

Year 7 Learning Maps – Autumn 2

Shakespearean Villains				
<p>Prior Learning This topic builds on the comprehension skills you learnt in primary school, when you will have needed to choose evidence from a text and demonstrate understanding of meaning.</p> <p>Although Shakespearean English will more than likely be something you have not experienced before, you will be able to use your reading and decoding skills that you gained during primary school to approach Shakespearean texts.</p>		<p>Current Learning In this topic you will learn about how to effectively analyse plot, characters (specifically villains), themes and language within a play. You will learn how to read and understand Shakespearean English and how to select key evidence in order to analyse the plot, characters, themes and language.</p> <p>As part of this unit, you will learn how to analyse Shakespearean plays at both a language and structural level, as well as gaining knowledge on life during the time in which Shakespeare was writing and how this has influenced his work.</p>		<p>Subsequent Learning This topic is important as Shakespeare is studied in Year 8 and at GCSE level, where you will study an entire Shakespeare play. Developing the skills required to successfully read and analyse Shakespearean texts will develop not only your knowledge and ability, but also your confidence, as you move up through the academic years.</p> <p>This scheme of work will specifically enhance and develop your skills in preparation for studying Macbeth in Year 10. You will look at the villain of Lady Macbeth in Year 7, who is a fundamental character in the main plot of this Shakespearean play.</p>
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Parental/carer support:
Week 7	<ul style="list-style-type: none"> Introduction to Shakespeare, Villains & Context Goneril and Regan (<i>King Lear</i>) 	Playwright Characterisation Protagonist	The following are age-appropriate books set during Shakespeare’s time:	Explore the following sites with your child: No Fear Shakespeare SparkNotes BBC - Teach - Shakespeare Collection Shakespeare For Kids: Shakespeare's Plays For Children (nosweatshakespeare.com) There are various versions of the plays available on YouTube. Recommended productions/adaptations include: <ul style="list-style-type: none"> Any production by the RSC/ Globe Theatre Shakespeare’s Animated Tales
Week 8	<ul style="list-style-type: none"> Macbeth & The Weird Sisters (<i>Macbeth</i>) 	Antagonist Verse	The Boy and The Globe by Tony Bradman	
Week 9	<ul style="list-style-type: none"> Two lessons based on Remembrance Day Two lessons will focus on World Kindness Day 	Soliloquy Monologue Dramatic irony	Spy Master: First Blood by Jan Burchett	
Week 10	<ul style="list-style-type: none"> Lady Macbeth (<i>Macbeth</i>) 	Iambic pentameter Rhyme	Eliza Rose & Lady Mary by Lucy Worsley	
Week 11	<ul style="list-style-type: none"> Richard III (<i>Richard III</i>) 	Rhythm Couplet		
Week 12	<ul style="list-style-type: none"> Don John (<i>Much Ado About Nothing</i>) 	Blank verse	All Souls Trilogy by Deborah Harkness – Shadow of Night (Book 2) is set in the late 16 th C.	
Week 13	<ul style="list-style-type: none"> Caliban (<i>The Tempest</i>) 	Metre		
Week 14	<ul style="list-style-type: none"> Assessment Planning & Assessment 	Theme		

MATHS

Number Skills and Number Properties continued			
Prior Learning This topic builds on your prior knowledge from Key Stage 2 using four operations, negative numbers and number properties.		Current Learning In this topic you will revisit and be introduced to a range of number skills including BIDMAS, rounding and estimating.	
		Subsequent Learning This topic will prepare you for all topics up to Year 11. These skills will be used in all work for example rounding when finding the area of circles in Year 8.	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> Recap the four operations Order negative numbers Add, subtract, multiply and divide with negative numbers Apply order of operations (BIDMAS) Round numbers to decimal places Round number to significant figures Estimate calculations by rounding 	Prime Factor Multiple Round Significant Estimate	<ul style="list-style-type: none"> The Number Devil by Hans Magnus Enzensberger Murderous Maths by Kjartan Poskitt <p>Recommended revision guides can be purchased. Please ensure you purchase according to the following information: Students in Set 1- Higher level Students in Set 2 and 3 - Foundation level Students in Set 4 - Catch up</p>	Support your child's progress through: <ul style="list-style-type: none"> Maths Watch - to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. Accessing their Microsoft Teams for directed exercises on current topics.

