

Curriculum planning map for Life at Nunthorpe Academy.

The study of Life develops...

<p>The curriculum for Life at Nunthorpe Academy aims to ensure that all pupils: Are able to make well informed realistic decisions about a number of topics including: Financial wellbeing Sexual Health Relationships Emotional wellbeing Mental health Physical wellbeing Substance abuse</p>	<p>How? Through carefully planned lessons taught in line with government guidance from the following frameworks:</p> <ul style="list-style-type: none"> • PSHE (Personal, Social, Health and Economic Education) which is non statutory but allows schools to react to the common themes whilst addressing any regional issues that arise. • The national curriculum for citizenship this aims to ensure that all pupils, acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government, develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced. It encourages students to develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood and that they are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs • Gatesby Benchmarks this is a government initiative which consists of 8 benchmarks. Each of these benchmarks must be met to ensure the needs of every student is met in terms of CEIAG. Much of the benchmarks are achieved through Life lessons providing opportunities to research the world of work and the opportunities available both locally and nationally. • Sex and Relationship education which is now statutory the aim is to ensure students embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. <p>Everyone faces difficult situations in their lives and through the delivery of Life lessons students are better equipped to make well informed realistic decisions about their actions and their future.</p>
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In Life lessons at Nunthorpe Academy pupils will be taught to:	How?
Understand the importance of a healthy lifestyle in regards to diet and physical activity	
Have an awareness of mental health issues and ways to minimise these issues	
Identify and minimise risk taking behaviour	
Identify ways of contributing to the community through employment and being British	

CEIAG, including Gatsby benchmark, further and higher education opportunities in Life.

Academy focused transferable skills taught in Life.

Academy ‘aspects of Good Learning/non negotiables’ will be evident in every lesson in Life
 All lessons will identify ‘objectives or big questions’ that are linked to the curriculum planning document.

All lessons will begin with a knowledge and/or skills retrieval task.
 Differentiation will be evident, linked to students needs and will 'enable' progress.
 Targeted high quality/challenging questioning will be evident in every lesson.
 All lessons will end with a plenary that enables students to demonstrate what they have learnt.

