

A stylized, light blue illustration of a unicorn's head and neck, facing right. The unicorn has a single, braided horn that curves upwards and to the right. Its mane is depicted with flowing, leaf-like patterns. The background is a dark blue gradient with a large, light blue circular arc behind the unicorn's head. A solid yellow vertical bar is on the far left edge of the page.

**Sancton Wood School**  
**Curriculum Overview**  
**2024-25**  
**Year 9**

# English

## Language, Literature and Spoken Language

Michaelmas 1	Michaelmas 2	Lent 1
<p><b>Gothic Literature</b></p> <p>Read: The Woman in Black (Susan Hill)</p> <p>Language Assessment: Lang Paper 1, Q1, Q2 Language, Q3 Structure</p> <p>Literature Assessment: PEALs on Setting &amp; Atmosphere</p> <p>Skills: Features of the gothic; setting; atmosphere; motif; situational irony; pathetic fallacy; colloquialism; contrast</p>	<p><b>Gothic Literature</b></p> <p>Read: The Woman in Black (Susan Hill)</p> <p>Language Assessment: Lang Paper 1, Q5 Crafting a gothic setting</p> <p>Literature Assessment: PEALs on character of Jennet</p> <p>Skills: tension; exposition; rising action; climactic moment; falling action; resolution; historical background on the rights of unmarried women in the 19th century</p>	<p><b>Social Protest Literature</b></p> <p>Read: Animal Farm (George Orwell)</p> <p>Language Assessment: Lang Paper 2, Q3 Persuasive elements test</p> <p>Literature Assessment: PEAL paragraphs on character of Napoleon</p> <p>Skills: Persuasive methods including ethos; pathos; logos; appeal to authority; statistics; euphemism</p>

# English

## Language, Literature and Spoken Language

Lent 2	Summer 1	Summer 2
<p><b>Social Protest Literature</b></p> <p>Read: Animal Farm (George Orwell)</p> <p>Language Assessment: Lang Paper 2, Q4 Evaluation of Persuasion</p> <p>Literature Assessment: PEAL paragraphs on theme of power</p> <p>Skills: Tracing a theme across a whole text as well as writing using extract; semantic fields</p>	<p><b>GCSE Literature: Anthology Poetry</b></p> <p>Learning the poetry terminology needed to approach a poem; learning how to annotate a poem; learning the 15 poems in the anthology</p> <p>Assessment: Test on poetry terms and skills</p> <p>Literature Assessment: Analysis of a poem</p> <p>Skills: Rhyme and rhythm; sound techniques; comparison techniques; imagery; comparative language; analysis; stanzas; A03 contextual background to the poets; academic introductions and conclusions</p>	<p><b>GCSE Literature: Anthology Poetry</b></p> <p>Learning the poetry terminology needed to approach a poem; learning how to annotate a poem; learning the 15 poems in the anthology</p> <p>Literature Assessment: Comparison of two poems</p> <p>Skills: Rhyme and rhythm; sound techniques; comparison techniques; imagery; comparative language; analysis; stanzas; A03 contextual background to the poets; academic introductions and conclusions</p>

