Education My Life Matters ‘Success for Everyone’

KS3 Curriculum

Year 7-9

Introduction:

This curriculum booklet provides you with details of the curriculum which we offer our learners in KS3, from Year 7 to Year 9. At Education My Life Matters (EMLM) we believe all learners can succeed regardless of their starting points or background; by ensuring an appropriate mix of academic and life skills. We believe there is no limit on our learning, and we persist in the face of setbacks. We have thought carefully about our curriculum, and added structure and sequencing, the learning is related to our learners' experiences, and we can adapt and amend learning based on the needs of our learners.

We also offer support via:

- Learning mentors - both in school and outreach support
- Online teachers who can provide additional support out of school hours
- Linking learners with relevant work experience according to their interests

English: https://continuityoak.org.uk/lessons & BBC Bitesize and other links, provided by the teacher, relevant to the study topics

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244215/SECONDARY_national_curriculum_-_English2.pdf

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y7	**All About Me** - personal narrative accounts celebrating identity. My Black Hero project - Celebrating diversity (inspired by the BLM agenda) Discussion, Research and Class presentations. **Childhood Choices Unit** Reading a range of texts based on school memories Analyse and evaluate the writer's narrative style including choices of language and structure and their intended impact on the reader	**Oral traditions:** Origins of storytelling – why we love stories and where stories come from. Myths and folklore from around the world. English language changes from old to modern English. Epic poetry: Common features, Epic plots and typical Epic hero - Consider how poet presents Beowulf and Grendel and techniques used	**Poetry:** Romantic poetry & poems from other cultures Pupils will analyse poetic techniques - structure and language and produce both oral and written responses. **Author Study** Diaries, autobiographies and biographies *Possible texts for study include:* *Diary of a Wimpy Kid* *Anne Frank*	**Reading and writing for meaning:** Skellig - Analyse and evaluate the writer's narrative style including choices of language and structure and their intended impact on the reader Write for purpose and audience in style of the author	**Newspapers - media** Compare online and newspaper articles Style of writing Catchy headlines Gathering information Chronological reporting 5Ws	**Drama: Study Macbeth** Introduction to Shakespeare -different between play and novels Structure of comedy Rule and Order Conflict and patriarchy Love and unrequited love - explore monologues
Y8	**Contemporary short stories:** Toni Morrison - Sweetness Themes of segregation and examining perspectiveness Explore language used and themes of love and how they are presented to reader Character relationships - mother/daughter Evaluate and share opinions based on evidence of writing	**Studying a novel** Analyse and evaluate the writer's craft Exploring and evaluating character, relationships, themes, the writer's intentions and messages, the contexts of the texts and their relevance to today's world. *Possible texts for study include:* John Boyne - Boy in the Striped Pyjamas Anne Fine - The Tulip Touch Louis Sacher -The Holes	**Modern poetry** Benjamin Zephaniah, Ari Banias - A sunset, Matthew Hollis - Causeway Imaginary in poetry: Location and symbolism Conveying powerful messages e.g. climate change	**Memoir writing:** Writing about memories, surrounding, bringing memories alive with emotive language, create suspension and tension and use imagery to convey powerful emotions	**Annie John by Jamaica Kincaid** Discuss author, novel and setting. Language used and interaction of characters, rebelling against authority and challenging viewpoints. Challenge of growing up - exciting and painful	**Drama: Study Romeo and Juliet** Explain how the world in which Shakespeare lived impacted on his writing Evaluate which elements belong to comedies, tragedies or history. Explain how the Prologue affects the audience's perspective and describe what happens in the play. Fate, free will, tension and conflicting feelings. Evaluate the use of language in key scenes
Y9	**History of sonnets:** Structure of sonnets and key features via Shakespeare's 'Sonnet 130' and 'If We Must Die' by Claude McKay and learn about The Harlem Renaissance.	**Martin Luther King, Nelson Mandela** Focus on oracy, speech and debate. Research and prepare own speech of	**Face by Benjamin Zephaniah** Discuss author, novel and setting. Language used and interaction of characters, rebelling against authority and challenging viewpoints.	**Gothic Literature** Gothic conventions, characters, themes. Analyse language from 'The Tell-Tale Heart' by Edgar Allan Poe and	**Gothic Literature** Discuss famous psychoanalyst, Sigmund Freud: who he was, why he was famous. Understand and apply his theory of 'The	**Drama: Study of text in contemporary, cultural events** Explore the play Refugee Boy adapted by Lemn Sissay from Benjamin