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y7	Topic title	All About Me	Being an Entrepreneur	Staying Safe	Emergency Aid	Community	Looking after ourselves and our community
	Building on KS2 (Skills and content)						
	Intent	This unit is intended to get students to analyse who they are, what their strengths and weaknesses are and how to manage social situations through the following areas: 1. Bullying x2, 4. Brothers and sisters 5. How our body changes, 6. Emotions and hormones 7. Healthy eating (specifically energy and caffeine drinks).	The main aims of this unit are to explore a variety of enterprise skills and how these relate to collaborative working as a part of a team. Students will work in groups to design and evaluate a festive snack, through discussion, analysis, creativity and compromise. These ideas are then presented to the class. 1. Enterprise skills x3; 2. launch of group challenge; 3. team challenge and presentations x3.	Through this unit, students will identify risky situations, describe how to keep themselves safe in different contexts and explain what to do in the event of an emergency. 1. Digital Resilience x2; 2. Rail safety; 3. Road safety; 4. Water safety; 5. Revision 6. Assessment.	This unit is designed to give students the background knowledge and skills to be able to: identify danger and apply appropriate procedures in an emergency situation. 1. Making 999 call/ DRSABC 2.Recovery position/ Choking. 3. Bleeding/ fractures, 4. Seizures and diabetes; burns and scalds; 5. Shock/Heart attacks/strokes 6. Practical CPR	The key focus of this unit is for students to understand their role in making positive contributions to their local community, and explaining the consequences of poor behaviour. 1. Anti-social behaviour; 2. Recycling; 3. Assessment 4. Climate change x2	The focus of this unit is self- image, self -care and our role in the community. We will look at 1. Graffiti 2. Community x 2 3. Self- image 4. Self- care 5 mindfulness
	Knowledge Skills Understanding	Knowledge: <ul style="list-style-type: none"> Types of bullying Correct terminology to describe reproductive system What happens to girls and boys' bodies during puberty and why What energy drinks are and the associated risk factors Skills: <ul style="list-style-type: none"> Developing relationships within the classroom How to conduct safe and sensible discussion Coping with change (physical, emotional and transition) Understanding: <ul style="list-style-type: none"> How their family relationships and friendships develop through time The impact bullying can have and what the consequences can be 	Knowledge: <ul style="list-style-type: none"> Marketing techniques and how advertisers target their chosen market Difference between skills and qualities and the importance of these in real life situations Skills: <ul style="list-style-type: none"> Designing a new product Successful group work, including ground rules, negotiation and time management Presentation skills – including planning, effective communication and the use of ICT to make presentations more engaging Understanding: <ul style="list-style-type: none"> Reflecting on students' own skills and qualities 	Knowledge: <ul style="list-style-type: none"> Key terminology in terms of Digital Resilience – grooming, exploitation, trafficking, sexting, catfishing. Statistics about the risks around trains, water and roads Skills: <ul style="list-style-type: none"> How to keep yourself safe online – checking privacy settings, updating passwords, reporting concerns Paired reading Extended writing Understanding: <ul style="list-style-type: none"> How risks in different contexts apply to them as individuals Procedures for dealing with and reporting an emergency 	Knowledge: <ul style="list-style-type: none"> How