Fractions, Decimals and Percentages			
Prior Learning This topic builds on your prior knowledge from Key Stage 2, deepening your understanding of fractions, decimals and percentages through reasoning and extending to higher order problems.		Current Learning In this topic you will learn how to interchange between fractions, decimals and percentages and how to apply four operations to fractions, decimals and percentages.	
		Subsequent Learning This topic will prepare you for using decimals and fractions in all further units such as ratio, shape and algebra.	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> • Converting fractions, decimals and percentages • Converting between improper fractions and mixed numbers • Adding and subtracting fractions • Multiplying and dividing fractions • Adding and subtracting decimals • Multiplying and dividing with decimals 	Improper fraction Mixed number Simplify Product Equivalent	<ul style="list-style-type: none"> • Fractions in Disguise: A Maths Adventure by Edward Einhorn • The Number Devil by Hans Magnus Enzensberger • Murderous Maths by Kjartan Poskitt • The Adventures of Penrose the Mathematical Cat by Theoni Pappas <p>Recommended revision guides can be purchased. Please ensure you purchase according to the following information: Students in Set 1- Higher level Students in Set 2 and 3 - Foundation level Students in Set 4 - Catch up</p>	Support your child's progress through: <ul style="list-style-type: none"> • Maths Watch - to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated. • Accessing their Microsoft Teams for directed exercises on current topics.

SCIENCE

Movement and Cells				
Prior Learning		Current Learning		Subsequent Learning
This topic builds on the Key Stage 2 science curriculum. This includes the basic structure and function of the human skeleton.		In this topic you will learn about the basic structure and function of the human skeleton, joints, and muscles. You will also be introduced to the idea of cells, which are the building blocks that form humans and plants.		This topic will link to B2 in Year 8 where you will study the structure and function of different organ systems within humans. It will also prepare you for GCSE Biology, where in B1 you will study cells and cell specialisation in humans and plants.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	The skeleton	Diffusion Nucleus Cell membrane Vacuole Mitochondria Cell wall Cytoplasm Ribosomes Chloroplast Cartilage	KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon	Encourage your child to use their course home learning booklets to revise and practice key information after each lesson. Ensure your child is accessing Microsoft Teams to complete work directed by their teachers.
Lesson 2	Muscles and joints			
Lesson 3	Organisation of organisms			
Lesson 4	Animal and plant cells		KS3 Biology Study & Question Book - Higher (CGP KS3 Science) by CGP Books	
Lesson 5	Specialised cells			
Lesson 6	Using microscopes			
Lesson 7	Evaluate the evidence of medical technology		All About Biology (Big Questions) Sir Robert Winston	
Lesson 8	Investigate the effects of drugs on the body			
Lesson 9	Directed improvement and reflection time			

Voltage, Resistance and Current			
Prior Learning This topic builds on the Key Stage 2 science curriculum, looking at circuit symbols and how the brightness of a lamp or the volume of a buzzer varies with the number and voltage of cells used in the circuit.		Current Learning In this topic you will learn about energy stores and energy transfers in everyday objects. You will learn how electricity is generated and how much this costs to use in your homes. You will examine how access to energy resources can affect people's lives.	
Subsequent Learning This topic will link to P2 in Year 8 where you will study how electric current can be used to make electromagnets. It will prepare you for GCSE Physics, where in P2 you will study electric circuits and how electricity is transmitted through The National Grid. It will also prepare you for P5, which will look at the motor effect and electromagnets.			
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities
Lesson 1	Circuit symbols and diagrams	Potential difference Resistance Current Electrical conductor Electrical insulator Electrons Electrostatic force Negatively charged Positively charged	KS3 Science Study Guide - Higher (CGP KS3 Science) by Paddy Gannon KS3 Physics Study & Question Book - Higher (CGP KS3 Science) by CGP Books A Beginner's Guide to Circuits: Nine Simple Projects with Lights, Sounds, and More! by Oyvind Nydal Dahl
Lesson 2	Electric current		
Lesson 3	Potential difference and resistance		
Lesson 4	Series circuits		
Lesson 5	Parallel circuits		
Lesson 6	Electric fields		
Lesson 7	Planning an investigation into the effects of changing electric components		
Lesson 8	Carrying out an investigation into the effects of changing electric components		
Lesson 9	Directed improvement and reflection time		
Lesson 10	B1/P2 assessment		
		Ways in which parents/carers can support	
		Encourage your child to use their course home learning booklets to revise and practice key information after each lesson. Ensure your child is accessing Microsoft teams to complete work directed by their teachers. Encourage your child to use simulations to build electrical circuits.	

