

Year: 7

Subject: Citizenship

Overarching Topic: <b>Lifelong Learners (JLO)</b>		
What has come before and what comes later:	In KS2 students will have learnt how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying. They will now explore the skills we need to be good lifelong learners.	
	Core	Extension
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>• How do we learn something new?</li> <li>• What different techniques can we use to help us study?</li> <li>• How can I organise myself to help my learning?</li> <li>• What are the different methods I can use to help me research set information?</li> <li>• How can I present my work in different ways to suit the information I am sharing?</li> <li>• What are my strengths?</li> <li>• What skills and qualities do I have?</li> <li>• How can I develop my skills and qualities?</li> <li>• What is goal setting?</li> <li>• How can we to set realistic yet ambitious targets and goals?</li> <li>• What are the skills and attributes that employers value?</li> <li>• What are the skills and qualities required to engage in enterprise?</li> <li>• What is the importance and benefits of being a lifelong learner?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How can decisions I make now impact the future me?</li> <li>• How can I use SMART targets to help me progress in life or school?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this

Year: 7

Subject: Citizenship

Key skills	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Active listening</li> <li>• Verbal communication</li> <li>• Written communication</li> <li>• Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Complete riddles and tasks that require resilience, problem solving &amp; active listening</li> <li>• Complete activities which highlight their listening skills, observational skills and communication skills</li> <li>• Analyse their own ability to complete set tasks identifying areas of strength and development</li> <li>• Students will set their own goals and targets – carefully identifying how they can achieve these</li> <li>• Students will be assessed on their ability to present to the class on a set area of learning</li> </ul>
<b>Overarching Topic: Debating – (SAL)</b>		
What has come before and what comes later:	Prior to this students will have developed their knowledge and understanding of the processes involved in learning, looking at the skills a good learner needs and the ways they can help themselves become better learners. They will now look at developing their knowledge and understanding of how a formal debate is conducted, developing specific literacy skills required to articulate views and opinions in a respectful manner.	
	<b>Core</b>	<b>Extension</b>
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>• How is a formal debate carried out?</li> <li>• How can we ensure our verbal communication is effective?</li> <li>• What is active listening?</li> <li>• How can we challenge other people's views and opinions in a respectful manner?</li> <li>• How can we gather information to help us support our views and opinions?</li> <li>• How can we make ourselves more interesting to listen to and engage our audience?</li> <li>• How do you prepare effectively for a debate?</li> <li>• What issues currently exist in the UK &amp; beyond?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we chair a debate?</li> <li>• What careers could suit someone who enjoys the art of debating?</li> </ul>

Year: 7

Subject: Citizenship

	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>Discussing in an articulate manner</li> <li>Debating formally</li> <li>Persuasive arguments</li> <li>Active listening</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions</li> <li>Formal class debates</li> <li>Working in groups to formulate arguments</li> <li>Students will be assessed on the roles they play in the preparation and execution of different formal class debates</li> </ul>
<b>Overarching Topic: Active citizens taking action (LP)</b>		
What has come before and what comes later:	Previously students will have developed their knowledge of current topical issues whilst developing key skills required to be an active participant in formal debates. They will now explore the ways they can be active citizens and help initiate change through supporting local charities.	
	Core	Extension
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>How can citizens work together to improve their communities?</li> <li>What roles are played by public institutions and voluntary groups in society?</li> <li>How can we raise money to support local charities?</li> <li>What is the role of the NICU</li> <li>What roles do different people have who work in the NICU?</li> <li>How is a ward such as the NICU funded?</li> <li>How can you become a NICU practitioner?</li> <li>How can we develop skills required to be a good active citizen who makes a positive contribution to their local communities?</li> <li>How does charity work help to support families who require the use of the NICU?</li> </ul>	<ul style="list-style-type: none"> <li>How can raising money for charities help our local communities?</li> <li>What other local charities can we assist?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this

Year: 7

Subject: Citizenship

Key skills	<ul style="list-style-type: none"> <li>Budgeting</li> <li>Enterprise</li> <li>Empathy</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Students will be given £1 to raise as much money as possible for the NICU</li> <li>They will be assessed in their ability to work together or independently to plan, execute and review their enterprise</li> </ul>
<b>Overarching Topic: First Aid (LRO)</b>		
What has come before and what comes later:	Previously students will have developed their knowledge of active citizenship, looking at how we can raise money to support local charities or organisations. They will have developed their entrepreneurial skills to help raise money for the NICU. They will now develop their basic first aid knowledge.	
	<b>Core</b>	<b>Extension</b>
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>What are the correct stages involved in responding to an emergency first aid situation?</li> <li>How do we treat a burn?</li> <li>What should we do if we suspect someone has broken a bone?</li> <li>How can we alert the emergency services?</li> <li>What are the stages of CPR?</li> <li>What is the recovery position?</li> <li>What is shock?</li> <li>How can we keep ourselves safe when performing first aid?</li> </ul>	<ul style="list-style-type: none"> <li>What potential medical careers are there?</li> <li>How can dealing with a medical emergency impact us afterwards?</li> </ul>
	<b>Skill/Technique</b>	<b>How students will develop and demonstrate this</b>
Key skills	<ul style="list-style-type: none"> <li>Decision making</li> <li>Problem solving</li> <li>Active listening</li> <li>Visual assessments</li> <li>Recovery position</li> <li>Applying bandages</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore different first aid scenarios, learning the correct procedures for each</li> <li>Students will actively rehearse different basic first procedures</li> </ul>

