










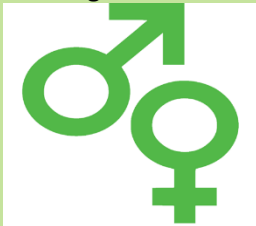











Year 9 Long Term Overview 2023 / 24

Whole School Mental Health and Wellbeing (Whole School Approach) School Values						
	EH4MH 10-a-day Kindness Calendar Happier Kinder Together Action for Happiness https://www.normalmagic.co.uk/ https://happymaps.co.uk/					
Termly and Assembly Themes	Kindness Stay connected to those you care about. Being kind to one another what does that look like? Being kind to yourself and the school community Protected Characteristics Race 	Community Actively care for others What are our communities? How can we support our school community and each other Protected Characteristics Disability 	Respect Be proud of your very being. Take a break. Respecting each other’s views Respecting our community and school Respecting each other Sportsmanship Protected Characteristics Religion and Beliefs  Sex 	Relationships Talk about your feelings Ask for help Positive healthy relationships. Protected Characteristics Marriage and Civil Partnerships  Protected Characteristics Sexual Orientation 	Happiness Do something that you enjoy and are good at. Celebrating achievements Supporting each other's achievements Being positive and positive emotions and well being Protected Characteristics Age  Gender Reassignment 	Health Keep yourself Hydrated! Keep active in Mind and Body How to get help Healthy choices Protected Characteristics Pregnancy and Maternity 

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<p>Skills Builder / Social Interaction</p> <p>Step 7</p>			 	 		
<p>Skills Builder</p> <p>Step 7</p> <p>Training Area - Skills Builder Hub</p> <p>Educators Toolkit - Expanded Framework 2022.pdf (skillsbuilder.org)</p> <p>Listening - Skills Builder Universal Framework</p>	<p>I show I am listening by using open questions to deepen my understanding.</p> <p>The building blocks of this step are learning how to:</p> <p>Understand the difference between closed and open questions</p> <p>Create open closed questions to extend conversation and understanding when listening</p> <p>Reflection questions</p> <p>What is the difference between open and closed questions?</p> <p>Can you give any examples of the difference?</p> <p>How can you use open questions to support being a better listener?</p> <p>Can you come up with examples of open questions?</p>	<p>I look for opportunities in difficult situations.</p> <p>The building blocks of this step are learning:</p> <p>Why opportunities exist even in difficult situations</p> <p>How to start identifying some of those opportunities</p> <p>Reflection questions</p> <p>What do people mean when they say to 'look on the bright side' of something?</p> <p>What does it mean to say 'every cloud has a silver lining'? Can you give some examples?</p> <p>How can you get a good view of a difficult situation?</p> <p>How can you identify opportunities in difficult situations?</p>	<p>I contribute to group decision making, whilst recognising the value of other' ideas.</p> <p>The building blocks of this step are learning:</p> <p>Why sharing your ideas is not enough.</p> <p>When group decision making goes wrong.</p> <p>How to recognise the value of others' ideas.</p> <p>How to open your mind to other people's ideas.</p> <p>Reflection questions</p> <p>Why is it not enough just to focus on sharing your own ideas?</p> <p>If everyone did this, what would be the effect on group decision making?</p> <p>Why do different people have different ideas?</p>	<p>I recognise, my own strengths and weaknesses as a leader.</p> <p>The building blocks of this step are learning:</p> <p>What good leaders need to be able to do</p> <p>How we can identify our strengths and weaknesses</p> <p>How to use these insights</p> <p>Reflection questions</p> <p>What do we mean by strengths and weaknesses?</p> <p>What are good leaders able to do?</p> <p>How can we identify what strengths and weaknesses are?</p> <p>What can we do about our strengths and weaknesses?</p> <p>I set goals, ordering and prioritising tasks to achieve them.</p> <p>The building blocks of this step are learning:</p> <p>How to identify tasks to be done</p> <p>How to put these tasks into a logical order</p> <p>Reflection questions</p> <p>What do we mean by tasks?</p> <p>How do tasks link to goals?</p> <p>Can you give examples of how this might work?</p> <p>How can we organise the tasks that need to be done?</p>	<p>I explore complex problems by building my understanding through research.</p> <p>The building blocks of this step are learning:</p> <p>How to identify useful research for exploring complex problems</p> <p>How to carry out research</p> <p>Reflection questions</p> <p>Why is research an important part of exploring complex problems?</p> <p>How can we know what research to carry out?</p> <p>What are some of the different types of research?</p> <p>When is each the best to use?</p>	<p>I use creativity in the context of my wider life</p> <p>The building blocks of this step are learning:</p> <p>How creativity is used in wider life</p> <p>The benefits of using creativity in wider life</p> <p>Reflection questions</p> <p>What is creativity?</p> <p>How can creativity be used in different areas of life?</p> <p>Why is it helpful to see when you are being creative?</p> <p>How can you learn from being creative in different areas?</p>