accidents happen and how to prevent them Dealing with emergency situations, including how to make a 999 call Key vocabulary such as CPR, abdominal thrusts, shock Skills: <ul style="list-style-type: none"> Practical first aid skills, including putting someone in the recovery position, abdominal thrusts and CPR Pair and small group work, including working safely in practical settings Understanding: <ul style="list-style-type: none"> The impact prompt and effective response can have in an emergency 	Knowledge: <ul style="list-style-type: none"> What anti-social behaviour is and the impact it has on a community What an ASBO is and how and why they are issued The 3 Rs of recycling (Reduce, Reuse, Recycle) and how recycling works Skills: <ul style="list-style-type: none"> Group work, including building on the skills developed in unit 2 Understanding: <ul style="list-style-type: none"> How our actions impact the world around us 	Knowledge: <ul style="list-style-type: none"> Self- care Self – image How we contribute to the community The effects of anti- social behaviour such as graffiti Skills: <ul style="list-style-type: none"> Analysing pieces of graffiti art for meaning and intention Research, including understanding what constitutes a reputable source of information Drafting and redrafting of written work, plus writing in own words rather than copying and pasting Understanding: <ul style="list-style-type: none"> How anti-social behaviour affect other people and what the consequences can be Our personal responsibility to protect the environment
	Knowledge and skills revisited	Knowledge: Puberty (from KS2) Healthy eating (from KS2) Relationships with family and friends (from KS2)	Knowledge: Skills and qualities (from KS2)	Knowledge: Online safety (from KS2) Road safety (from KS2)	Knowledge: First Aid techniques (some primary schools teach first aid explicitly) Making a 999 call (from KS2)	Knowledge:	Knowledge: <ul style="list-style-type: none"> Research skills from KS2
	Skills: Successful working relationships (from KS2)	Skills: Group work (from KS2) Time Management (from KS2)	Skills: Pair work (from KS2)	Skills: Pair work (from unit 3) Group work (from unit 2)	Skills: Paired reading from unit 3 Group work from unit 2	Skills: Group work from unit 2 and 5	

	Discussion (from KS2)	Presentation skills (from KS2)				
Assessment (for learning)	End of unit assessment: Relationships assessment – choice of tasks based on starting point and preferred assessment style.	End of unit assessment: Small group presentation on their design for a new festive snack. Individuals allocated different tasks by teacher, according to their starting point.	End of unit assessment: Written assessment, with tasks at a range of levels (from listing to an extended written response)	End of unit assessment: 1. Practical assessment of CPR and recovery position 2. First Aid assessment – choice of tasks based on starting point and preferred assessment style.	End of unit assessment: Anti-social behaviour	End of unit assessment: Communities assessment - choice of tasks based on starting point and preferred assessment style
	Cumulative assessment:	Cumulative assessment:	Cumulative assessment:	Cumulative assessment:	Cumulative assessment:	Cumulative assessment:
Literacy focus	Command words: List, explain, describe	Command words: List, explain, describe	Command words: List, explain, describe	Command words: List, explain, describe	Command words: List, explain, describe	Command words: List, explain, describe
	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: Keywords
Numeracy focus	Friendship soup	Pricing strategies	Statistics - deaths per year in various situations	Number of chest compressions to rescue breaths	Analysis of crime statistics for different areas	Statistical information

