knowledge and understanding. Levelled questioning through differentiated challenges (challenge/more challenging/very challenging).</p> <p>Skills learnt or developed: CPR, self-confidence, consequential thinking</p>						
13-Nov	B	10								
20-Nov	A	11								
27-Nov	B	12								
4-Dec	A	13								
11-Dec	B	14								

18-Dec			<p>organ donation, stem cells + hygiene (2 hours) L5: Make responsible health choices: vaccinations, blood + organ donation, stem cells + hygiene (2 hours) L6: Social Media Assessment Task L7. Acid Attacks</p> <ul style="list-style-type: none">Unit Learning Outcomes: <p>GW: Identify different risks BI: Describe the consequences involved when witnessing or taking risks. EW: Act effectively when faced with life threatening situations.</p> <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Making healthy choices If not, understanding the consequences and strategies to deal with life challenges: Drugs, self-harm, eating disorders. More resilient and managing anger, stress and social anxiety, plus basic first aid training.</td><td>Making healthy choices and saving lives Drugs, alcohol, vaccinations, tattoos and piercing, and CPR</td><td>Making healthy choices and strategies to deal with life challenges Binge drinking, gambling, online gaming, Bereavement, suicide, FGM, homelessness.</td></tr></table>	Prior (Y8)	Current (Y9)	Next (Y10)	Making healthy choices If not, understanding the consequences and strategies to deal with life challenges: Drugs, self-harm, eating disorders. More resilient and managing anger, stress and social anxiety, plus basic first aid training.	Making healthy choices and saving lives Drugs, alcohol, vaccinations, tattoos and piercing, and CPR	Making healthy choices and strategies to deal with life challenges Binge drinking, gambling, online gaming, Bereavement, suicide, FGM, homelessness.	<p>Why are we learning about this topic: Data on teenagers being affected by these risks or situations.</p> <p>Careers: nurse, doctor, police, health consultant</p> <p>Tier 2 Identify, describe, explain, analyse</p> <p>Tier 3 Legalisation, schizophrenia, consequences, self-expression, septicaemia/sepsis, acid/vitriol attack, gender crime, CPR, vaccinations, blood + organ donation, stem cells + hygiene, online persona, brand, self-esteem</p>
Prior (Y8)	Current (Y9)	Next (Y10)								
Making healthy choices If not, understanding the consequences and strategies to deal with life challenges: Drugs, self-harm, eating disorders. More resilient and managing anger, stress and social anxiety, plus basic first aid training.	Making healthy choices and saving lives Drugs, alcohol, vaccinations, tattoos and piercing, and CPR	Making healthy choices and strategies to deal with life challenges Binge drinking, gambling, online gaming, Bereavement, suicide, FGM, homelessness.								
A	15									
Christmas Holiday 6 weeks (5 lessons) (30 Days)										
8-Jan	B	16	<p>NEW Module. Request from Students about mental health, there are new lessons from Dove's Self-Esteem Project that could be used.</p> <p>Build up from Year 8 Units</p>							
15-Jan	A	ST1								
22-Jan	B	ST1								
29-Jan	A	19								
5-Feb	B	20								
12-Feb	A	21								
			<ul style="list-style-type: none">Overview of Unit/No. lessonsLesson Sequence of Content: <p>L1 Unit Learning Outcomes: GW: Identify BI: Describe EW: Analyse</p> <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td></td><td></td><td></td></tr></table>		Prior (Y8)	Current (Y9)	Next (Y10)			
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Half-Term			5 weeks (5 lessons) (24 Days)							
26-Feb	B	22	<ul style="list-style-type: none">• <u>Overview of Unit/No. lessons</u> Intimate relationships (6 lessons)• <u>Lesson Sequence of Content:</u> L1: Understand how can we overcome it peer pressure L2: Understand what are the different types of contraception + how to use them L3: Understand what the different types of STIs are and how to prevent catching them L4: Understand why pornography is so dangerous L5: Understand and recognise the difference between healthy and abusive relationships Assessment L6: Understand how to recognise Child Sexual Exploitation <p>Unit Learning Outcomes: GW: Identify safe, healthy and unhealthy relationships BI: Describe safe, healthy and unhealthy relationships. EW: Know where to seek help and advice if faced with unhealthy relationships</p> <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Choices and dangers in relationships Consent, 'sexting', domestic conflict, domestic violence, same sex relationships and gender and trans identity</td><td>Intimate relationships Peer pressures, contraception, the risks of STIs, attitudes to pornography, healthy or unhealthy relationships, CSE.</td><td>Healthy and unhealthy relationships Pornography on behaviour, laws on harassment and stalking, forced marriages.</td></tr></table>	Prior (Y8)	Current (Y9)	Next (Y10)	Choices and dangers in relationships Consent, 'sexting', domestic conflict, domestic violence, same sex relationships and gender and trans identity	Intimate relationships Peer pressures, contraception, the risks of STIs, attitudes to pornography, healthy or unhealthy relationships, CSE.	Healthy and unhealthy relationships Pornography on behaviour, laws on harassment and stalking, forced marriages.	<p>Students will explore different situations of intimate relationships, how to stay safe and aware of unsafe relationships. They start by looking at peer pressure which can cause students' behaviour from what they are comfortable doing. They will look at the risks of STIs and how to have safe sex. We look at how the internet and pornography are impacting students' pre-conceptions about sex.</p> <p>Students are begin to be taught how to identify abusive and exploitive relationships from both people they know and strangers.</p> <p>Assessment of progress: comparison of prior and current knowledge and self-confidence task and quizzes.</p> <p>Skills learnt or developed: self-awareness, learning to be cautions in sexual relationships, personal safety.</p> <p>Why are we learning about this topic: Data or news articles on teenagers being affected by these risks or situations.</p> <p>Careers: Lawyer, barrister, police officer</p> <p>Tier 2 Identify, describe, explain, analyse,</p> <p>Tier 3 Peer pressure, contraception, STIs, pornography, healthy / abusive relationships, and CSE</p> <p>Careers: nurse, doctor, councillor or health consultant.</p> <p><u>Additional Resources</u></p> <p>Safer Streets KS3 found on Efl Drive Not Just Flirting KS3 – Feelings about sharing nudes</p>
Prior (Y8)	Current (Y9)	Next (Y10)								
Choices and dangers in relationships Consent, 'sexting', domestic conflict, domestic violence, same sex relationships and gender and trans identity	Intimate relationships Peer pressures, contraception, the risks of STIs, attitudes to pornography, healthy or unhealthy relationships, CSE.	Healthy and unhealthy relationships Pornography on behaviour, laws on harassment and stalking, forced marriages.								
4-Mar	A	23								
11-Mar	B	24								
18-Mar	A	25								
25-Mar*										
	B	26								
Easter Holiday			6 weeks (5 lessons) (29 Days)							
15-Apr	A	27	<ul style="list-style-type: none">• <u>Overview of Unit/No. lessons</u> Behaviour in Society (4 lessons)• <u>Lesson Sequence of Content:</u> L1. know what Anti-Social Behaviour is and understand the consequences L2. Understand how the law deals with young offenders L3. Understand why do teens get involved with knife crime and what the consequences are for their actions Assessment L4. Catch up lesson for Options	<p>Students will explore different case studies to evaluate the outcomes. Helping them to make the right decisions when faced with life situations. They will learn about the law, sentencing they could face as a teenager or in adult life and how this could affect them in day to day life.</p> <p>Assessment of progress: comparison of prior and current knowledge and self-confidence task and quizzes.</p>						
22-Apr	B	28								
29-Apr	A	29								
6-May*	B	30								
13-May	A	31								
20-May	B	32								