## Michaelmas 1

Sets 1 and 2 - Higher Tier – AQA

### Number

- Working with integers

### Data

- Collecting, interpreting and representing data
- Analysing data

Set 3 - Foundation Tier – AQA

### Number

- Working with integers

### Data

- Collecting, interpreting and representing data

## Michaelmas 2

Sets 1 and 2 - Higher Tier – AQA

### Number

- Properties of integers
- Working with fractions
- Working with decimals

Set 3 - Foundation Tier – AQA

### Data

- Analysing data

### Number

- Properties of integers

## Lent 1

Sets 1 and 2 - Higher Tier – AQA

### Algebra

- Basic algebra

### Shape

- Properties of polygons and 3D objects
- Angles

Set 3 - Foundation Tier – AQA

### Number

- Working with fractions
- Working with decimals

# Maths

## Lent 2

Sets 1 and 2 - Higher Tier – AQA

### Shape

- Perimeter
- Area

Set 3 - Foundation Tier – AQA

### Algebra

- Basic algebra

### Shape

- Properties of polygons and 3D objects

## Summer 1

Sets 1 and 2 - Higher Tier – AQA

### Number

- Rounding and estimation
- Percentages
- Powers and Roots
- Standard form

Set 3 - Foundation Tier – AQA

### Shape

- Angles
- Perimeter
- Area

## Summer 2

Sets 1 and 2 - Higher Tier – AQA

### Algebra

- Further algebra

Set 3 - Foundation Tier – AQA

### Number

- Rounding and estimation
- Percentages

# Computing

## Michaelmas 1

Digital literacy.  
Organisation of folders in One drive.  
Students will be completing little projects using Microsoft word and Excel 365.

Students were asked to complete different challenges such as creating a treasure map, create word search and others using different Microsoft words icons.

They need to create a spreadsheet for a fictitious company called Smartphone4u representing information in different format. Baseline test assessment

## Lent 2

Introduction to logic gates , and, or , not , nor. Students will be encouraged to create simple circuits using an online platform . Truth table and boolean expression for logic gates.  
Formative and summative assessment,

## Michaelmas 2

Basic understanding of networking components and addressing methods.  
Students will learn about the different type of network. LAN, WAN, VPN, PAN

Able to identify network topology, mentioning their advantages and disadvantages.  
Network Hardware.

Use of VR to explore other home network . Formative and summative assessment for this unit.

## Summer 1

Introduction to graphics  
Students will learn different types of graphics and their properties.  
Vector graphic V Bitmap graphic

They will use Blender as an application to create 2D OR 3D graphics.

## Lent 1

Understanding computational thinking. looking at the structure of a program and writing basic programs to complete a project

Using HTML and JavaScript.  
pp design, creating a web-based product using JavaScript

Be able to create an app for the right target audience.

## Summer 2

Python Programming

Use of selection, loops, subroutine.

Students will use various programming techniques to create functional program

Formative assessment using Blooket or Quiziz . Summative assessment

# Biology

## Michaelmas 1 + 2

- Introduction to GCSE Science
- **B1**
- Cells
- Microscopes
- Specialised cells
- Assessment

## Lent 1 + 2

**B2**  
Differentiation  
Cell Division (Mitosis)  
Stem Cells  
Assessment

## Summer 1 + 2

**B3**  
Tissues, Organs, Organ systems  
  
The Digestive system  
  
Enzymes and Digestion  
  
Assessment

# Chemistry

## Michaelmas 1

An introduction to Chemistry (3 weeks)

C1 Atomic Structure

Structure of the atom.

Compounds and mixtures. How mixtures can be separated (Chromatography, filtration and distillation)

## Michaelmas 2

C1 ions atoms isotopes periodicity

The periodic table and its history as well as the key features of Groups 1 and 7 (C2)

## Lent 1

C2 Transition metals

The periodic table and its history as well as the key features of Groups 1 and 7 (C2)

C3 Structure and bonding

Learning about covalent, ionic and metallic bonding



# Chemistry

## Lent 2

C3 giant covalent structures and nanoparticles

Discovery.

3D structures (using VR sets)

Applications (Sports, medicines)

## Summer 1

C4 relative formula masses and equations in chemistry

Calculations of reacting masses (laboratory and industrial scale)

Building a sense of proportion

## Summer 2

C4 percentage yield and how to calculate moles and molar ratios

Calculating yield, atom economy.

Application to industry (cost, safety)

# Physics

## Michaelmas 1 & 2

An introduction to physics (3 weeks)

### **Forces**

Forces between objects  
and resultant forces  
Vectors and scalars  
The parallelogram of forces

### **Motion**

Distance-time graphs  
Velocity-time graphs  
Force and acceleration  
Weight and terminal velocity  
Forces and elasticity

## Lent 1 & 2

### **Motion continued**

Weight and terminal velocity  
Forces and elasticity

### **Conservation and dissipation of energy**

Understanding and defining energy  
Calculating GPE, KE and EPE  
Efficiency, work and wasted energy  
Energy in electrical appliances

## Summer 1 & 2

### **Energy transfer by heating**

Energy transfer by  
conduction, convection and radiation  
Heating and insulation