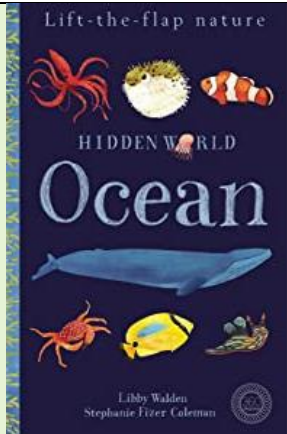
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			<p>How can you ensure that you think about others’ ideas and recognise the value in them?</p> <p>Do you have any experiences of this going badly or well?</p> <p>I speak engagingly by using facts and examples to support my points.</p> <p>The building blocks of this step are learning:</p> <p>The value of using facts and statistics when speaking</p> <p>How to structure an opinion or argument</p> <p>Reflection questions</p> <p>What are facts, and what are statistics?</p> <p>Why can they help structure an argument?</p> <p>How can you build facts and statistics into speaking?</p> <p>When have you seen this done well?</p> <p>When have you seen it done poorly?</p>	What is a logical order?		
<p>Planning To be submitted First Friday Back from The School Holiday</p> <p>There are 2 templates choose which template you prefer.</p> <p>Staff planning 2023-2024</p>						
Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Earth Geology	Another World	Respect	Dystopia	Revolution	Animals and Habitats

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<p>Text Outcomes Fiction Non-fiction</p>						
<p>Writing Purpose & Genre</p>	<p>NF: Biography of famous geologist F : Zooming description of a discovery on a beach</p>	<p>F: Portal story NF : Instructions what you need for survival</p>	<p>F : Narrative about a survivor NF : Webpage article about the holocaust January 27th International Holocaust Day</p>	<p>F: Play scene NF : Speech from a viewpoint</p>	<p>F: Comic Strip about revolution NF : Debating a viewpoint</p>	<p>Poetry : Free Verse NF : Spoken documentary style report</p>
<p>Nurture Reading Text Outcomes Fiction Non-fiction</p>	<p>Earth Geology</p>		<p>Respect</p>		<p>Animals and Habitats</p>	
						

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Writing Purpose & Genre	NF: Non-formal letter about discovery F : Comic strip about fossilisation	F: Narrative about meeting someone different NF : Webpage article about a hero	Poetry : Free Verse NF : Explanation text on survival of a species			
Maths	Follow White Rose Scheme of Work <u>Maths Year 9</u>					
	Straight Line Graphs 1-2 Numbers 1-2 Forming and Solving Equations 3-4	Testing Conjectures 5-6 Using Percentages 3-4 Maths and Money 5 -6	Enlargement and Similarity 1-2 Solving Ratio and Proportion Problems 3-4 Probability 7-8	Algebraic Representation 9 Number and Measure Exam Or/And Functional Skills and Problem Solving Number and Measure Exam Or/And Functional Skills and Problem Solving	Number and Measure Exam Or/And Functional Skills and Problem Solving Deduction 7-8 Constructions and Congruency 10-12	Three Dimensional Shapes 7-9 Rotation and Translation 9-10 Rates 5-6 OR GCSE/Functional Skills Accreditation Begins
Science	Photosynthesis Describe ways in which plants obtain resources for photosynthesis. (Bio/MCE/P2, 3) Explain why other organisms are dependent on photosynthesis. (Bio/MCE/P2 and Bio/II/RE2) Sketch a line graph to show how the rate of photosynthesis is affected by changing conditions. (Bio/MCE2) Use a word equation to describe photosynthesis in plants and algae. (Bio/MCE1) Pressure Use diagrams to explain observations of fluids in terms of unequal pressure. (Phys/MF/PF2)	Chemical energy Use experimental observations to distinguish exothermic and endothermic reactions. (Chem/E2) Use a diagram of relative energy levels of particles to explain energy changes observed during a change of state. (Chem/PNM2 and Chem/E1) Types of reactions Explain why a reaction is an example of combustion or thermal decomposition. (Chem/CR3) Predict the products of the combustion or thermal	Electromagnets Use a diagram to explain how an electromagnet can be made and how to change its strength. (Phys/EE/SE2) Explain the choice of electromagnets or permanent magnets for a device in terms of their properties. (Phys/EE/M1, 4) Evolution Use evidence to explain why a species has become extinct or adapted to changing conditions. (Bio/GE/ICDG6) Evaluate whether evidence for a species changing over time	Work Draw a diagram to explain how a lever makes a job easier. (Phys/MF/F3) Compare the work needed to move objects different distances. (Phys/E/CFUCDC3) Climate Use a diagram to show how carbon is recycled in the environment and through living things. (Chem/EA5) Describe how human activities affect the carbon cycle. (Chem/EA7) Describe how global warming can impact on climate and local weather patterns.	Inheritance Use a diagram to show the relationship between DNA, chromosomes and genes. (Bio/GE/ICDG2) Use a diagram to show how genes are inherited. (Bio/GE/ICDG1) Explain how a change in the DNA (mutation) may affect an organism and its future offspring. (Bio/GE/ICDG1) Explain why offspring from the same parents look similar but are not usually identical. (Bio/GE/ICDG3) Earth resources	Wave effects Explain differences in the damage done to living cells by light and other waves, in terms of their frequency. (Phys/W/SW3, 4) Explain how audio equipment converts sound into a changing pattern of electric current. (Phys/W/EW1) Wave properties Describe the properties of different longitudinal and transverse waves. (Phys/W/OW1) Use the wave model to explain observations of the reflection,