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic title	Addictive substances	Addictive substances 2	Society	Rights and Responsibilities	All about me	The Real Game
Building on Year 7 (Skills and content)	All About Me – healthy living (unit 1)	Healthy Living (Unit 1)	Our community(unit 6)	Our community (unit 6)	All About Me – skills and qualities (unit 1)	Being an entrepreneur Yr7
Intent	This unit is intended to equip students with the knowledge to make well-informed, realistic decisions about the use of addictive substances. 1) Smoking and e-cigarettes (2 lessons plus assessment). 2) alcohol x 3 3) County Lines (1 lesson).	This unit is intended to equip students with the knowledge to make well-informed, realistic decisions about the use of addictive substances. 1) Class A drugs x 2 2) Cannabis 3) synthetic Highs 4) Drugs Assessment 5) First aide recovery position 6) CPR Practical	This unit is intended to raise awareness to students of different groups in society and help build respect and tolerance through exploring and discussing the following issues 1)Being British x2, 2) Refugees x2, 3) Being Homeless x2. 4)Red Cross Migrants	Students will consider the development of rights through time and how these apply to them today. They will also explore how all rights in different areas come with responsibilities. 1) Human Rights x2 2) Diversity x2 3) Responsibilities and equality 4) Consumer rights.	Students will explore their sense of self and their identity, through discussing and reflecting on the following topics 1) Assertiveness 2) Divided families x 2 3) self-esteem 4) Assessment	This unit takes students on a journey through "The Real Game" of life. Students imagine what their future life might potentially be like, then complete a budgeting exercise to evaluate how realistic their dreams are. This encourages the development of careers and financial awareness. 1) Careers 2) Dream Clouds 3) Speed Dating 4) Budgeting and expenses x2
Y8 Knowledge Skills Understanding	<p>Knowledge:</p> <ul style="list-style-type: none"> The short and long-term effects of smoking, alcohol and drug use on individuals, families and society The law around the use of and distribution of drugs <p>Skills:</p> <ul style="list-style-type: none"> Paired reading Group work, including time management Presentation skills <p>Understanding:</p> <ul style="list-style-type: none"> How young people are susceptible to peer pressure 	<p>Knowledge</p> <ul style="list-style-type: none"> The short and long-term effects of drug use on individuals, families and society The law around the use of and distribution of drugs How to deal with someone who has overdosed <p>Skills</p> <ul style="list-style-type: none"> Paired reading Group work, including time management Presentation skills <p>Understanding</p> <ul style="list-style-type: none"> The impact that illegal drug use has on people How young people are susceptible to peer pressure 	<p>Knowledge:</p> <ul style="list-style-type: none"> Key terminology – refugees, asylum seekers migrants The British Values and how they apply to us Statistical and factual information about homelessness, including who is more likely to become homeless, where homeless people live and charities available to support them <p>Skills:</p> <ul style="list-style-type: none"> Designing a coat of arms and a flag Discussion <p>Understanding:</p> <ul style="list-style-type: none"> How homelessness affects individuals The impact of traumatic events on the lives of refugees The concept of loss relating to refugees 	<p>Knowledge:</p> <ul style="list-style-type: none"> The 30 human rights and how they came to be How our rights apply in different contexts, including how they are protected by the law <p>Skills:</p> <ul style="list-style-type: none"> Discussion Paired reading Creating a leaflet <p>Understanding:</p> <ul style="list-style-type: none"> The concept of responsibilities to go along with our rights Why not everyone in the world has access to their human rights Tolerance of difference 	<p>Knowledge:</p> <ul style="list-style-type: none"> What self-esteem is and how it is developed Statistics and factual information about what makes a family and the issues families can face <p>Skills:</p> <ul style="list-style-type: none"> Research, including choosing appropriate sources and rewording Discussion <p>Understanding:</p> <ul style="list-style-type: none"> How self-esteem affects our lives and life chances The impact family issues can have on children 	<p>Knowledge:</p> <ul style="list-style-type: none"> Key terminology in finance- income, expenditure, budget How to create a budget <p>Skills:</p> <ul style="list-style-type: none"> Using Maths in a real life context (creating a budget) Pair work <p>Understanding:</p> <ul style="list-style-type: none"> Career planning, particularly focusing on income and expenditure Lifestyle choices and how these depend on career paths What a budget is and why it is important
Knowledge and skills revisited	<p>Knowledge:</p> <p>Individual responsibility to keep ourselves healthy</p> <p>Skills:</p> <p>Paired reading Group work Extended writing</p>	<p>Knowledge:</p> <p>Individual responsibility to keep ourselves healthy</p> <p>Skills:</p> <p>Discussion Paired reading Extended writing</p>	<p>Knowledge:</p> <p>Groups in society and our attitude to them</p> <p>Skills:</p> <p>Discussion</p>	<p>Knowledge:</p> <p>Tolerance of and understanding of difference</p> <p>Skills:</p> <p>Research Discussion</p>	<p>Knowledge:</p> <p>Careers Skills and qualities</p> <p>Skills:</p> <p>Research</p>	<p>Knowledge:</p> <p>Basic Maths (addition, subtraction, multiplication, division)</p>
Assessment (for learning)	<p>End of unit assessment:</p> <p>Smoking assessment: reading comprehension and written tasks on smoking and e-cigarettes; range of tasks according to starting point, from listing to extended written response.</p>	<p>End of unit assessment:</p>	<p>End of unit assessment:</p> <p>Human Rights assessment – written assessment with a range of tasks according to starting point, from listing examples to read and respond.</p>	<p>End of unit assessment:</p>	<p>End of unit assessment:</p> <p>Reading comprehension based on finance/ jobs</p>	