### **Energy resources**

Energy demands and challenges  
Power stations - fossil fuels, wind, water,  
solar, geothermal and nuclear  
Environmental considerations  
Big energy issues

# History

## Michaelmas 1

First World War and Trench Warfare

Introduction to Year 9 History

Causes of WWI

Propaganda

Life in the trenches

Trenches re-enactment

## Michaelmas 2

First World War

Battle of the Somme and Gallipoli

Contribution of the Empire

The End of the War

The Treaty of Versailles

WWI Assessment

## Lent 1

Votes for Women

Women's rights before 1900

Women's role in WWI

Suffragettes and spotlight on Emily Davidson

Impact and reflection on women's rights throughout the world

# History

## Lent 2

Inter-war years and the Rise of Hitler

Consequences of the Treaty of Versailles

League of Nations – establishment and failure

The Rise of Hitler

Nazism - its impact on Germany and Europe

Appeasement and the lead up to War

## Summer 1

Second World War

Outbreak of War

Spotlight on the Western Front and Dunkirk

The Eastern Front

D-Day

The Holocaust

## Summer 2

Second World War

Life on the Homefront

The War in the Pacific

The End of the War

Nuclear Weapons project planning and assessment

The immediate aftermath of the war

Assessment

# Geography

## Michaelmas 1

### Advancing World

- What is development?
- The changing methods we've used to label countries by development
- Why is development unequal?
- The ways that a countries development effects peoples lives
- Methods to deal with the development gap

## Michaelmas 2

### Beneath Our Feet

- What is Geology?
- Effects that geology has onto landscapes
- The geological pattern of the UK
- Soils
- What geological landforms are there?

## Lent 1

### Resourceful Planet

- What are natural resources?
- Why is water an important resource?
- What problems are caused by our reliance on oil?
- What are renewable resources?
- How is our consumption of resources impacting the planet?

## Lent 2

### Frozen Planet

- What are glaciers?
- Different glacial processes
- Types of glacial landforms and how they are formed
- The impacts that glaciation has had on the UKs landscape
- How humans are using and impacting our glacial landscapes

## Summer 1

### Shrinking World

- What is Globalisation?
- What are TNC's and how do they impact?
- Can tourism be sustainable?
- Is Globalisation good or bad?
- Decision making exercise looking at the effects of globalisation on an area

## Summer 2

### Blue Planet

- The oceans of the Earth
- Why are oceans important?
- How are humans using the oceans?
- The impacts that humans are having on the oceans
- How do we deal with these issues?

## Michaelmas 1 & 2

What makes us human

What makes us human introduction

How much is a human worth?

Are humans special?

What is the purpose of human life?

How free are we?

What does the future hold?

## Lent 1 & 2

Religion human rights and social justice

Justice and the correct use of wealth

Wealth, inequality and poverty

Christianity, homophobia and sexism

Religion and racism

Human rights and their background in religion

## Summer 1 & 2

Crime and Punishment

Why do people commit crimes?

What is the point in punishment

Are criminals evil?

The Death Penalty

# Classics

## Michaelmas 1

### **Ancient Rome: Society and Daily Life**

Roman Social Hierarchy: Patricians, Plebeians, and Slaves

Daily Life in Rome: Food, Clothing, and Housing

Roman Government: The Republic and Empire

Religion and Beliefs: Gods, Goddesses, and Rituals

Entertainment: Gladiators, Chariot Racing, and Theatre

## Michaelmas 2

### **Ancient Rome: Urban Life and Engineering**

The City of Rome: Layout and Key Structures

Roman Architecture: Aqueducts, Baths, and Roads

The Roman Forum: The Political Heart of Rome

Trade and Commerce in Rome: Markets and Currency

Roman Technology and Engineering Marvels

Roman Military and Expansion

## Lent 1

### **Ancient Greece: Society and City-States**

Introduction to Ancient Greece: Geography and Early History

Athens and Democracy: How it Worked  
Sparta: The Warrior Society  
Greek Social Life: Education, Family, and Daily Life