	Compare the two identify what McKay's poem has in common with Shakespeare.	something which matters to learners. Present to audience **Rhetoric change: Michelle Obama & Lennie James:** Explore both letter to understand and consider how rhetoric is used to help reflect, give advice and reassure.	Challenge of growing up - exciting and painful	'Dr Jekyll and Mr Hyde' by Robert Louis Stevenson and key word choices and techniques used.	Uncanny' to Gothic literature already discussed. Read extracts from Mary Shelley and her famous novel 'Frankenstein' Evaluate which text preferred and why.	Zephaniah's novel. Context surrounding novel, character interpretation and design concept and directing

Maths: https://continuityoak.org.uk/lessons & https://www.bbc.co.uk/bitesize/MathsKS3

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y7	**Place Value & Number sense** Writing numbers & words Decimal place value, odd and even. Compare & order integers, negative and decimals, square numbers and square roots	**Multiplication & division** Powers of 10, column and decimal multiplication, division and short division	**Fractions as part of a whole** Fractions from diagrams, equivalent fractions, simplifying fractions, expressing one number as a fraction of another, improper and mixed fractions	**Order of operations** Division and multiplication before addition and subtraction, evaluate left to right, indices, roots and power and calculations with fractions	**Angles:** On a straight line In a triangle Around a point In quadrilaterals	**Averages & Range** Mode and range Median and Mean
Y8	**Indices** Index form Square and Cube numbers and roots Further powers	**Solving linear equations with:** Addition & subtraction Multiplication & division Fractions Unknowns in the denominator Negative unknowns	**Standard Units:** Time Adding & Subtracting Units Converting between – Units of Time Metrics units of Length, capacity, mass and area	**Proportional Reasoning** Unitary and non-unitary methods, best buy, recipes	**Areas - Circle and Trapezia** Areas of a circle and trapezium Areas of parts of a circle Comparing areas Compound shapes Radius or diameter	**3-D Visualisation** Properties and nets of 3-D shapes
Y9	**Place Value** Ordering decimals Related calculations	**Fractions, Decimals & Percentages (FDP)** Fractions to percentages Ordering fractions FDP	**Notation** Identify symbol Algebraic terminology Simplify expressions Algebraic pyramids	**Linear inequalities** Drawing and writing on a number line Solving inequalities including negative and double	**Properties of shapes** Properties of triangles and quadrilaterals Diagonals of quadrilaterals 3-D naming and properties	**Surface area** Nets, cuboids, prisms, cylinders, cones and spheres.

Science: https://continuityoak.org.uk/lessons & http://www.bbc.co.uk/bitesize/ks3/science & http://www.rsc.org/periodic-table

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y7	**Particles** Solids, Liquid and Gases Diffusion Changes of State Investigating changes of state Gas pressure Solutions *Review -assessment* Pure and impure substances Separating Mixtures Rock salt Distillation Chromatograph Solubility *Review -assessment*	**Cells, Tissues and Organs** Microscopes Unicellular Organisms Diffusion Plant and Animal cells and comparison Specialised cells Plants and animals as organisms Digestive and respiratory system Inhaled and exhaled air *Review -assessments*	**Energy** Energy stores and transfers Investigating energy transfers Efficiency Conduction Convection Radiation Insulation *Assessment* Power and Energy Energy in food Energy in the home Renewable and non-renewable energy resources *Assessment*	**Reproduction & Variation*** Human reproductive system Fertilisation Gestation and risk factors Birth Puberty and the menstrual cycle Reproduction *Assessment* Jean Purdy and Fertility Plant Reproduction Seed formation and dispersal *Practical: Seed Dispersal* Variation and its importance *Practical: variation* *Assessment* ***links to RSHE***	**Chemical Reactions** Indicators of Chemical Reactions Oxidation Acid and Alkalis Ph scale Metals and Acids *Assessment* Neutralisation Simple Titration *Investigation: Antacid* *Planning, analysis and conclusion* *Assessment*	**Forces and Motion** Forces Representing and resulting forces Gravity Weight Theories of motion Pressure *Investigating speed* Factors that affect speed Calculating speed using an equation* Distance -time graphs* Calculate speed using time graphs* *Assessment* **Ecological relationships and classification** Food, chains and webs Representing food chains Decay Impact on food webs Random sampling Estimating populations Classifying living organisms Adaptation Natural selection Evolution evidence Biodiversity *Assessments* ***links to Maths***
Y8	**Light and Space** Light waves Electrical and chemical effects of light Reflection Reflected images Refraction Vision Correcting vision	**Atoms and the Periodic Table:** Elements Atoms Development of the Periodic Table Metals and non-metals Compounds Chemical formulae Making compounds	**Digestion and Nutrition:*** Healthy & Unhealthy Diet Energy release Carbohydrates Protein & Fats *Assessment* Digestive system Adaptation of the small intestine	**Electricity and Magnetism** Circuits Current and series circuits Current and parallel circuits Potential difference and in circuits Resistance and measuring resistance	**Materials and the Earth** Structure of the earth Rocks - igneous, sedimentary, metamorphic Fossils Crude oil *Assessment* **The Earth's atmosphere** The carbon cycle	**Plants and photosynthesis** Plant roots Photosynthesis Uses of glucose Rate of photosynthesis The leaf Transport in plants *Assessment* Plants and atmosphere