Year: 7

Subject: Citizenship

	<ul style="list-style-type: none"> <li>Applying different slings</li> </ul>	<ul style="list-style-type: none"> <li>Students will be set scenarios to complete, assessing their decision making and knowledge of first aid</li> </ul>
<b>Overarching Topic: Wider world- Media literacy and digital resilience (GBR)</b>		
What has come before and what comes later:	Prior to this the students will have developed their basic first aid knowledge and understanding. They will now develop their knowledge and understanding of internet safety, looking specifically at the ways they can use it safely and how their use of social media can impact how they are perceived.	
	<b>Core</b>	<b>Extension</b>
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>How can the internet amplify risks and opportunities?</li> <li>How can we use the internet safely?</li> <li>How can we manage the personal information we share online?</li> <li>How can we manage the images we share online and on social media?</li> <li>What are the benefits of social media?</li> <li>How can we seek a variety of perspectives on an issue?</li> <li>How can the way we present ourselves online have positive and negative impacts on us?</li> </ul>	<ul style="list-style-type: none"> <li>How can we become addicted to the online world and social media?</li> <li>How do we know if we are addicted to the online world?</li> </ul>
	<b>Skill/Technique</b>	<b>How students will develop and demonstrate this</b>
Key skills	<ul style="list-style-type: none"> <li>IT skills</li> <li>Presentation skills</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Explore case studies identifying the cause and effect</li> <li>Design a form of media to help keep young people safe on the internet/social media</li> <li>Students will be assessed on their ability to create a form of media to help keep people safe online</li> </ul>

Year: 7

Subject: Citizenship

Overarching Topic: <b>Relationships (SL)</b>		
What has come before and what comes later:	Previously students will have explored media literacy and the digital world. They will have developed their understanding of the positives and negatives that surround the online world and social media, exploring the ways we can manage our own use of social media and the online word ensuring we stay safe. They will now explore the different types of relationships we can experience, looking at how we can effectively manage conflict between peers.	
	Core	Extension
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>• What different types of relationships are there?</li> <li>• What are the indicators of a healthy &amp; unhealthy-relationship?</li> <li>• What are the similarities, differences and diversities found among young people of different race, culture, ability and age?</li> <li>• What is the role of trust in relationships?</li> <li>• What behaviours can undermine trust?</li> <li>• What qualities and behaviours should we expect and exhibit in a wide variety of positive relationships?</li> <li>• What skills are important in teamwork?</li> <li>• What skills are required for active listening?</li> <li>• How can we communicate clearly?</li> <li>• What is negation and how can we compromise?</li> <li>• What is conflict management?</li> <li>• What strategies can we use to reconcile after a disagreement?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we play a positive part in other people's relationships?</li> <li>• How can we develop our interpersonal skills?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Empathy</li> <li>• Oral communication</li> <li>• Active listening</li> <li>• People smart</li> </ul>	<ul style="list-style-type: none"> <li>• Students will discuss scenarios, discussing the different possible outcomes</li> <li>• Students will rehearse different situations with one another to develop their ability to overcome different types of conflict</li> </ul>

Year: 7

Subject: Citizenship

		<ul style="list-style-type: none"><li>Students will be assessed on their ability to give written advice to imaginary case studies who are experiencing issues surrounding relationships</li></ul>
--	--	---

Year: 7

Subject: Citizenship

Overarching Topic: Health & wellbeing - Self-concept & Healthy Lifestyles (AK)		
What has come before and what comes later:	Prior to this students will have explored the different types of relationships that exist, developing an understanding of strategies that can be used to prevent conflict, deal with conflict and enable young people to be resilient and people smart. They will now develop their knowledge and understanding of health and wellbeing, looking at the lifestyle choices we make and strategies we can use to help us remain healthy.	
	Core	Extension
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>• How are we all unique?</li> <li>• What can affect wellbeing &amp; resilience?</li> <li>• What strategies can we use to help build resilience to negative opinions, judgements &amp; comments?</li> <li>• What impact can the media and social media have on how people think about themselves?</li> <li>• How can we manage internal and external influences on decisions which affect health &amp; wellbeing?</li> <li>• Why is it important to have a balance between work and rest?</li> <li>• What are the benefits of physical activity?</li> <li>• Why sleep is important?</li> <li>• What strategies can we use to maintain good quality sleep?</li> <li>• What factors influence our physical activity?</li> <li>• What is a healthy balanced diet and what is its role?</li> <li>• What factors influence our diet?</li> <li>• How can we help maintain our health?</li> <li>• In what ways can we be more responsible for our own health?</li> </ul>	<ul style="list-style-type: none"> <li>• How does age affect our health?</li> <li>• How can gender affect our health?</li> </ul>



Year: 7

Subject: Citizenship

	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"><li>• Oral communication</li><li>• Empathy</li><li>• Problem solving – adapting physical activities to suit specific needs &amp; suit a virtual session</li><li>• Presentation skills</li></ul>	<ul style="list-style-type: none"><li>• Plan a physical activity session to suit a specific target group</li><li>• Adapt rules or design a new activity to suit a specific target group</li><li>• Students will be assessed on their ability to design/lead a virtual physical activity designed for a specific target group</li></ul>