				British Values – designing and describing a coat of arms and a new version of the British flag			
	Cumulative assessment:	Cumulative assessment:	Cumulative assessment:	Cumulative assessment:	Cumulative assessment:	Cumulative assessment:	Cumulative assessment:
Literacy focus	Command words: List, describe explain	Command words: List, describe explain	Command words: List, describe explain	Command words: List, describe explain	Command words: List, describe explain	Command words: List, describe explain	Command words: List, describe, explain and calculate
	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: Keywords
Numeracy focus	Units of alcohol	Statistics about homelessness		Statistics and factual information about what makes a family and the issues families can face	Salaries connected to different jobs	Producing a basic budget	

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic title	Mental Health	Crime and Punishment	Capital Punishment, Terrorism and Financial Awareness	RSE & Child Sexual Exploitation	Healthy and Unhealthy Relationships	Domestic Abuse/ Career Planning
Building on Year 8 (Skills and content)	Self-esteem	Online safety (Y7) Anti-social behaviour (Y7) Rights and responsibilities (Y8)	Crime and Punishment Unit 2 The Real Game (Y8)	Puberty (Y7) Risky behaviour (Y8) addictive substances Family, friendships, bullying (Y7) Family issues (Y8)	addictive substances Family, friendships, bullying (Y7) Family issues (Y8)	Healthy and unhealthy relationship Unit 5 Career Planning (Y8) Skills and qualities (Y7 and 8) The Real Game (Y8)
Intent	Students will learn about a range of specific mental health conditions affecting young people, as well as considering how to maintain positive mental health and what factors can affect young people's mental health. 1) Stress, depression and Anxiety x3. 2) Bereavement 3)Assessment 4) Eating disorders 5)Happiness, Positivity and mindfulness	Students will examine and discuss the consequences of their actions relating to crime and anti-social behaviour. 1) Gangs and self-image x2 2) Knife crime 3) Assessment 4) Young Offenders x2. 3) Being a witness.	Students will examine and discuss the consequences of their actions relating to 1)Capital Punishment, Terrorism x2 Through topics based on financial awareness, students will develop their understanding of basic financial terminology in preparation for the LIBF course 1) It's all about the money x 2 2) Gambling 3) Gambling assessment	Students will gain an understanding of risk-taking behaviour in relation to sexual health. They will do this through discussing 1) Contraception 2) STI's 3) Teenage Pregnancy 4) Assessment 5) Sexual exploitation, grooming and trafficking x2	This unit will allow students to explore their own opinions and beliefs around the topic of forming healthy relationships. They will also examine the potential issues and consequences of unhealthy and controlling relationships as well as raising students' awareness of cultural differences in the conduct of relationships, through the following topics:1) FGM 2) HBV 3) Murdered by my father 4) Assessment 5) Healthy relationships.	Continued from summer term one. This unit will look at the issue of domestic abuse 1)Domestic Abuse x2 2)Murdered by my boyfriend 3) Date Rape 4)Sexting The remaining lessons will be spent looking a career choices culminating in a careers quiz
Y9	Knowledge: <ul style="list-style-type: none"> Definitions of stress, anxiety, panic attacks, depression and eating disorders How mental health conditions affect the mind, body and relationships The seven stages of grief Skills: <ul style="list-style-type: none"> Self-care skills Creative writing Understanding: <ul style="list-style-type: none"> How to support someone who may be grieving Coping strategies when dealing with stress or anxiety How to spot the warning signs that you or someone you know might be struggling with their mental health Techniques for maintaining positive mental health Factors that can affect young people's mental health How everyone is affected differently by grief 	Knowledge: <ul style="list-style-type: none"> The laws around knife crime, including punishments How young offenders institutions operate What being a witness means, what it involves and how courts support witnesses to give evidence What capital punishment is, where it is used and why Skills: <ul style="list-style-type: none"> Being able to see things from different perspectives Formal debate Paired reading Understanding: <ul style="list-style-type: none"> The reasons why young people join gangs Peer pressure and how it applies to crime 	Knowledge: <ul style="list-style-type: none"> Options available post-16 Basic budgeting, including key terminology such as debt, interest, credit rating Laws around gambling Skills: <ul style="list-style-type: none"> Creating a basic budget that shows understanding of income and expenditure Using online careers tools to deepen understanding of their own skills/ qualities Action planning Understanding: <ul style="list-style-type: none"> Breadth of career choices available, including the rise in new career options eg in the tech field How debt and gambling impact on people's lives and relationships 	Knowledge: <ul style="list-style-type: none"> Different types of contraception, including advantages and disadvantages and how they work The most common STIs, including symptoms and treatment Key terminology grooming, trafficking, exploitation, Skills: <ul style="list-style-type: none"> Condom application Discussion Read and response Understanding: <ul style="list-style-type: none"> The consequences of risky behaviour in terms of grooming, trafficking, STIs The impact of teen pregnancy on families 	Knowledge: <ul style="list-style-type: none"> Key terminology honour-based violence, FGM Skills: <ul style="list-style-type: none"> Extended writing Seeing things from different perspectives Watching and responding Understanding: <ul style="list-style-type: none"> What we mean by control in a relationship; the impact of controlling behaviour on a partner Warning signs of a potentially abusive relationship Forming and maintaining healthy relationships 	Knowledge: <ul style="list-style-type: none"> The four types of domestic abuse The laws regarding domestic abuse and sexual violence LMI trends Skills: <ul style="list-style-type: none"> Extended writing Seeing things from different perspectives Watching and responding Understanding: <ul style="list-style-type: none"> What we mean by control in a relationship; the impact of controlling behaviour on a partner Warning signs of a potentially abusive relationship Forming and maintaining healthy relationships How self-injury affects young people's mental health and relationships The link between qualifications and career choice