			<ul style="list-style-type: none"><u>Unit Learning Outcomes:</u> GW: Identify potential dangers or crimes BI: Describe why they are breaking the law EW: Explain the sentences or impact it could have on their or families life. <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Looking after the world around us Charities, aid, sustainability and looking after the environment.</td><td>Behaviour in society Anti-social behaviour, laws on young offenders, crime, gangs and county lines, knife crime.</td><td>Behaviour in society British values- criminal justice system, multiculturalism, immigration)</td></tr></table>	Prior (Y8)	Current (Y9)	Next (Y10)	Looking after the world around us Charities, aid, sustainability and looking after the environment.	Behaviour in society Anti-social behaviour, laws on young offenders, crime, gangs and county lines, knife crime.	Behaviour in society British values- criminal justice system, multiculturalism, immigration)	<p>Skills learnt or developed: self-awareness, learning to be cautious in the community and look after their own personal safety.</p> <p>Why are we learning about this topic: Data or news articles on teenagers being affected by these risks or situations.</p> <p>Careers: police, lawyer, barrister, social worker</p> <p>Tier 2 Identify, describe, explain, apply</p> <p>Tier 3 Anti-social behaviour, legal ramifications, county lines, knife crime.</p>
Prior (Y8)	Current (Y9)	Next (Y10)								
Looking after the world around us Charities, aid, sustainability and looking after the environment.	Behaviour in society Anti-social behaviour, laws on young offenders, crime, gangs and county lines, knife crime.	Behaviour in society British values- criminal justice system, multiculturalism, immigration)								
Half-Term										
7 weeks (7 lessons) (35 Days)										
3-Jun	A	ST2	<ul style="list-style-type: none"><u>Overview of Unit/No. lessons</u> Financial decision making (7 lessons)<u>Lesson Sequence of Content:</u> L1: Understand how to successfully manage my money (savings, loans and interest rates) L2: Understand how to budget and save L3: Appreciate how people change and understand diversity L4: Understand how national insurance and income tax are calculated on your wage slip L5: Understand how public taxes are raised and spent by government, locally and nationally Assessment L6 Understand how public taxes are raised and spent by government, locally and nationally Assessment Task Final Lesson Year Review<u>Unit Learning Outcomes:</u> GW: Identify racial discrimination and diversity in the film BI: Describe racial discrimination and diversity through examples in the film EW: Analyse racial discrimination and diversity in America and the UK.	<p>Students will explore basic money management: budgeting saving, debt and taxes. This knowledge will give the students the foundation to build strong money habits early on and avoid many of the mistakes that lead to lifelong money struggles.</p> <p>Assessment of progress: comparison of prior and current knowledge and self-confidence task and quizzes.</p> <p>Skills learnt or developed: problem solving and money management.</p> <p>Why are we learning about this topic:: Link to careers and managing of finances</p> <p>Careers: how manage your salary. Accountant or financial advisor</p> <p>Tier 2 Identify, describe, explain, analyse</p> <p>Tier 3 budgeting, debt, personal loan, mortgage, overdraft, current account, interest rate, recession, interest & interest rates, national insurance, income tax, public taxes, public sector, private sector, The Budget, consumer rights</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 (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td></td><td></td><td></td></tr></table>	Prior (Y8)	Current (Y9)	Next (Y10)				
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			Look after the world around us Needs and wants, shopping ethically .	Financial decision making Budgeting, saving, income and expenditure .	Financial decision making Accounts, savings loans and financial institutes, avoiding debt, NI and Tax and the aid of apps.	
(Total: 190 Days)						

* Bank Holidays

Overview of Year 9	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 9, students will have learned
GW: (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>
BI: (E.g. Grades 2-3M)	<i>Students can recognise</i>
EW: (E.g. Grades 3U-4L)	<i>Students can understand information from a variety</i>

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)