	Colour Filters Review of light Gravity Weight and Mass Universe Seasons *assessments*	Conservation of Mass *Assessments* Group 1 elements Group 7 elements Group 7 displacements Group 0 *Assessments*	Enzymes Effect of temperature on enzymes *Assessment* ***Link to PSHE**	Electric lighting Static electricity Magnetic fields and forces Electromagnets Electric motors *Assessment - Electricity and magnetism*	The greenhouse effect Evidence for climate change Types of material Recycling resources Mining and quarrying *Assessments*	Plants as food Application of Knowledge *Assessment* **Matter** Particle Theory Change of state Density Diffusion Pressure in liquids Hydraulics Floating and sinking Atmospheric pressure *Assessments*
Y9	**Forces in action** Levers and pivots Moments and balance Work done Simple Machines Investigating elastic objects Hooke's Law *Assessments - Moment, Work, Elastic Objects*	**Reactivity** Electron configuration Ions Chemical formulae Symbol Equations Acids and metal and Oxide Making a salt Acid and metal carbonates Neutralisation *Method writing* Hazard and risk Reactivity series Metal Ores Displacement Alloys Producing voltage Harry Brearley - steel *Assessment*	**Energetic and Rates** What is a rate? Reaction rate graphs Secondary data The effect of concentration The effect of surface area Catalysts Exothermic and Endothermic reactions Combustion Complete and incomplete combustion Thermal decomposition *Assessments and Investigation*	**Sound Waves** Sound waves Echoes and superposition Pitch and Frequency Amplitude and volume Speed of sound *Assessment* The Ear Hearing ranges and ultrasound Sound devices *Assessment*	**Bbiological Systems and Processes*** Musculoskeletal system Muscles The respiratory system Aerobic respiration Breathing The effects of exercise on respiration Anaerobic respiration How does the intensity of exercise affect breathing rate? *Assessment* ****Links to Physical Education***	**Bbiological Systems and Processes*** Smoking Alcohol DNA DNA case study: Franklin, Wilkins, Watson and Crick Inheritance ***Links to PSHE/RSHE**