HISTORY

Hastings					
<p>Prior Learning This topic builds on the content you learned in primary school about the Vikings, and the Anglo-Saxon struggle for control of the Kingdom of England.</p> <p>It also builds upon your chronological understanding of the history of Britain, which you have been studying throughout Year 7.</p> <p>Finally, it builds upon the narrative writing skills you learned in primary school, and during the Romans topic.</p>		<p>Current Learning In this topic you will learn about the turmoil which existed in England in the year 1066, and the different claimants to the throne. You will also discover the methods used by William to secure his grip on power.</p> <p>This topic is important for you to develop your historical skills and knowledge because it will help you hone your ability to write clear narrative accounts, develop arguments in your essays, and select relevant, precise evidence to support your answers.</p>		<p>Subsequent Learning This topic will prepare you for future learning about life in Medieval England, as you will have gained knowledge on the existing social and political structures in the country.</p> <p>It will also equip you with the skills you need to be successful in your exams in Key Stage 4 as Paper 2 contains a narrative account question.</p> <p>You will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stage 3, 4 and 5.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support		
1 – What was England like before 1066?	Angles	<p>The following books are very engaging and interesting:</p> <p>1066: I was There by Jim Eldridge</p> <p>The Battle of Hastings by Gillian Clements</p> <p>This is a challenging, but fascinating read:</p> <p>The Norman Conquest by Marc Morris</p>	<p>You could watch the documentaries below with your son/daughter:</p> <p>BBC – The Normans The Normans - Men from the North - Episode 1/3 - BBC Documentary - Bing video</p> <p>Amazon Prime – William the Conqueror Watch William the Conqueror Prime Video (amazon.com)</p>		
2 – Who should be the next King of England?	Cavalry				
3 – What happened at Stamford Bridge?	Confessor				
4 – What happened during the Battle of Hastings?	Disembowelled				
5 – How did Godwinson really die?	Fyrd				
6 – Was the Battle of Hastings won or lost?	Heir				
7 – What problems did William face?	Housecarl				
8 to 10 – How did William secure control of the country?	Longboat				
	Monasteries				
	Saxons				

GEOGRAPHY

Geomorphology – UK Rocks				
Prior Learning Before studying Rocks and the Physical landscape, you may be aware of physical landscapes you have visited. The Key Stage 2 curriculum states that you already have some knowledge linked to geology.		Current Learning In this topic you will learn about the rock cycle and how different types of rocks are formed. You will then learn how these rock types influence the landscape through processes of the UK, England and our local area. You will understand the importance that rocks have in our physical landscape and how it this links to human settlements and processes. You will be able to look at rock formations and types by examining actual rocks during your lessons.		
		Subsequent Learning In Years 8 and 9, we have topics covering coasts, rivers and glaciers where you can apply your geological knowledge to understand how rocks can be affected by various processes. If you decide to take Geography at GCSE, this gives you a great foundation for the UK's Physical landscapes unit. When students recall key terms and basic information from Years 7 - 9 this helps to scaffold their learning in Years 10 and 11.		
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Where do rocks come from?	Sedimentary Igneous Metamorphic Geology Fossils Weathering Erosion Sediment Relief Upland Lowland Settlement	Glossaries, wider reading and tests about different aspects of rocks and geological features in the UK: Geological Society - The Rock Cycle (KS3) (geolsoc.org.uk) This website from the BBC outlines and applies the key terms with the processes learnt throughout this topic to a case study of the Yorkshire Dales (with video clips), to deepen knowledge and understanding. Environment, resources and conflict - KS3 Geography - BBC Bitesize	Encourage students to be aware of national news stories linked to the UK's geology and also watch documentaries, often produced by the BBC, about the UK's landscape and geology. Geology - BBC News
Lesson 2	How are rocks and fossils made?			
Lesson 3	How do rocks get their shape?			
Lesson 4	What give the UK its shape?			
Lesson 5	Mid-term assessment			
Lesson 6	What makes Doncaster's and the Lake Districts landscapes?			
Lesson 7	Settlements			
Lesson 8/9	Assessment/Feedback and improvement.			