Greek Religion: Gods, Myths, and Rituals

Greek Art and Architecture: Temples and Sculptures

# Classics

## Lent 2

### **Ancient Greece: Politics, Warfare, and Culture**

Greek City-States: Politics and Alliances

The Persian Wars: Key Battles and Outcomes

The Peloponnesian War: Causes and Effects

Greek Warfare: The Phalanx, Triremes, and Tactics

Greek Theatre: Tragedy, Comedy, and Masks

Philosophy and Science in Ancient Greece

## Summer 1

### **The Iliad: Heroes and the Trojan War**

Introduction to Homer and the Epic Tradition

The Trojan War: Origins, Major Events, and Key Figures

The Heroes of the Iliad: Achilles, Hector, and Odysseus

Themes in the Iliad: Honor, Fate, and War

The Role of the Gods in the Iliad

The Fall of Troy: The Role of the Wooden Horse

## Summer 2

### **The Odyssey: The Hero's Journey**

Introduction to the Odyssey: Structure and Overview

Odysseus as a Hero: Character Analysis

Key Adventures: Cyclops, Circe, and the Underworld

Themes in the Odyssey: Loyalty, Cunning, and Journey  
The Role of Women in the Odyssey: Penelope and Others

The Return to Ithaca and Final Reflection



## Michaelmas

### Animal and Monsters

Students will consider how anatomy and posture can help us represent animals in various poses using images to understand an animal body three dimensionally. The cultural use of animals in heraldry and other forms will help to explore how animals represent symbolic human characteristics. Creating shadow puppets will allow them to further this understanding before they develop ideas for a fantasy creature. This creature will be realised three dimensionally building up the body as an armature and then a clay sculpture. These forms may or may not be fired, depending on the processes used.

## Lent

### Design Technology: Hats

Using the subject of hats students will explore Design Technology processes for textiles. Considering the function and decorative potential of hats we will use iterative design to refine ideas. The selected design will then be made into a pattern and assembled in appropriate fabrics using sewing machines. The function of hats as practical and decorative accessories will be explored and the work of several core designers will be considered.

Pattern design and embroidery techniques will be experimented with to personalise and complete the hats.

## Summer 1&2

### Surrealism

Students will explore fantasy themes such as dream scenes and M C Escher's impossible geometries to devise images that defy the rules of illusionistic space.

Collaged photographic images will be used to generate ideas and explore breaking the rules of scale, gravity, perspective and so forth.

Students will create a larger version of their design as a culmination to their KS3 Art studies.

## Michaelmas

### Careers Unit

Why Would Someone Employ Me?

How to get a job.

What makes me employable.

Using and creating a CV

What are apprenticeships?

What are my skills and qualities.

CAREERS FAIR & FEEDBACK

### INDEPENDENT PROJECT WORK

Students begin the groundwork for an independent project. This unit teaches key life skills and is based upon the skills necessary for the Higher Project Qualification they may wish to consider in Y10.

Students identify their own strengths and weaknesses, areas of interest to them and topics they may wish to explore.

They gain a brief overview of research methods and the obstacles they may face in their own completion of a project. They identify their key specific project title.

## Lent

### INDEPENDENT PROJECT WORK

Students begin to work on their project, identifying their own methods of research,. They plan for the completion of their project with key timelines to be adhered to.

Students will also have a reflections and progression log to help them to overcome obstacles they may face in future life.

Students learn presentation skills, enabling them to present to their peers on their chosen topic and the reasons for their choice.

## Summer

### INDEPENDENT PROJECT WORK

This term will see the completion of the project and the formulation of a final piece for display in a market-place. The marketplace will be a showcase for peers, younger students, teachers and parents. A celebration of all that they have achieved through their own independent thinking, research and tenacity.

# Music

## Michaelmas 1

Gamelan music – learning the different parts that make up Indonesian gamelan, and playing them as a whole class. Taking on leadership roles within each part, and assessed through whole class performances.

## Michaelmas 2

The Blues chord structure and features of melody and lyrics. Performing a jazz piece based on the 12-bar blues chord sequence. Develop an understanding of jazz improvisation through listening and practical work.

## Lent 1

Music through the decades – 1950s. Focus on Elvis Presley and the impact he has had on popular music. Performance of 'Hound Dog'.

## Lent 2

Music through the decades – 1960s. Focus on The Beatles, Skiffle, Rolling Stones and Bob Dylan.