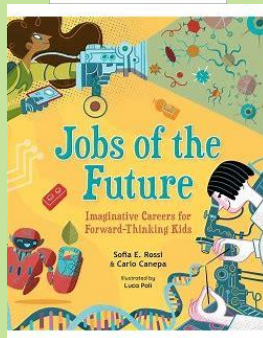

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	Explain why objects either sink or float depending upon their weight and the up thrust acting on them. (Phys/MF/PF2) Explain observations where the effects of forces are different because of differences in the area over which they apply. (Phys/MF/PF3) Given unfamiliar situations, use the formula to calculate fluid pressure or stress on a surface. (Phys/MF/PF1)	decomposition of a given reactant and show the reaction as a word equation. (Chem/CR3) Explain observations about mass in a chemical or physical change. (Chem/AEC4 and CR8) Use particle diagrams to show what happens in a reaction. (Chem/CR2)	supports natural selection. (Bio/GE/ICDG5) Explain how a lack of biodiversity can affect an ecosystem. (Bio/II/RE3) Describe how preserving biodiversity can provide useful products and services for humans. (Bio/GE/ICDG7)	(Chem/EA6, 7)	Explain why recycling of some materials is particularly important. (Chem/EA4) Describe how Earth's resources are turned into useful materials or recycled. (Chem/EA4) Justify the choice of extraction method for a metal, given data about reactivity. (Chem/M2) Suggest factors to take into account when deciding whether extraction of a metal is practical. (Chem/M3)	absorption and transmission of a wave. (Phys/W/SW1 and LW1)
PE	Team Building	Games: Invasion Basketball	Invasion Tag / Health & Fitness	Games Invasion Football / Games Net Wall Badminton	Games Strike / Field Cricket Net / Wall Short Tennis	Athletics
Outdoor Education						
Personal Development Citizenship Using Citizenship Education for KS3  Purple Exercise book	Rules, Fairness, Rights and Responsibilities Taking part in a debate Pg. 22 Developing your debating skills Pg. 24	Communities and Identities Are you a good or an active citizen? Pg. 36 Can you change anything? Pg. 38	Laws and the Justice System Adult courts Pg. 56 Punishments for adult crimes Pg. 58	Managing Money Are you a saver or a spender? Pg. 72 Being a clever consumer Pg. 74	Liberty and Freedom The freedom to protest Pg. 88 The Right to education Pg. 90	Parliament Democracy What's going on in the House of Commons? Pg114 How does parliament make laws? Pg 116 How should the House of Lords be modernised? Pg. 118 Influencing government: pressure groups and lobbying Pg. 120 How does the government work? Pg. 124
Personal Development Nurture Groups	Parliament Democracy What's going on in the House of Commons? Pg114 How does parliament make laws? Pg 116	Communities and Identities Are you a good or an active citizen? Pg. 36 Can you change anything? Pg. 38	Liberty and Freedom The Right to education Pg. 90	Managing Money Are you a saver or a spender? Pg. 72 Being a clever consumer Pg. 74	Rules, Fairness, Rights and Responsibilities Taking part in a debate Pg. 22 Linked to BV Philosophy	Rules, Fairness, Rights and Responsibilities Taking part in a debate Pg. 22 Linked to BV Philosophy
PSHE PSHE Framework PSHE Association Charity and membership body for PSHE	Self-Awareness	Self-Care, Support and Safety PSHE Association planning framework for SEND - KS3 & 4 Pg 28 - 29	Changing and Growing	Managing Feelings PSHE Association planning framework for SEND - KS3 & 4 pg.30-31	Healthy Lifestyles	The World I Live In