SPANISH

Me describo: Describing myself

Prior Learning

This topic builds on from what you learnt before half term about how to introduce yourself and give basic details about you and your family. It also includes previously learnt vocabulary linked to describing others.

Current Learning

In this topic you will describe yourself and others in Spanish. You will be able to describe pets and people. You will be able to talk about different nationalities and languages.

You will also develop an understanding of grammar and how the present tense is used and formed.

Subsequent Learning

This topic will prepare you for becoming a more confident speaker of Spanish as the grammar point that we learn will enable you to begin to develop your skills to speak and write more coherently and this can be applied to any topic. After this topic we move on to describing our school and so knowledge of the present tense will allow you to describe what you study.

Lesson Sequencing		Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	Culture week	el gato – cat	The Fable Cottage have a range of fairy tales in Spanish where you can listen and read along at the same time. Other reading opportunities could focus on researching Spanish music, film, geography, history or culture. KS3 Spanish - BBC Bitesize	To build listening and speaking skills, parents can encourage pupils to listen to Spanish. A suggested cartoon available on YouTube is: Mafalda la película If you have Netflix, there is also a Disney-style Peruvian film called Pachamama.
Week 2	Pets	el perro – dog		
Week 3	Nationality and language	la tortuga- tortoise		
Week 4	Present tense	las mascotas – pets		
Week 5	Physical descriptions	la nacionalidad – nationality		
Week 6	Describing your personality	¿Cómo eres? – What are you like		
Week 7	Assessment week	Tengo – I have Soy – I am		

RE

Belief Systems: Christianity continued			
<p>Prior Learning This topic builds on your knowledge base from primary school, where you may have already learnt about religious traditions particularly Christianity. This is useful as it helps us to develop knowledge and understanding of how a religious belief can influence a person's life.</p> <p>Throughout this topic you will also continue to develop your skills of explanation which you will have started to develop in primary school. Furthermore, you will continue to develop your skills of interpretation and analysis of specific passages from religious texts allowing you to apply them to the life of a Christian.</p>	<p>Current Learning In this topic you will initially learn about what it means to be religious; how it influences and affects the lives of believers and also how religious believers show that they belong to their own religious community.</p> <p>You will also consider why people hold their beliefs about God and look at varying views about how the world was created. You will be encouraged to consider your own opinion on religious belief and debate the different beliefs relating to the creation of the world.</p> <p>This topic is important for you to develop your knowledge of specific Christian beliefs and teachings. For example, you will look at key events in Jesus' life and why they are important for Christians today.</p>	<p>Subsequent Learning This topic will initially introduce you to key concepts and beliefs within Christianity which will help you in many subsequent topics in RE. For example, by studying the teachings about Jesus' death and resurrection it will help you to understand more about what Christians believe about life after death which you will study in both Key Stage 3 and 4. It will also continue to develop your skills of explanation and evaluation which you will use throughout your time in RE at Ridgewood.</p> <p>You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence belief and action of religious believers in all subsequent RE topics, all of which are developed in this topic.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
<ol style="list-style-type: none"> 1. Community, identity and belonging 2. What do Christians believe about God? 3. Why do Christians believe in God? 4. What do Christians believe about creation? 5. Incarnation and Nativity 6. Teachings- Parables - Good Samaritan 7. Teachings – Parables - Sheep and the Goats 8. Holy Week 	<p>Belief Atheist Theist Agnostic Creation Incarnation Nativity Parable Resurrection Crucifixion</p>	<p>You can use independent study opportunities to engage with the following websites and articles about Christianity.</p> <p>Facts about Christianity – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</p> <p>Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</p> <p>You can develop your knowledge of belief further by looking at non-religious beliefs, what this means and why people may hold non-religious beliefs in our society.</p>	<p>Watching or reading the news regularly with your children will supplement the learning taking place within this topic, as they will be able to link their learning to why people may believe or not believe in God.</p> <p>Discussing and debating your own views with your children regarding religious belief would also be beneficial.</p>