Protest songs – analysis of a variety of popular songs with politically motivated lyrics.

Write own lyrics based on what they have learnt thus far.

## Summer 1

Music through the decades – 1970s and 80s. Focus on Reggae, Ska, Punk, Rap and Hip-Hop.

History of audio technology. Research – to prepare a presentation on a style of music from the decades studied.

## Summer 2

School of Rock – prepare a performance of a song from this school-based film.

Alternative – compose a piece of music based on Pachelbel's Canon.

# Drama

## Michaelmas 1

Exploration of Genre and Theatrical Technique:

Non-verbal communication  
Physical theatre  
Horror  
Tension  
Stage Combat

## Lent 2

Practical exploration of *Missing Dan Nolan*

Practical exploration of Mark Wheeler's play. Developing character, blocking for rehearsal, using stylised techniques to enhance performance.

## Michaelmas 2

Stanislavski – Rehearsal Techniques

Using theatre practitioner Stanislavski's method to explore text and develop character.

Devising from Stimulus

including poetry, photography and music. Students collaborating to create their own original material for performance from a given stimulus.

## Summer 1

**Creating drama for performance**

Students will rehearse scripted scenes, devise their own work and explore Frantic Assembly's unique style of creating theatre.

## Lent 1

Practical exploration of *Missing Dan Nolan*

Practical exploration of Mark Wheeler's play. Developing character, blocking for rehearsal, using stylised techniques to enhance performance.

## Summer 2

**Rehearsal and preparation for Showcase**

Students will work together and collaborate with the rest of the year group to bring their ideas together for live performance.

# Spanish

## Michaelmas 1

Talking about things you like; Describing your week, films and your birthday; Translation skills; The present tense of regular verbs; The present tense of irregular verbs; Using the near future and the preterite tenses

## Michaelmas 2

Talking about life as a celebrity; Jobs; Saying what you have to do at work; Saying what job you would like to do; Translation skills; Using three tenses together; Using tener que; Revision of adjectival agreement.

## Lent 1

New Year's resolutions; Future plans; Describing your job; Describing your diet; Talking about an active lifestyle; More practice with near future tense and using three tenses together; Using direct object pronouns; Stem-changing verbs

## Lent 2

Daily routine; Talking about getting fit; Body parts, illnesses, saying what's wrong with you; Reflexive verbs; Using se debe / no se debe; Using me duele(n) Creating ; complex sentences using different structures and features; Translation skills

## Summer 1

Recycling; Describing how your town has changed; Meeting and greeting people.; Treasure hunt in Madrid; Using se deberia.; Using para + infinitive; Introducing the imperfect tense; Using expressions with tener; Using the superlative

## Summer 2

Discussing buying souvenirs; Saying what you will do; The comparative; The simple future tense; End-of-year assessment in listening, speaking, reading and writing; Talking about summer holidays.

# French

## Michaelmas 1

Teenage social life; Talking about Facebook; Giving your opinion about someone; Arranging to go out; Describing a date; Describing a music event; Translation skills; Using direct object pronouns; Using three tenses - perfect, present and near future

## Michaelmas 2

Health and fitness; The parts of the body; Talking about sport.; Healthy eating; Making plans to get fit and describing levels of fitness; Translation skills; Using à and the definite article.; Using il faut; Using the future tense and using it with the perfect and present tenses; Using masculine and feminine nouns.

## Lent 1

Jobs and career plans; Describing jobs.; Learning languages; what you used to do; Discussing your future and your past; Translation skills; Using modal verbs; Using the imperfect and future tenses

## Lent 2

Talking about your job; Discussing holidays; Imagining adventure holidays; Translation skills; Using different tenses together; Asking questions using inversion; Using the conditional tense.

## Summer 1

Talking about what you take with you on holiday; Describing what happened on holiday; Visiting a tourist attraction; Translation skills; Using reflexive verbs; Combining different tenses; Using emphatic pronouns.

## Summer 2

Discussing what you are allowed to do. Explaining what's important to you - morals, ethics and world social issues. Talking about things you buy - ethical shopping; Describing what makes you happy; Translation skills; Using expressions with *avoir*; Using direct object pronouns; Using *si* in complex sentences; Using complex structures.