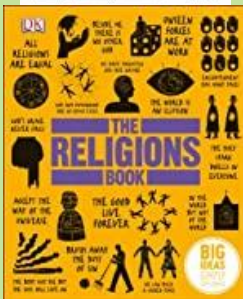

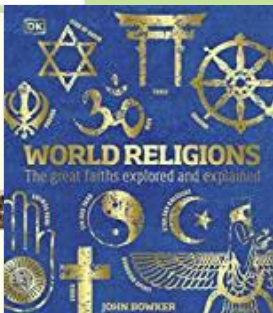
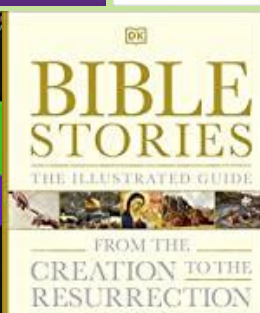
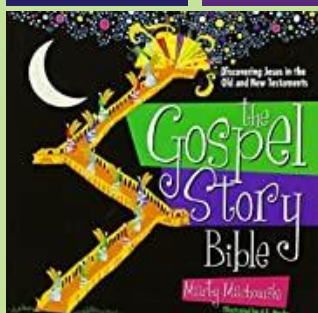
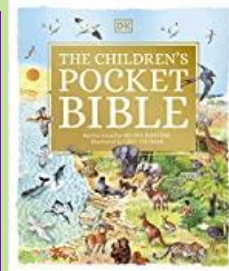
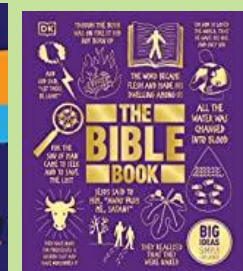
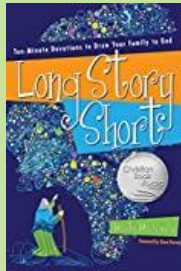
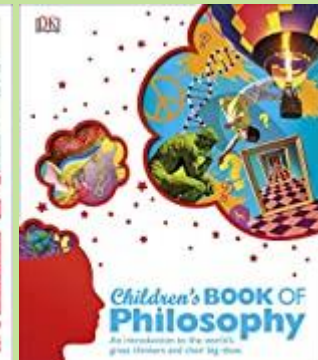
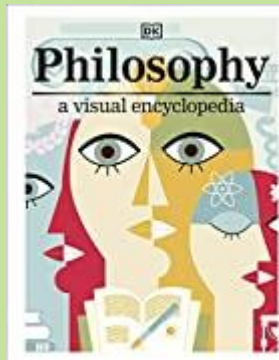
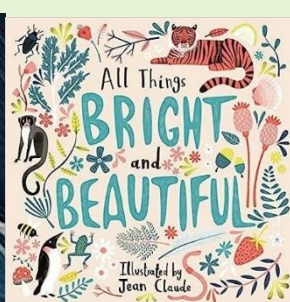



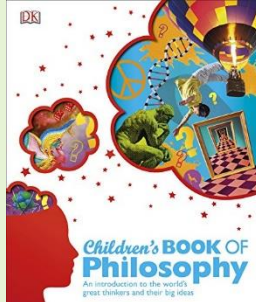
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<p>education (pshe-association.org.uk)</p> <p>Family Planning RSHE for Teachers (fpa.org.uk)</p> <p>Hodder Boost Recourses Boost - Courses Resources Lessons eBooks Knowledge Tests (boost-learning.com) Explore PSHE KS3 Student Book and PSHE Association Hodder Boost Recourses Purple Exercise Book</p>	<p>PSHE Association planning framework for SEND - SK3 & 4 Pg. 24</p> <p>SA4 – M managing pressure. SA2 - Skills for learning.</p>	<p>SSS7 - Gambling.</p> <p>SSS1 - Feeling unwell.</p> <p>SSS2 - Feeling frightened/worried</p>	<p>PSHE Association planning framework for SEND - KS3 & 4 Pg. 35</p> <p>CG4 - Intimate relationships, consent, and contraception.</p> <p>CG5 - Long-term relationships/parenthood.</p>	<p>MF1 - Self-esteem and unkind comments.</p> <p>MF2 - Strong feelings.</p> <p>MF3 - Romantic and sexual Attraction</p>	<p>PSHE Association planning framework for SEND - KS3 & 4 Pg 37 - 38</p> <p>HL6 - Medicinal drugs. HL7 - Drugs, alcohol & tobacco.</p>	<p>PSHE Association planning framework for SEND - KS3 & 4 Pg 40 - 41</p> <p>Wili4 - Preparing for adulthood.</p> <p>Wili5 - Managing finances</p>
<p>Additional Resources</p>						
<p>PD Whole School E-Safety Overview</p> <p>From Project EVOLVE</p> <p>Sign In to your Account ProjectEVOLVE</p> <p>Toolkit Resources Year Group</p>	 <p>Managing Online Information</p> <p>Privacy and Security</p>	 <p>Online Bullying</p> <p>Online Relationships</p> <p>Anti-Bullying week: Online bullying https://anti-bullyingalliance.org.uk/</p>	 <p>Self-Image and Identity</p> <p>Safer Internet Day: https://saferinternet.org.uk/</p>	 <p>Copyright and Ownership</p> <p>CSE Awareness Day March 18th https://stop-cse.org/national-child-exploitation-awareness-day/</p>	 <p>Health, Well-being and Lifestyle</p>	 <p>Online Reputation</p>
<p>Personal Development Asdan Bronze</p> <p>All going for Bronze</p>	<p>Module 1 Communication</p> <p>A2 Obtain information in different ways. A5 Find out how to use a piece of equipment. A6 Create an informative poster of leaflet A7 Plan journeys using a map</p>	<p>Module 2 My Community</p> <p>B3 Raise funds for a charity or cause</p>	<p>Module 4 Independent Living</p> <p>A3 Clean and tidy a room. A4 Wash and iron your clothes A6 Show how you recycle items. A11 Arrange and invite parents to an afternoon tea presentation.</p>	<p>Module 7 Health and Wellbeing</p> <p>A2 Make a display around a balanced diet. A5 Design a questionnaire on fruit and vegetables. A8 Listen to a talk on mental wellbeing. A9 Investigate positive mindset</p>	<p>Module 6 Number and Measures</p> <p>A1 Compare a list of different brand options A4 Plan the cost of a birthday celebration</p>	<p>Module 11 Expressive Arts</p> <p>A2 Produce an illustrated study on an artist. A3 Write a poem, song lyrics or drama piece. A5 Perform in front of an audience. A6 Create a product for display.</p>