ICT

E-Safety					
Prior Learning		Current Learning		Subsequent Learning	
This topic builds on your PSHCE knowledge of being safe online. It will also build on any Key Stage 2 learning linked to E-Safety.		In this topic you will learn key knowledge about staying safe online and how to recognise risk. You will also understand possible solutions to problems you may encounter when using the internet.		This topic will prepare you for safe future use of the internet, especially out of school. It will also give you the knowledge of how to react in a range of situations relating to problems you may encounter when using the internet.	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities		Ways in which parents/carers can support
Lesson 1	Social Media	E-Safety Social media Sexting Personal data Report Block Mental health Addictions	Online Safety for Children - Tips & Guides NSPCC Pre-teens (11-13) online safety advice Internet Matters		Parents/carers can familiarise themselves with support and practical tips to help their child use the internet safely and smartly: Child Safety Online: A practical guide for parents and carers whose children are using social media - GOV.UK (www.gov.uk) Online Safety for Children - Tips & Guides NSPCC Information, Advice and Support to Keep Children Safe Online (internetmatters.org) Parents and Carers Safer Internet Centre
Lesson 2	E-Safety				
Lesson 3	Sexting				
Lesson 4	Video games				
Lesson 5	Addictions				
Lesson 6	Cyber bullying				
Lesson 7	Spam and phishing				
Lesson 8	The internet and personal information				

Art

Baseline continued				
Prior Learning This topic builds on knowledge of colour, tone, texture, mark making, being influenced by the work of others and creating a personal response. All of these aspects are in the Key Stage 2 National Curriculum.		Current Learning In this topic, you will learn the formal elements of art including colour, tone, texture, mark making, designing and testing for a final piece, and the creation of the work.		Subsequent Learning This topic will prepare you for how to plan and structure future pieces of work. It also provides a grounding for further development in the three main areas of art: colour and pattern, line and tone and shape and form.
Week Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	Colour wheel	Primary	Read the information on the Tate Modern website: Patrick Caulfield	Visit Leeds/Doncaster Art Gallery and identify any works by Patrick Caulfield. Try to identify how the work has been made and the level of simplification.
Week 2	Introduction to tone	Secondary		
Week 3	Mark making	Palette		
Week 4	Observed drawing	Design		
Week 5	Patrick Caulfield artist page	Medium/media		
Week 6	Designing using prior learning	Tone		
Week 7	Media development	Texture		
Week 8	Final Piece	Observational		

DRAMA

The Terrible Fate of Humpty Dumpty					
<p>Prior Learning This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact. You have explored these in your previous topic on Darkwood Manor.</p>		<p>Current Learning In this topic you will learn a range of performance techniques and how to apply these to your own performance. You will develop key terminology linked to performance techniques and independently apply characterisation skills as part of a performance.</p> <p>Furthermore, you will consider the impact of your application and development of performance techniques and characterisation when creating a character.</p>		<p>Subsequent Learning This topic will prepare you for further performance technique development throughout Key Stage 3. It will equip you with the characterisation skills to produce an effective character that will assist you in Years 8 and 9 when exploring character development.</p> <p>You will also be required to demonstrate the ability to explore, describe and apply characterisation skills across Performing Arts at Key Stage 4 and 5.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support		
Lesson 1: Status	Non-Verbal Communication Characterisation Proxemics Status Dramatic Pause Stock Characters Exaggeration Narration Direct Address Cross-Cutting Dramatic Irony	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques: <ul style="list-style-type: none"> National Theatre – All About Theatre The Ultimate Drama Pot Collection: 100 Monologues for Young Performers – Joanne Watkinson National Youth Theatre Monologues: 75 Speeches for Auditions: Speeches for Young People - Michael Bryher 	Explore our Digital Theatre+ package. All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following productions: Interview with Hattie Morahan: On Acting Interview with Dominic Rowan Productions to watch: The Railway Children You may also want to see some local live theatre at CAST . This regional theatre offers a range of productions throughout the year.		
Lesson 2: Dramatic Pause					
Lesson 3: Dramatic Irony					
Lesson 4: Cross Cutting					
Lesson 5: Create a scene: The future					
Lesson 6: Perform a scene: The future					