Art: https://continuityoak.org.uk/lessons

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y7	**Introduction to Art - understanding the basics - Linking work to self** Mark making, self-portrait, drawing techniques, drawing still life and understanding colour	**Introduction to Art - understanding the basics - Linking work to self** Approaches to painting, collage techniques, illusion with photography, analyse artists work and annotate own work	**Pop art - modern popular culture** Create pop art portrait in style of Julien Opie Create Andy Warhol inspired digital art Richard Hamilton images & Wayne Thiebaud mixed media art work	**Pop art - modern popular culture** Create Wayne Thiebaud inspired drawing using grid method Claes Oldenburg inspired burger sculpture using newspaper & make own weave Evaluation of artwork	**Abstract art beyond the normal** Kandinsky, Matisse, Delaunay	**Abstract art beyond the normal** Picasso, review and evaluate work
Y8	**Architecture - understanding the world around us** John Piper, Sunga Park, Minty Sainsbury	**Architecture - understanding the world around us** Steven Wiltshire, Lucy Jones, ROA	**Architecture - understanding the world around us** Composition and evaluation	**3D sculpture: developing fine motor skills** Paper manipulation, create sculpture using natural forms, create soap sculpture inspired by Henry Moore and Barbara Hepworth	**3D sculpture: developing fine motor skills** Soap carving by Henry Moore and Barbara Hepworth, create assemblage art	**3D sculpture: developing fine motor skills** Land sculpture inspired by Richard Long & pencil study of own sculpture showing grasp of line, shape form and tone
Y9	**Identity - Who am I?** Explore National Identify - Jasper Johns, Wilfredo Prieto, Peter Blake	**Identity - Who am I?** Dain & Adam Hale inspired collage	**War & Conflict those who cannot remember the past are condemned to repeat it** Still life drawing Artwork in response to theme War & conflict - collage, painting and wet media	**War & Conflict those who cannot remember the past are condemned to repeat it** War & conflict - text art Zentangle artwork	**Empowerment & Equality** Gabriel Garcia Roman - digital and collage techniques Tim Okamura - grid portraits	**Empowerment & Equality** Painting in the style of Kehinde Wiley

History https://www.keystagehistory.co.uk/keystage-3/

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y7	***Changing Attitudes and Beliefs over Time*** How have people's attitudes to crime and punishment changed over time?	**Migration and Immigration - Part 1** Overview from Iron Age to today Depth Study: From Iron Age to Middle Ages	**Royal Power and People Power - Part 1** Overview from Saxon times to today Saxon Kings - Elizabeth I and coronation of King Charles	**Why in the past was the Church and religion so important to people - Part 1** Medieval churches Doom paintings Black Death What changed during the Reformation?	**Royal power and people power - Part 2** Why did royal power decline from 1600 onwards?	**Migration and Immigration - Part 2** Comings and goings in C16th - C20th including making of UK. Put out the flags
Y8	**Royal power and people power - Part 3** How have people protested when they have not had power?	**Revolutionary change** Peasants' Revolt Peterloo Factory workers French Revolution Suffragettes Depth study: Industrialisation	**Rights and Wrongs - Part 1** Slavery to Civil Rights Detailed study of slave trade beginning with life in Africa Civil Rights in post-war USA/South Africa	**Migration and Immigration - Part 3** Comings and goings in Britain, 1945 - 2008A good thing?	**Rights and wrongs - Part 2** Story of British Empire Depth study on experience in India	**Importance of religion with the Empire** Link to origins of World War One and role of empire in World War Two
Y9	**Conflict and cooperation** World War One Causes of World War Two Where are the hot spots and why? How close to World War Three have we come? How can we keep peace?		**Rights and Wrongs - Part 3** Man's inhumanity to man How should history view: The dropping of atomic bombs? Fire-bombing of Dresden? The Holocaust?	**Royal power and people power - Part 4** What happens when the state controls people's lives? Totalitarian Russia and Germany	**Royal power and people power - Part 5** What can we learn about the changing balance of power from a study of Modern Olympics?	**History: Have things just kept getting better?** When would you like to have lived in the past?1200, 1500, 1700, 1900, 2009? Is history the story of things getting better for all?

Geography https://continuityoak.org.uk/lessons & https://www.bbc.co.uk/bitesize/ks3/geography