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					A5 Find out about wages, tax and pension.	
					A7 Show how we use weights and volumes.	
Nurture Group Personal Development Life Skills Challenge Lifeskills Challenge Challenges	Communication Understanding of personal Information Challenge Ref :4528 Making a Hot drink Challenge Ref:1869	My Community Going on a trip out in the community Challenge Ref: 1192 Helping others in the community Challenge Ref: 1156	Independent Living Road safety - pedestrians Challenge reference: 1381 Using a bus Challenge Ref: 1905	Health & Well Being Healthy eating Challenge Ref: 3199 Developing an understanding of daily hygiene routines to maintain good health and well being Challenge Ref: 3859	World of Work Understanding and using money Challenge reference: 1316 Finding out about a job Challenge reference: 1175	Expressive Arts Performing and visual arts. Challenge reference: 1737
PD Careers Careers  	Playing Panjango job Top Trumps    What matters to me? Worksheet b.-what-matters-island-editable.pdf Pupils reflect on their Skills and knowledge to create a top trump card of themselves and their skills. TOP-TRUMP-TEMPLATE.pptx Reviewing their skills and interests from the top Trump to make a list of jobs they would like to explore. CSW to arrange - Visitor to do a talk Construction Site Manager		Careers fair with visitors from Exeter College, DGT, South Devon College, Oakwood Court, PFA Team, CSW, ROC College. Playing Panjango job Top Trumps    Complete pupil’s future aspirations for post 16 to support future planning and plan for requirements for Post 16 courses and pathways to go on to the progress review. CSW to arrange - Visitor who is employed in a sport sector Preparing for adulthood referral through the EHCP talking about next steps and Key Stage 4 and Post 16.	CSW (DO Meet Year 9 & 10) Playing Panjango job Top Trumps    CSW to arrange - Visitor who is employed in public sector		
Employability Skills Computer/ Admin Skills Microsoft 365 help & learning Click on the icons to support learning Links to the main training / support. Target to groups needs for KS4 focus on skills for post 16 and employability to	Microsoft 365 – OneDrive & Learning OneDrive help & learning (microsoft.com) Getting started how to save work with organisation Using folders Clear naming And ordering using numbers e.g 00, 01, 02	Microsoft 365 – Word help & Learning Word help & learning (microsoft.com) Basic Changing Font and Sizing Bullet pointing Adding a image using text box Creating a table	Microsoft 365 – Outlook & Learning. Outlook help & learning (microsoft.com) Sending an email Marking emails as important Attaching a file Downloading a file from a email	Microsoft 365 – PowerPoint Help & Learning PowerPoint help & learning (microsoft.com) Creating a PowerPoint adding more slides Using designer	Microsoft 365 – Excel Help & Learning Excel help & learning (microsoft.com) Write a simple adding and subtracting formula. Getting started - Analyse and format in excel.	Mircrosoft 365 – Teams Help & Learning Microsoft Teams help & learning Make a teams call to one person Make a teams call to a small group of people.