MUSIC

Rhythm and Notation				
Prior Learning This topic builds on your knowledge of notation and rhythm from primary school.		Current Learning In this topic, you will learn how to read and write rhythmic and melodic notation. You will explore this through a series of compositional workshops. You use your knowledge of rhythm and notation to create an educational programme for children and compose your own TV theme tune.		Subsequent Learning Developing your musicality in music notation means that when you have a musical idea you are able to write it down yourself. Not only can you write down your ideas, you can quickly play any sheet music set before you, allowing a true collaboration of sound and music which is essential for further music study.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Developing an understanding of rhythm and pulse	Pitch	You have access to our subscription to Focus on Sound . Click on the link: and then log in using your Microsoft Teams account. Alternative wider reading opportunities: How to write a song How to read sheet music	Learning to read and write rhythm and pitch are the building blocks of musical understanding. Encourage your child to practice writing out note durations or note of the treble clef stave to improve their recall. Developing their understanding of musical theory will also help. Useful guides include Grade 1-3 Music theory exercises. The AB Guide to Music Theory Vol 1: Amazon.co.uk: Taylor, Eric: 9781854724465: Books
Lesson 2	Developing an understanding of metre	Treble Clef		
Lesson 3	Developing an understanding of pitch	Rhythm Notation		
Lesson 4	Launch of composition	Stave		
Lesson 5	Continuation of written score, dynamics and articulation	Pulse		
Lesson 6	Listening assessment and finalising the score	Crotchet		
		Quaver		
		Minim		
		Syncopation		

PSHCE

Personal Safety				
Prior Learning This topic builds on work that you have looked at in primary school and during PDP time on safety and how you can ensure you stay safe. It will build on knowledge and understanding you have gained during your safeguarding lessons and the work studied during anti-bullying week to ensure you know how to stay safe online, as well as off.		Current Learning In this topic you will learn key information about personal safety and how you can ensure you remain safe in a variety of contexts both on and offline. You will develop key knowledge and understanding on the basic skills in first aid, looking at information provided by St Johns Ambulance and other emergency services. This topic is important to develop a foundation of how to ensure you and your family and friends can remain safe now and into adulthood and for you to learn important skills on risk management and processing and dealing with emergencies.		Subsequent Learning This topic will prepare you for the further learning in PSHCE right through to the end of year 11. It will introduce you to key concepts that relate to your personal safety and how you can ensure you are putting yourself in the best position to keep yourself as safe as possible in different situations that you may find yourself in. This topic will also prepare you for further learning on the emergency services and the role that they play within society. You will develop the skills to successfully seek and use help when it is needed, to ensure you are able to continuously support your physical and mental health.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Personal safety what does this mean?	CPR Cyberbullying Online trolling Hoax Respect Responsibilities Emergency	You can use independent study opportunities to engage with the following websites. Look at the information and advice given on the St Johns ambulance page and the roles and responsibilities of police officers and the career path they have. Get first aid advice St John Ambulance (sja.org.uk) What our officers have to say about working at SYP - SYP (southyorks.police.uk)	You can support your children in learning about this by talking to them about how they would deal with different emergency situations and discussing the role our emergency services have played, including any personal accounts when you may have needed the emergency services and how they helped.
Lesson 2	Basic first aid – treatment of common injuries			
Lesson 3	Basic first aid - life saving – CPR			
Lesson 4	Online safety - bullying and identifying harmful behaviour			
Lesson 5	Respect to people in authority and how to contact emergency services			
Lesson 6	Talking about emotions and the impact of actions on mental health			
Lesson 7	Assessment – keeping our friends safe			