Knowledge and skills revisited	Knowledge: Self-esteem (Y8)	Knowledge: Anti-social behaviour (Y7)	Knowledge: Grooming (Y7, unit 1 Y9) Career Planning (Y8) Skills and qualities (Y7 and 8) The Real Game (Y8)	Knowledge: Family, friendships, bullying (Y7) Family issues (Y8)	Knowledge: Family and friends (Y7, Y8) Puberty (Y7) Online grooming/ exploitation (Y8) Sexual health and relationships (Unit 4)	Knowledge: Self-esteem (Y8) Family and friends (Y7, Y8)
	Skills:	Skills: Paired reading Seeing things from different perspectives	Skills: Budgeting, including using addition and subtraction Using careers software Self-reflection Extended writing	Skills: Extended writing Seeing things from different perspectives	Skills: Discussion Reading and responding	Skills:
Assessment (for learning)	End of unit assessment: Mental health assessment – choice of tasks based on starting point and preferred learning style	End of unit assessment: Crime assessment – choice of tasks based on starting point and preferred assessment style	End of unit assessment: Gambling assessment – written assessment, including extended written tasks	End of unit assessment:	End of unit assessment: Relationships assessment – choice of tasks based on starting point and preferred assessment style	End of unit assessment: Careers Quiz
	Cumulative assessment:	Cumulative assessment:	Cumulative assessment:	Cumulative assessment:	Cumulative assessment:	Cumulative assessment:
Literacy focus	Command words: List, describe, explain compare	Command words: List, describe, explain, compare	Command words: List, describe, explain, compare, calculate	Command words: List, describe explain, compare	Command words: List, describe explain, compare	Command words: List, describe explain, compare
	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: Keywords, extended writing	Other literacy foci: Keywords	Other literacy foci: Keywords
Numeracy focus	Statistical information on Mental Health		Producing a budget	Infection rates in Teesside		Statistical information on DA

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic title	Negative Situations and Risky Behaviour	Work Experience	Unit 1	Unit 1	Unit 1	Revision/Post 16 options
Building on Key Stage 3 (Skills and content)	RSE & Child exploitation Yr 9 The real game Yr 8 Careers Yr9					
Intent	This unit is intended to raise awareness of internet relationships and the consequences of risky behaviour. To look at how people become involved in various situations and suggest strategies for minimising the risks. We will do this through the following topics: 1) internet relationships 2)sexual encounters 3) Sexual harassment 4) Non sexual harassment 5) Gender Identity 6)Revenge Porn 7) fertility	This unit is intended to raise awareness of the world of work and the link between education and future lifestyle. Students will look at how employers select employees using CV's, interviews and application forms. Students will later consider the impact on individuals, families and society of the following: 1) Alcohol 2) Smoking 3) Drugs 4) Cancer	This unit is intended to make students aware of what it means to be a citizen in the UK. What British values are held and how we contribute to the economy through working, voting and saving	The unit is intended to develop an understanding of the tax system in the UK. How the economic system works. How personal finances impact the economic system and how inflation and interest rates can impact our personal finances. What economic cycles are and how they can impact both personal finance and business.	Through this unit students will develop an understanding of Foreign Exchange and The Personal life cycle. Students will be able to explain and describe how foreign exchange can impact individuals and businesses.	Students will use this time to consolidate the learning that they have done prior to their exam and apply the knowledge that they have gained to complete exam questions. To look at the different pathways post16 and compare the benefits and drawbacks of these pathways
Y10 Knowledge Skills Understanding	Knowledge: <ul style="list-style-type: none"> The symptoms of STI's The law regarding gender identity The legal consequences of revenge porn Skills: <ul style="list-style-type: none"> Staying safe online Understanding: The effects on individuals, families and society of the following: <ul style="list-style-type: none"> Internet relationships Sexual encounters Sexual harassment Gender Identity Revenge Porn Fertility Issues 	Knowledge: <ul style="list-style-type: none"> What makes a good CV and what information should it include How to prepare for an interview How substances affect the body The 7 warning signs of Cancer Skills <ul style="list-style-type: none"> Completion of an application form Take part in a mock interview How to check yourself for the warning signs of Cancer Understanding: <ul style="list-style-type: none"> The link between education and job opportunities The importance of creating a 'good impression' The effects on individuals, families and society of the following <ul style="list-style-type: none"> Alcohol Smoking Drugs Cancer 	Knowledge: <ul style="list-style-type: none"> How we become a citizen and how we can contribute to the local and national community. What is money? How has it evolved through time and what will it look like in the future? What is income? How it links to education and how we contribute through taxes and national insurance Skills: <ul style="list-style-type: none"> Management of personal finances through budgets. Using comparison websites Calculation of tax and NI Understanding: <ul style="list-style-type: none"> How being careful with your money can minimise the amount of personal debt. The link between income and lifestyle 	Knowledge: <ul style="list-style-type: none"> What are inflation and interest rates? How are interest rates used to control inflation? How is inflation calculated? What are economic cycle? Skills: <ul style="list-style-type: none"> Calculation of tax bands. Calculation of National insurance Understanding: <ul style="list-style-type: none"> Why do some people pay higher rate tax? How the government uses interest rates to ensure the country is prosperous and avoids recessions How the government uses interest rates to control inflation 	Knowledge: <ul style="list-style-type: none"> Currencies of different countries How the rate of exchange is affected by supply and demand of currency Skills <ul style="list-style-type: none"> Calculation of exchange rates Understanding: <ul style="list-style-type: none"> How imports and exports are affected by the fluctuation of foreign exchange How individuals can be affect by fluctuating exchange rates 	Knowledge: <ul style="list-style-type: none"> What opportunities are available post 16 Skills: <ul style="list-style-type: none"> Research courses available from colleges and training providers Understanding: <ul style="list-style-type: none"> The link between education and job opportunities
Knowledge and skills revisited	Knowledge: Sexual health, types of contraception	Knowledge: What makes a good CV	Knowledge: How does income relate to education	Knowledge: Interest rates	Knowledge: Economic cycles	Knowledge: Unit 1 knowledge