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be supported through Personal Development Tasks						
<div>RE</div> <div>Resources Explore RE Boost Book and teacher Resource Hodder Education Orange Exercise Book Boost - Courses Resources Lessons eBooks Knowledge Tests (boost-learning.com)</div> <div></div>	<div>Unit 2 Christianity</div> <div>2.13 How Christianity changed – Orthodoxy and Roman Catholicism</div> <div>2.14 How Christianity changed – Protestantism</div> <div>2.15 A worldwide religion</div> <div>2.16 The ecumenical movement</div> <div>2.17 The authority of the bible</div> <div>2.18 The Gospels</div> <div>2.19 Christian place of worship</div> <div>2.20 Leaders of the church</div> <div>2.21 Public worship</div> <div>2.22 Private worship</div> <div>2.23 Symbolism in Christianity</div> <div>2.24 Expressions of faith</div> <div></div>	<div>Unit 8 Ethics</div> <div>8.1 What is Ethics?</div> <div>8.2 Is there any law that should be not broken?</div> <div>8.3 The sanctity of life</div> <div>8.4 Environmental ethics</div> <div>8.5 Animal rights, human wrongs?</div> <div>8.6 Drugs and religion</div> <div>8.7 Medical ethics</div> <div>8.8 Is everyone equal?</div> <div>8.9 Attitudes to poverty</div> <div>8.10 Attitudes to the victims of natural disasters</div> <div>8.11 Has religion passed its sell by date?</div> <div>8.12 Is sport like religion?</div>	<div>Unit 9 Philosophy</div> <div>9.1 Arguments for the existence of God 1 – the argument from design</div> <div>9.2 Argument for the existence of God 2 – the argument from first cause</div> <div>9.3 Argument of the existence of God 3 – the argument from morality</div> <div>9.4 Arguing against the existence of God</div> <div>9.5 The problem of evil and suffering</div> <div>9.6 Ideas of immorality</div> <div>9.7 Miracles</div> <div>9.8 Revelation</div> <div></div>			
<div>RE Nurture</div> <div>Resources Explore RE Boost Book Hodder Education Orange Exercise Book Boost - Courses Resources Lessons eBooks Knowledge Tests (boost-learning.com)</div>	<div>Unit 2 Christianity</div> <div>2.15 A worldwide religion</div> <div>2.18 The Gospels</div> <div>2.19 Christian place of worship</div> <div>2.21 Public worship</div> <div>2.23 Symbolism in Christianity</div> <div></div>	<div>Philosophy</div> <div>To work through the chapters.</div> <div>Is the world real?</div> <div>Why do we need rules? Linked to Citizenship</div> <div></div>				
<div>Craft and Construction</div> <div>2 Rotations of 18 weeks double lesson</div>	<div>Passive speaker</div> <div>(Working with plastic)</div> <div>Enterprise project: To plan, make and review a small</div>	<div>Focus on:</div> <div>Students are to make one speaker for themselves designed</div>	<div>Making the product</div> <div>Health and Safety in the workshop</div> <div>Skills learnt:</div>	<div>Passive speaker</div> <div>(Working with plastic)</div> <div>Enterprise project: To plan, make and review a small</div>	<div>Focus on:</div> <div>Students are to make one speaker for themselves designed</div>	<div>Making the product</div> <div>Health and Safety in the workshop</div> <div>Skills learnt:</div>


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	<p>enterprise project making a passive speaker to be sold at a school fete.</p> <p>Intro to project and how students must record involvement.</p> <p>Planning and running a mini enterprise project. Challenge reference: 1876</p> <p>Lifeskills Challenge Planning and running a mini enterprise project - Entry 1</p> <p>Students are to be shown how to design and make a speaker step by step.</p>	<p>around their or a family members phone dimension.</p> <p>Teamwork Plan to batch produce the product. Product Name Roles and responsibilities. Costing Advertising</p>	<p>Reflection on their role within the team. Review the whole project</p>	<p>enterprise project making a passive speaker to be sold at a school fete.</p> <p>Intro to project and how students must record involvement.</p> <p>Planning and running a mini enterprise project. Challenge reference: 1876</p> <p>Lifeskills Challenge Planning and running a mini enterprise project - Entry 1</p> <p>Students are to be shown how to design and make a speaker step by step.</p>	<p>around their or a family members phone dimension.</p> <p>Teamwork Plan to batch produce the product. Product Name Roles and responsibilities. Costing Advertising</p>	<p>Reflection on their role within the team. Review the whole project</p>
<p>Home Cooking Skills BTEC Level 1 BTEC Home Cooking Skills Pearson qualifications Needs updating</p>	<p>Health and safety</p> <p>Set up work books and discuss year ahead working towards independent working towards the skills needed to complete the BTEC level 1 next year in year 10</p> <p>Practical skills linked to national Curriculum.</p> <p>Focus eggs skills</p> <ol style="list-style-type: none"> 1. Boiling 2. Frying 3. Toasting 4. Grilling 5. Separating eggs. 6. Whisking 7. Stirring 8. Timing <p>Sessions will cover hygiene, nutritional value, labelling, seasoning and serving, what effect do eggs have in a recipe.</p>	<p>Focus is on cooking pasta and associated sauces</p> <p>Skills</p> <ol style="list-style-type: none"> 1. Knife skills, chopping, slicing. 2. Weighing and measuring. 3. Using equipment 4. Use of pestle and mortar 5. Grater 6. Ovens and hobs. 7. Using a Pasta machine <p>Cooking.</p> <ol style="list-style-type: none"> 1. Boiling. 2. Simmering. 3. Sweating off. 4. Checking food is cooked 5. Cooking vegetarian options to replace mince in sauces. 	<p>Focus on cooking chicken.</p> <ol style="list-style-type: none"> 1. Handling raw poultry 2. Using temperature probes. 3. Cooking in an oven. 4. Knife skills. 5. Stir frying 6. Grilling food 7. Nutritional value 8. Food labelling, poultry production <p>Dishes include, stir fry, fajitas, jacket wedges salad.</p>	<p>Focus quick cooked meats</p> <ol style="list-style-type: none"> 1. Frying. 2. Grilling. 3. Stir fry <p>Hygiene, cross contamination, quality of meats choosing different methods of cooking for different meats.</p> <p>Nutritional value, seasoning. serving</p>	<p>Focus – skills required to pass BTEC level 1 in year 10.</p> <p>Learning outcomes</p> <p>LO1. Be able to use cooking skills to make home- cooked food that does not use pre prepared ingredients or ready cooked food.</p> <p>LO2. Be able to select and prepare ingredients for a recipe.</p> <p>LO3. Be able to demonstrate Food safety and Hygiene throughout preparation and cooking.</p> <p>LO4. Be able to pass on a recipe in various ways.</p> <p>LO5. Be able to reflect on own learning and suggest adaptations to a recipe .</p>	<p>Focus – Planning for Independent work.</p> <ol style="list-style-type: none"> 1. Selecting a recipe 2. Adapting a recipe, to consider a special diet i.e., Low fat, vegetarian. 3. Preparing shopping lists for meals. 4. Budget considerations for a family meal.
History	<p>ASDAN life skills Challenge: Can someone write a level 1 for this project? The Suffragette Movement</p>		<p>ASDAN life skills Challenge: Can someone write a level 1 for this project? World War 2 and the Holocaust World war 2 overview</p>		<p>ASDAN life skills Challenge: Finding out what happened 'On this day...' Challenge reference: 1103</p>	