# Mandarin

## Michaelmas 1

Question : How; Revising greetings;  
Learning to say negative sentences;  
Asking and answering about  
nationalities; Talking about family, what  
languages spoken at home and hobbies;  
Asking people where they live and where  
they would like to have holidays.

## Michaelmas 2

Doing something with someone 和/跟  
..... 一起 Means of Transport:坐 ; 骑;  
Future Tense:; Subject +想+verb  
(+object)+吗? ; Subject + 想; +verb  
(+object); Past Tense:Subject + verb + 了  
+ object +吗; Subject + verb + 了 + object

## Lent 1

Doing something with someone 和/跟  
..... 一起 Means of Transport:坐 ; 骑;  
Future Tense:; Subject +想+verb  
(+object)+吗? ; Subject + 想; +verb  
(+object); Past Tense:Subject + verb + 了  
+ object +吗; Subject + verb + 了 + object

Adjectives for describing people;  
Negative 不(bù) for adjectives; Tool, also  
in sentences 也(yě); There is/are ...; How  
to use 'on' and 'under' in sentences;  
Measure words: 个、把、张 Revising  
past tense.

# Mandarin

## Lent 2

Talking about clothes and describing colours in two different ways; Music and non-sports interests; Sport – revising vocabulary for individual sport; Clarify verbs 打 vs 做 vs 玩; Explain use of 'can' (会、能、可以)#; Using 'both' and 'all'.

## Summer 1

Introducing Subordinate Clause; Time indicators in a sentence: bigger unit first, then smaller unit; Doing something in a place: place first, then action; Positions in Chinese: place first, then preposition; Functional dialogue: Making plans for meeting up in town; Linking word: because

## Summer 2

Future Tense: I want to play basketball in the park tomorrow 明天我要去公园打篮;  
Comparison: 比; My bedroom is smaller than my younger sister's; 我的卧室比妹妹的小。 Future tense (negative) : 你想做演员吗? , 我想做演员。 , 我不想做演员。 , 是不是=是吗 in a yes/no question



# PE for all 2024-2025

## Michaelmas 1 and 2

### Michaelmas 1

#### Year 10 Girls' Health-Related Fitness:

Improve overall fitness with a focus on cardiovascular health, strength, and flexibility.

#### Year 10 Girls' Netball/ Table tennis/ Fitness suit:

Develop skills in passing, footwork, defending, and shooting.

Table Tennis: Improve techniques in serving, rallying, and game strategy.

Fitness Suit Option: Work on general fitness through various exercises and activities.

#### Year 10 Boys' Football (Astro):

Enhance dribbling, passing, shooting, and defending on an astro surface.

#### Year 10 Boys' Golf:

Learn golf fundamentals including swing techniques, putting, and course strategy.

### Michaelmas 2

Year 10 girls dance: Focus on rhythm, choreography, and performance skills.

#### Year 9 Girls' Netball/ Table tennis/ Fitness suit:

Develop skills in passing, footwork, defending, and shooting.

Table Tennis: Improve techniques in serving, rallying, and game strategy.

Fitness Suit Option: Work on gene

#### Year 10 Boys' Football (Astro):

Continue developing football skills with an emphasis on teamwork and game tactics.

Year 10 boys basketball: Focus on dribbling, passing, shooting, and defensive strategies

## Lent 1 and 2

### Lent 1

#### Year 10 Girls Football (Astro):

Enhance dribbling, passing, shooting, and defending on an astro surface.

Year 10 Girls' badminton: Improve serving, rallying, and game strategy, focusing on technique and competitive play.

#### Year 10 Boys' Tennis:

Improve serving, rallying, and game strategies in tennis.

#### Year 10 Boys' Badminton / Fitness Suit Options:

Table Tennis: Refine serving, rallying, and tactical play.

Badminton: Enhance techniques for serving, rallying, and game strategy.

Fitness Suit Options: Work on general fitness with targeted exercises.

### Lent 2

#### Athletics (for all):

Develop skills in running, jumping, and throwing, with a focus on technique and personal bests.