	Skills: Evaluation of the consequences of actions	Skills: Completion of a CV	Skills: Calculation of Tax/NI	Skills: Calculation of tax and N/I	Skills: Calculation of exchange rates	Skills: Unit 1 skills
Assessment (for learning)	End of unit assessment: Kayleigh's love story	End of unit assessment: Students are given feedback on their CV and interview technique	End of unit assessment: Mock exam	End of unit assessment: Mock exam	End of unit assessment: External Exam	End of unit assessment: External exam
	Cumulative assessment:	Cumulative assessment:	Cumulative assessment: External Exam	Cumulative assessment: External Exam	Cumulative assessment: External exam	Cumulative assessment: External exam
Literacy focus	Command words: Describe, list and explain	Command words: Describe, list and explain	Command words: Describe, list, calculate and explain	Command words: Describe, list, calculate and explain	Command words: Describe, list calculate and explain	Command words: Describe, calculate, list and explain
	Other literacy foci: Peel paragraphs	Other literacy foci: Application Writing	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: Keywords
Numeracy focus	Units of alcohol	Potential salaries	Calculation of Tax and NI	Calculation of interest The rate of inflation	Calculation of exchange rates	Calculation of: <ul style="list-style-type: none"> • Tax/NI • Foreign exchange

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Topic title	Practices of Managing Money	Practices of Managing money	Financial capability, work and enterprise	Financial capability, work and enterprise	Case study preparation	
	Building on Key Stage 3 and Year 10 (Skills and content)	Unit 1 Year 10					
	Intent	To look at how financial planning helps you make better financial decisions, avoid unnecessary debt, make decisions on savings, spending and progress in reaching goals; The sources of financial planning information and advice such as advisory services (Citizens Advice, Money Advice Service, paid for advice, peers and family) and financial service providers (banks, building societies, credit unions).	To look at the factors influenced by stage in a personal financial life cycle. Understand documentation for pay and pay calculations. Describe the various components of a payslip.	To look at why Businesses exist, Business objectives and types; reasons for starting businesses; businesses with social value, eg charities. Unique selling points; customer service; marketing; successful / forward thinking / innovative; competitive advantage; employees – innovation and invention.	To explore in implications of Illegal activities: types of fraud and theft, costs of illegal activities: investigation costs / loss of goods / increased costs / reduced service and reputation	Using the knowledge from previous lessons students must plan answers to questions for the exam using the case study provided by the exam board	
Y11	Knowledge Skills Understanding	<p>Knowledge:</p> <ul style="list-style-type: none"> The tools available to manage money Savings accounts available <p>Skills:</p> <ul style="list-style-type: none"> How to create a personal financial budget How tools such as internet banking can be used to manage money Creation of cash-flow forecasts. Comparison of savings accounts <p>Understanding</p> <ul style="list-style-type: none"> How keeping track of savings, surplus / deficit and adjusting for next time can reduce borrowing How surpluses may lead to being able to save; shortfalls may result in borrowing 	<p>Knowledge:</p> <ul style="list-style-type: none"> What are the stages in the personal life cycle How