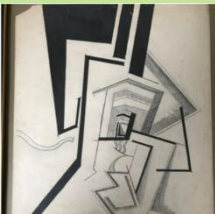




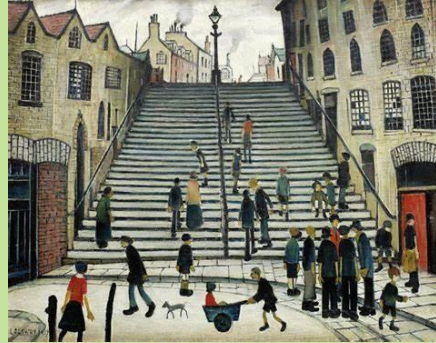
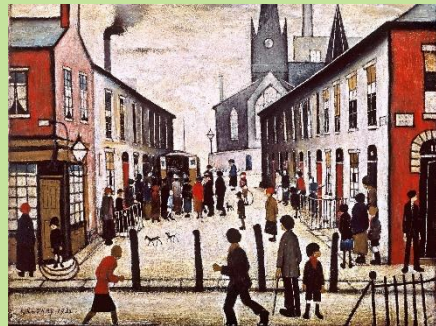

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	<p>To complete an in-depth study of the suffragette movement. Create a podcast / PowerPoint presentation on an area of the suffragette movement. Why did they protest? What impact did the suffragettes have on women today? Key Vocabulary – Suffragettes, Direct Action, Key figures, vote, Militant tactics, Black Friday, protests. The Suffragette Movement - BBC Bitesize</p> <p>Suffragettes – Stories from Parliament (Part 1 of 2) - Bing video</p> <p>Suffragettes – Stories from Parliament (Part 2 of 2) - Bing video</p> 		<p>The rise of Hitler and the Nazis Persecution of Jews in Germany The Holocaust 1939 – 1945</p> <p>Research into World War 2 and the holocaust and create a display in your classroom of your findings this could be a timeline of key dates and reports, life as a Jewish person during this time. Anne Frank Diary World War Two and the Holocaust - KS3 History - BBC Bitesize</p> <p>Holocaust Memorial Day 2023: What can we learn? - BBC Newsround</p> <p>Finding my Family: Holocaust - A Newsround Special - BBC Newsround</p> <p>Please use resources appropriate to your class needs and understanding.</p>		<p>Lifeskills Challenge Finding out what happened 'On this day...' - Entry 3 Or more able pupils Finding out what happened 'on this day in history' Challenge reference: 6726</p> <p>Lifeskills Challenge Finding out what happened 'on this day in history' - Level 1</p> <p>Link to Bastille Day and the French revolution 14th July 1789 What Happened on July 14 - On This Day</p>	
Nurture History			<p>ASDAN life skills Challenge: To be written Key Events of WW2 and the holocaust.</p>		<p>ASDAN life skills Challenge: Finding out what happened 'On this day...' Challenge reference: 1103 Lifeskills Challenge Finding out what happened 'On this day...' - Entry 3</p>	
Geography		<p>Coastal processes</p> <p>Coastlines are shaped by a number of processes such as erosion, transportation and deposition.</p> <p>These processes can lead to a number of different types of landforms such as caves, arches, stacks and stumps.</p>		<p>ASDAN Life Skills Challenge Mapping a natural environment. Challenge reference: 4651 The learner will: Be able to produce a map of a chosen area. Be able to use a compass to identify bearings. Be able to produce a key for the map. The learner can: Choose an area they would like produce a map of</p>		<p>Place Knowledge</p> <p>What are the characteristics of cold environments?</p> <p>What are the characteristics of hot environments?</p> <p>What physical factors lead to the creation of these environments?</p>