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y7	**Map skills** Map making Locational knowledge of the world Map projections OS maps Grid references Reading distances and directions on a map Representing height on a map	**Geology** UK's main rocks Influence of geology on UK Rock cycle Weathering effect on rocks Use of different types of rocks Study Peak District Limestone landscapes, caverns, Impact of quarrying Can quarrying be more sustainable?	**Development** What is development? How is it measured? Human development index Comparison with Democratic Republic of Congo Causes of uneven development How can bottom up/top down projects promote development?	**Weather and Climate** What is weather forecast? Factors which affect climate Why does it rain? Air masses, high/low pressure events and its influence on climate in UK Climate graphs	**World of Work** Classification of employment Different structures around the world Factors which influence location of different industries Quaternary industries Impact of different industries Tourism and impact over time	**The geography of the Middle East (ME)** Identify where Middle East, human and physical features What is climate in ME? Population distribution in ME How developed is ME? Factors which have influenced Yemen, Strategies to support development of Yemen How is UK connected to ME?
Y8	**Rivers** Importance of rivers Features of a drainage basin, how drainage basin works and causes of flooding within drainage basins Features of a river's long profile Erosion and transportation How do waterfalls form? What are the processes operating across meanders?	**Population** Factors that influence population distribution What is the population explosion? Potential consequences of overpopulation Population structure change over time Population pyramids Strategies used to control population growth	**Coasts** Features of coastline Waves - factors which influence and how waves shape land Headlands and bays Stack formation Longshore drift Spits	**Tectonics** Structure of the Earth Movement of Earth's crust and Earth's plates Plate boundaries Volcanoes - composite and shield How can we measure, predict, protect and prepare for volcanic eruptions? Positive and negative impacts of volcanoes	**Issues of Urbanisation** Cities in UK OS and GIS maps Do cities in UK have common structure? Deindustrialisation and its impact on cities in the UK Opportunities and impact of urban area and sprawl Counter-urbanisation	**The geography of Africa** Physical and human features Distribution of population and factors influencing this Historical factors River Nile and dispute over its usage Mount Nyiragongo, and its important for the DRC Causes and impact of 2002 eruption of Mount Nyiragongo
Y9	**Ecosystems** Major biomes of the world - location, features and how high/low pressure systems influence them	**Climate Change** What evidence shows climate change? Natural causes of climate change Greenhouse effect	**Life in an emerging country** Identify features of emerging countries Employment structure and changes over time	**Glaciation** Glaciers Formation of: corries, aretes, pyramidal peaks, glacial and troughs	**Energy** Global distribution of energy use and production	**The geography of Russia** Russia - human and physical features Population distribution

	Climate graphs to compare rain forests and deserts Amazon rain forest - structure, nutrient cycle and adaptation of animals and plants	How could climate change effect Bangladesh? Future predictions and uncertainty Humans adaptation to climate change	China - what has led to its success Advantages and disadvantages to TNCs in China Rural and urban migration	Landforms formed by glacial deposits Impact of glacial retreat Opportunities associated with glacial landscapes	Energy security and poverty UK energy changes over time Advantages and disadvantages of non-renewables and renewables Wind Turbines Fracking	Biomes distribution and climate influence Taiga Forests - plant and animal adaptation and threats to Taiga forests Mineral extraction in the Tundra

Computing https://teachcomputing.org/curriculum/ & Esafety messages delivered at the beginning of each half term

https://www.thinkuknow.co.uk/ https://saferinternet.org.uk/ https://www.python.org/ https://scratch.mit.edu/

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y7	**Esafety** **Clear messaging in digital media** Combining the use of digital tools and online collaboration to produce media.	**Esafety** **Networks - from semaphores to the internet** Recognising networking hardware and explaining how networking components are used for communication.	**Esafety** **Using media - Gaining support for a cause** Creating a digital product for a real-world cause.	**Esafety** **Programming essentials in Scratch - part I** Applying the programming constructs of sequence, selection, and iteration in Scratch.	**Esafety** **Programming essentials in Scratch - part II** Using subroutines to decompose a problem that incorporates lists in Scratch.	**Esafety** **Modelling data using spreadsheets** Sorting and filtering data and using formulas and functions in spreadsheet software
Y8	**Esafety** **Developing for the web** Using HTML and CSS to create webpages.	**Esafety** **Representations - from clay to silicon** Representing numbers and text using binary digits.	**Esafety** **Mobile app development** Using event-driven programming to create an online gaming app.	**Esafety** **Media - Vector graphics** Creating vector graphics through objects, layering, and path manipulation.	**Esafety** **Layers of computing systems** Exploring the fundamental elements that make up a computer system	**Esafety** **Introduction to Python Programming** Applying the programming constructs of sequence, selection, and iteration in Python
Y9	**Esafety** **Python programming with sequences of data** Manipulating strings and lists. Creating a programming project	**Esafety** **Media - Animations** Creating 3D animations through object manipulation, and tweaking and adjusting lighting and camera angles.	**Esafety** **Data science** Using data to investigate problems and make real-world changes.	**Esafety** **Representations - going audiovisual** Representing images and sound using binary digits.	**Esafety** **Introduction to cybersecurity** Identifying how users and organisations can protect themselves from cyberattacks.	**Esafety** **Developing physical computing projects** Sensing and controlling with the micro: bit.

Physical Education (https://www.youthsporttrust.org/ https://www.badmintonengland.co.uk/ **Off site PE at:** Better Gym

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y7	**Basketball** Use and apply attacking and defensive techniques such as drive and block; Layup, jump shot, and rebound from different positions **Volleyball** Develop and refine hand-eye co-ordination; develop basic principles for the 'dig' and 'set' passes in Volleyball; Linking skills - footwork and ready position; underarm serve; develop the technique of the 'set' pass	**Badminton** Develop the basic grip, forehand and backhand technique; Introduction to serve; Correct body position; Linking skills; Keep the shuttle under control using a racket **Tag Rugby** Evading and tagging opponent; Calling for, catching and passing the ball; Develop basic attacking and defending skills	**Football** Passing and receiving the ball between two points using preferred foot; Shooting, dribbling and changing direction; use of space **Fitness**	**Sports Education** Developing knowledge and skills to lead; verbal and non-verbal communication; Plan and lead an activity e.g. warm up **Swimming**	**Rounders** Develop the basic batting, bowling, catching waist height technique; develop the short barrier fielding technique; underarm and overarm throw **Cricket** Develop the long barrier fielding technique; correct body position, movement into position and position of hands; Decision making Catching and throwing, accuracy and resilience	**Athletics** Endurance - maintain running speed at a steady rate for a prolonged period of time. Basic Running techniques Low to High start - Sprinting and Throwing **Tennis** Develop the basic technique of a forehand and backhand stroke, of a volley; Introduction to serve; Correct body position; Linking skills; Keep the ball under control using a racket
Y8	**Basketball** Use and apply different attacking and defensive techniques such as drive and block; Layup, jump shot, and rebound from different positions **Volleyball** Develop the basic principles for the dig and set passes in Volleyball; Linking skills - footwork and ready position; underarm serve; develop the 'volley' or 'set' technique	**Badminton** Develop basic forehand and backhand net shot and underarm lift serve; Introduction to rallying; Correct body position; Linking skills; shuttle and racket control **Tag Rugby** Evading and tagging opponent; Calling for, catching and passing the ball; Develop passing, receiving and changing direction at speed; Develop basic attacking and defending skills; develop team strategy	**Football** Passing and receiving the ball between two points using both feet; Shooting, dribbling and changing direction with accuracy; use of space **Fitness**	**Sports Education** Developing knowledge and skills to lead; verbal and non-verbal communication; Plan and lead an activity e.g. warm up **Swimming**	**Rounders** Develop the basic batting, bowling, catching above head height technique; develop the short barrier fielding Technique; underarm and overarm throw **Cricket** Develop the long barrier fielding technique; correct body position, movement into position and position of hands; Decision making Catching and throwing, accuracy and resilience	**Athletics** Endurance - maintain running speed at a steady rate for a prolonged period of time. Running techniques; Sprinting and Throwing **Tennis** Develop the basic technique of a forehand and backhand stroke, of a volley; Serve - arm action and ball toss; Correct body position; Linking skills; ball and racket control
Y9	**Basketball** Use and apply different attacking and defensive techniques such as drive and block; Layup, jump shot, and rebound from different positions **Volleyball** Develop the basic principles for the dig and set passes in Volleyball; Linking skills - footwork and ready position; underarm serve; Adapting	**Badminton** Refine forehand and backhand net shot and underarm lift; attacking and drop shots; Development of serve and body positioning; Linking skills; Hitting techniques; Refine footwork, including the ready position **Tag Rugby** Evading and tagging opponent; Calling for, catching and passing the ball; Develop passing, receiving and changing direction	**Football** Passing and receiving the ball across a range of distances using preferred foot; Shooting, dribbling and changing direction; use of space; Use of volleys and sharp turning of the ball; practice defensive skills, manoeuvres and parts of the body to control the ball **Fitness**	**Sports Education** Developing knowledge and skills to lead; verbal and non-verbal communication; Plan and lead an activity e.g. warm up **Swimming**	**Rounders** Develop the basic batting, bowling, catching below waist height technique; develop the short barrier fielding technique; underarm and overarm throw **Cricket** Develop the long barrier fielding technique; correct body position, movement into position and position of hands; Decision making	**Athletics** Endurance - maintain running speed at a steady rate for a prolonged period of time. Running techniques; Sprinting and Throwing **Tennis** Refine forehand and backhand stroke and volley; Development of serve and body positioning; Linking skills;

	technique to change direction of the pass	at speed; Develop basic attacking and defending skills; develop team strategy			Catching one handed, underarm and overhead; accuracy aiming for targets and resilience	Racket and ball familiarisation; Refine footwork, including the ready position and split step

Relationship, Sex, Health Education (RSHE) & Personal, Social, Health and Economics (PSHE) https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y7	EMLM Core Values **Transition and safety** Personal safety in and outside school Basic first aid	**Developing skills and aspirations** Careers, teamwork and enterprise skills Raising aspirations	**Diversity** Diversity, prejudice, and bullying	**Health and puberty** Healthy routines Influences on health Puberty Unwanted contact FGM	**Building relationships** Self-worth, romance and friendships (including online) Relationship boundaries	**Financial decision making** Saving Borrowing Budgeting Making financial choices
Y8	**Drugs and alcohol** Alcohol and drug misuse Pressures relating to drug use	**Community and careers** Equality of opportunity in careers and life choices Different types and patterns of work	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks
Y9	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**Employability skills** Employability and online presence

Religious Education (RE) https://lewisham.gov.uk/myservices/education/schools/religious-education-in-schools/religious-education-syllabus-for-schools-in-the-borough

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y7	**Buddhism** What do Buddhists believe? What do Buddhists learn about their faith? Ethics and relationships in Buddhism How do Buddhists express/demonstrate their faith, beliefs and spirituality?	Buddhist attitudes to rights and responsibilities, global issues and interfaith dialogue Buddhist beliefs about religion and science	**Christianity - Bible** What do Christians believe? Where do Christians learn about their faith? Ethics and relationships in Christianity How do Christians express/demonstrate their faith, beliefs and spirituality?	**Christianity - Bible** Christian attitudes to rights and responsibilities, global issues and interfaith dialogue Christian beliefs about religion and science	**Hinduism** What do Hindus believe? Where do Hindus learn about their faith? Ethics and relationships in Hinduism How do Hindus express/demonstrate their faith, beliefs and spirituality?	Hindu attitudes to rights and responsibilities, global issues and interfaith dialogue Hindu beliefs about religion and science
Y8	**Islam** What do Muslims believe? Where do Muslims learn about their faith? Ethics and relationships in Hinduism How do Muslims express/demonstrate their faith, beliefs and spirituality?	Muslim attitudes to rights and responsibilities, global issues and interfaith dialogue Muslim beliefs about religion and science	**Christianity - Ethics** What do Christians believe? Where do Christians learn about their faith? Ethics and relationships in Christianity How do Christians express/demonstrate their faith, beliefs and spirituality?	**Christianity - Ethics** Christian attitudes to rights and responsibilities, global issues and interfaith dialogue Christian beliefs about religion and science	**Sikhism** What do Sikhs believe? Where do Sikhs learn about their faith? Ethics and relationships in Sikhism How do Sikhs express/demonstrate their faith, beliefs and spirituality?	Sikh attitudes to rights and responsibilities, global issues and interfaith dialogue Sikh beliefs about religion and science
Y9	**Judaism** What do Jews believe? Where do Jews learn about their faith? Ethics and relationships in Judaism How do Jews express/demonstrate their faith, beliefs and spirituality?	Jewish attitudes to rights and responsibilities, global issues and interfaith dialogue Jewish beliefs about religion and science	**Christianity - Rituals of Life** What do Christians believe? Where do Christians learn about their faith? Ethics and relationships in Christianity How do Christians express/demonstrate their faith, beliefs and spirituality?	**Christianity - Rituals of Life** Christian attitudes to rights and responsibilities, global issues and interfaith dialogue Christian beliefs about religion and science	**Christianity - Worship** What do Christians believe? Where do Christians learn about their faith? Ethics and relationships in Christianity How do Christians express/demonstrate their faith, beliefs and spirituality?	**Christianity - Worship** Christian attitudes to rights and responsibilities, global issues and interfaith dialogue Christian beliefs about religion and science