self-employed people calculate and pay tax and NI The difference between Class1, 2 and 4 National insurance <p>Skills:</p> <ul style="list-style-type: none"> Completion of self - assessment Calculation of tax and National Insurance <p>Understanding:</p> <ul style="list-style-type: none"> How tax and National insurance contributions affect the governments available income Why self-employed people are tax differently to employed people 	<p>Knowledge:</p> <ul style="list-style-type: none"> Why businesses exist in addition to making a profit. How businesses use unique selling points to attract further customers The importance of innovation. What are external influences and how can they affect businesses? <p>Skills:</p> <ul style="list-style-type: none"> Setting objectives that are SMART <p>Understanding:</p> <ul style="list-style-type: none"> How government decisions can impact sales and subsequently profitability How employees can affect the profitability of a business 	<p>Knowledge:</p> <ul style="list-style-type: none"> The different types of fraud that can affect both individuals and businesses What is classed as an illegal activity What measures can be put in place to reduce the risk of fraud. <p>Skills:</p> <ul style="list-style-type: none"> Calculation of how much money fraud can cost businesses and individuals in the UK <p>Understanding:</p> <ul style="list-style-type: none"> How the impact of costs can be passed on to customer or taxpayer; How economising in the business can lead to redundancies or changes to employee benefits). 	<p>Knowledge:</p> <ul style="list-style-type: none"> What the case study is for the exam What elements from the previous units need to be revisited <p>Skills</p> <ul style="list-style-type: none"> PEE paragraphs and sentences Application of knowledge to a given scenario How to achieve additional marks through the careful planning of answers <p>Understanding:</p> <ul style="list-style-type: none"> How the scenario links to the previous topics studied 	
	Knowledge and skills revisited	<p>Knowledge: The impact of personal decisions on society.</p> <p>Skills: Calculation of VAT/Income tax</p>	<p>Knowledge: The governments income</p> <p>Skills: Income tax and Vat</p>	<p>Knowledge: Financial planning</p> <p>Skills: Budget preparation</p>	<p>Knowledge: How external factors can influence the money in your pocket.</p> <p>Skills: The cost of fraud</p>	<p>Knowledge: .Topics 1 – 7</p> <p>Skills: PEEL structures</p>	<p>Knowledge:</p> <p>Skills:</p>

Assessment (for learning)	End of unit assessment:	End of unit assessment:	End of unit assessment:	End of unit assessment:	End of unit assessment:	End of unit assessment:
	Cumulative assessment: Public examination	Cumulative assessment: Public examination	Cumulative assessment: Public examination	Cumulative assessment: Public examination	Cumulative assessment: Public examination	Cumulative assessment: Public examination
Literacy focus	Command words: Define, Describe, Explain, Outline	Command words: Analyse, compare, Discuss	Command words: List, calculate, evaluate	Command words: List, define, explain, outline, analyse, compare, discuss, evaluate	Command words: List, define, explain, outline, analyse, compare, discuss, evaluate	Command words:
	Other literacy foci: Keywords	Other literacy foci: Keywords	Other literacy foci: PEEL Structure	Other literacy foci: PEEL structure	Other literacy foci: PEEL structure	Other literacy foci:
Numeracy focus	Personal budgets, interest rates and inflation	Calculation of tax and NI, the costs of borrowing and VAT	Business Budgets, Calculation of tax	Cost of Fraud		