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		<p>Different types of landforms are caused due to several influences such as the geology of the coast.</p> <p>Coastal management Coastlines are being eroded by waves and the weather.</p> <p>Coastlines need to be managed because they are often used by humans for purposes such as housing.</p> <p>To protect the coast from erosion, we can use hard engineering strategies (building man-made structures such as sea walls) and soft engineering strategies (using natural processes such as beach nourishment).</p> <p>Field work visit the coast to document the coast erosion in Dawlish and Teignmouth and the impact on the train line. Complete a presentation on your findings.</p>		<p>Research a google earth map of the area Research an ordinance survey map of the area Produce an individual 2D plan of the area With others construct a 3D map of the area Identify compass bearings on the chosen area Produce a compass rose on the map to identify N,S,E and W Identify important features to be included on the map Produce a key for the map</p>		<p>Pick a location of your interest and complete a study on the effects of the weather on this county and why you think this is happening.</p>
Nurture Geography		<p>ASDAN Life Skills Challenge Fieldwork study of school and grounds Challenge reference: 1099 Lifeskills Challenge Fieldwork study of school and grounds - Entry 1</p>		<p>ASDAN life skills Challenge: The United Kingdom Challenge reference: 1108 Lifeskills Challenge The United Kingdom - Entry 1</p> <p>Reading local maps Challenge reference: 1615 Lifeskills Challenge Reading local maps - Level 1</p>		<p>ASDAN life Skills Challenge Contrasting Countries. Challenge reference: 1106 Lifeskills Challenge Contrasting Countries. - Entry 1</p> <p>Twin towns Challenge reference: 2486 Lifeskills Challenge Twin towns - Entry 3</p>
Art	<p>Digital Art Typography in the Media Explore typography in the media and produce their own typography artwork</p>	<p>Pencil Drawing – monotone and colour Abstract Art Percy Wyndham Lewis</p>	<p>Paint – Acrylic Seascapes Hokusai and Turner</p>	<p>Collage People in Art Hannah Hoch</p> 	<p>Lowry Paints</p>	<p>Drawing and Pastel Landscape Art</p> <p>Frank Varley and others (Hockney, Turner, Constable, Renoir)</p>

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Nurture Art	ASDAN LifeSkills Challenges Creating digital and mixed media artwork Challenge reference: 5764 Lifeskills Challenge Creating digital and mixed media artwork - Entry 1		ASDAN Lifeskills Challenges Aboriginal-Style Art Designs Challenge reference: 4509 Lifeskills Challenge Aboriginal-Style Art Designs - Entry 1	ASDAN Lifeskills Challenges Using textiles to create a collage Challenge reference: 1120 Lifeskills Challenge Using textiles to create a collage - Entry 2	ASDAN Lifeskills Challenges Using art to explore different occupations. Challenge reference: 2015 Lifeskills Challenge Using art to explore different occupations - WTE1	ASDAN Lifeskills Challenges Exploring landscape art Challenge reference: 6671 Lifeskills Challenge Exploring landscape art - WTE1
Horticulture	Clearing and Harvesting Potting Seeds Making Compost Planting Bulbs	Polytunnel Clearing and development of the area Bird Feeders and Feeding Making Christmas wreaths	Winter Pruning Signs of Winter Growth Birdwatching Preparing woodland grounds	Looking for signs of spring Looking and the difference light and dark makes to plants	Grass maintenance Planting seeds fruit and vegetables Protecting plants from animals Preparing for Dawlish om Bloom and OMS in bloom	Dawlish and OMS in Bloom judging. Preparing plants for the summer fate Gathering crops grown
Forest School	Tarpaulin folding group activity. Basic tool Use and Health and safety Basic fire starting and Health and safety Charcoal Pencils Woodland Diorama		Christmas decorations Woodland reindeers wreaths	Bug Hotels Developing and looking after the forest school Bird feeders Clay insects	Looking at signs of spring Developing and looking after the forest school Making hanging items Development of skills	Looking at summer and the seasonal changes Den building Securing skills