#### Year 10 Girls' Flag Football:

Learn passing, catching, and defensive skills, with an emphasis on teamwork and game strategy.

#### Year 10 Boys' Dance:

Explore rhythm, movement, and choreography, building performance and creative expression.

## Summer 1 and 2

### Summer 1

#### Athletics (for all):

Enhance skills in running, jumping, and throwing, focusing on technique and personal improvement.

Girls' Golf: Learn golf fundamentals including swing techniques, putting, and course strategy

#### Year 10 Boys' Health-Related Fitness:

Focus on improving overall fitness through strength, endurance, and flexibility exercises.

### Summer 2

#### Girls' Tennis:

Improve serving, rallying, and game strategy with a focus on competitive play.

#### Girls' Striking and Fielding (Cricket/Rounders):

Focus on batting, bowling, and fielding techniques, emphasizing teamwork and game tactics.

#### Boys' Striking and Fielding (Cricket/Rounders):

Develop skills in batting, bowling, and fielding, with attention to game strategy and teamwork.

#### Boys' Flag Football:

Learn fundamentals of flag football, including passing, catching, and defensive skills, with a focus on teamwork.

## Michaelmas 1

### Being Me in My world

- 1) How do I fit in to the world I live in
- 2) Understanding how identity is affected by a range of factors
- 3) I Understand how peer pressure operates within groups
- 4) I can recognise how I present myself online
- 5) I understand what can influence my behaviour online
- 6) I can maintain positive relationships online and offline

## Michaelmas 1

### Celebrating Differences

- 1) I understand what prejudice and discrimination are.
- 2) I can challenge my own and others attitudes and values and accept difference in others
- 3) I understand what stereotyping is and the impact it can have in society
- 4) I know what the equality act is and how this affects people from day to day
- 5) I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours
- 6) I understand how respect has an impact on relationships

## Lent 2

### Dreams and Goals

- 1) I can identify my dreams and goals and recognise that these may change over time.
- 2) I can identify some of the skills that may benefit my future, including employment.
- 3) I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour.
- 4) I can explain how responsible choices enable me to move towards my dreams and goals. I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals.
- 5) I can demonstrate how to respond to a situation requiring first aid. I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals.
- 6) I understand that the choices I make affect my relationships, health and future.

## Lent 2

### Healthy Me

- 1) I can explain ways to help myself when I feel stressed
- 2) I understand how health can be affected by emotions and know a range of ways to keep myself well and happy. I recognise when I feel stressed, and the triggers associated with this. I understand how physical activity can help combat stress.
- 3) I know about different substances and the effects they have on the body and why some people use them.
- 4) I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind.
- 5) I understand the role of vaccinations and can explain differing views on this.
- 6) I can summarise some key things I can do to sustain my wellbeing.

## Summer 1

### Relationships

- 1) I can identify characteristics and benefits of positive, strong, supportive, relationships. I understand what expectations might be of having a romantic/ attraction relationship. I understand what is meant by consent.
- 2) I can identify the supportive relationships in my life. I know that relationships change and suggest how to manage this.
- 3) I can identify why people sometimes fall out. I can suggest ways to manage conflict within my friendship group.
- 4) I can understand that discernment is an important skill when being a consumer of media.
- 5) I can recognise when to use assertiveness in some of my relationships. I can understand the personal and legal consequences of sexting. I can understand what it meant by consent.
- 6) I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is

## Summer 2

### Changing Me

- 1) I can understand the changes that happen during puberty. I understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse. I know where to access help if I am worried or concerned about puberty or abuse.
- 2) I know how a baby is conceived naturally. I know that there are other ways a baby can be conceived e.g. IVF. I understand how a baby develops inside the uterus and is born.
- 3) I know there are different types of committed stable relationships and that some people may choose to have children or not. I can make links between positive, healthy family relationships and effective parenting. I can identify some of the roles and responsibilities of being a parent.
- 4) I know that the media can have a positive or negative impact on a person's self-esteem or body image. I know where to go for help if I am worried about my body image or self-esteem.
- 5) I know some of the changes in my brain during puberty. I understand some of the emotional changes during puberty. I know where to access support if I am worried about adolescence.
- 6) I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes.