

**KS3 Life skills - Curriculum overview**

Year 7	Rotation 1			Rotation 2		
	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2	Unit 3
6 lessons per fortnight/ 6 weeks per rotation = 18 lessons per rotation	<p align="center"><b>PSHE - Wellbeing</b></p> <p><b>What will be learnt?</b>            1. Intro; types of wellbeing.            2. Responsibility            3. Food            4. Exercise            5. Exercise; feedback            6. Sleep</p> <p><b>Why will it be learnt?</b>  <b>Main outcome:</b>            To understand and begin to evaluate parts of wellbeing and how they impact each other</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>Listening skills; recognizing/identifying different types of wellbeing</li> <li>Evaluation skills comparing types of wellbeing</li> <li>Reading labelling, packaging and letter</li> <li>Reflection on own lifestyle and responsibility</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>End of unit AOL – written</li> <li>Questioning and written work teacher assessed AFL</li> </ul>	<p align="center"><b>Wider world – Democracy</b></p> <p><b>What will be learnt?</b>            1. What is democracy            2. Representation            3. Political parties            4. The council and local government            5. Taking action            6. Evaluating democracy</p> <p><b>Why will it be learnt?</b>  <b>Main outcome:</b>            To understand how and why democracies work and begin to evaluate it</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>Analytical skills – comparing types of governments</li> <li>Reflection on their role in society and the impact they can have</li> <li>Discussion skills – action and evaluation of democracy</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>End of unit AOL</li> <li>In class written work and questioning for AFL</li> </ul>	<p align="center"><b>Metacognition – learning to learn</b></p> <p><b>What will be learnt?</b>            1. Intro, the inner chimp            2. Neuroscience of learning            3. Motivation            4. Resilience            5. Mindsets            6. AFL</p> <p><b>Why will it be learnt?</b>  <b>Main outcome:</b>            To be able to understand key tools that allow students to learn</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>Reflection on how they learn and how their mindsets effect success</li> <li>Reading score notation – rhythm and pitch</li> <li>Social skills peer assessments</li> <li>Composing their conceptual framework to others</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>End of unit AOL</li> <li>In class written work and questioning for AFL</li> <li>Peer/self-assessment</li> </ul>	<p align="center"><b>PSHE – Relationships</b></p> <p><b>What will be learnt?</b>            1. Stages of relationships and healthy and unhealthy behaviors            2. Keeping safe in relationships            3. Self Respect and respect for others            4. FGM            5. Puberty</p> <p><b>Why will it be learnt?</b>  <b>Main outcome:</b>            To understand types and healthy actions in relationships and begin to understand how external factors can influence relationships behaviors</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>Reflection on their own relationships and consolidation of what they do and don't expect from relationships</li> <li>Reflection on others lives</li> <li>Reading extended writing</li> <li>Empathy for others</li> <li>Emotional intelligence</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>In class teacher assessment, written work, questioning etc</li> <li>Group work and peer assessment</li> </ul>	<p align="center"><b>Wider world – Crime</b></p> <p><b>What will be learnt?</b>            1. How the home environment can influence behavior            2. Provocation            3. Witness and victims            4. Rights when arrested            5. Sentencing</p> <p><b>Why will it be learnt?</b>  <b>Main outcome:</b>            To understand the justice system and crime</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>Debate skills on the sentence of Danny</li> <li>Reflect on the value of a justice system</li> <li>Reflection on upbringing can impact peoples' lives</li> <li>Reflection on their role in society and the impact they can have</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>End of unit AOL</li> <li>In class written work and questioning for AFL</li> </ul>	<p align="center"><b>Metacognition – Study skills and revision</b></p> <p><b>What will be learnt?</b>  <b>1. Revision</b>  <b>2. structuring revision</b>  <b>3. Why does school matter</b>  <b>4. Mind maps</b>  <b>5. Command words</b>  <b>6. consistency</b></p> <p><b>Why will it be learnt?</b>  <b>Main outcome:</b>            To be able to understand key tools that allow students to study and revise</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>Reflection on how they learn and how their mindsets effect success</li> <li>Tools they can use to revise and learn</li> <li>Social skills peer assessments</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>End of unit AOL</li> <li>In class written work and questioning for AFL</li> </ul>