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| *What will they be learning, why and in what order?* | | | | | | | | |
|  | **Term 1** | | **Term 2** | | | | **Term 3** | |
| **Bridge/ Foundation knowledge required** | **Community Risks and Online Safety**  Students will learn how to keep safe online and how to set private settings  They will discuss that rules keep us safe and regulations which are in place. | **Enterprise**  Students will learn how to care for the environment when we design new products and how to budget for a weekly shop. | **Life Choices & Direction**  Students will learn about relationships and avoiding exploitation. They will learn about the dangers of drugs and controlling their temper. | | **Developing Skills & Aspirations**  Students will think about what interests them and what careers might be suitable for them. They will also develop basic life skills, telling the time, fastening a tie and show laces, reading a timetable. | | **Discrimination Overview**  Students will learn about discrimination and how it feels to be discriminated against from an Earth Evacuation scenario, where they are immigrants on one of 3 new planets. | **Healthy Lifestyles & First Aid**  Students will investigate how lifestyle choices affect their health. They will undertake a first aid course and basic food hygiene. |
| **Key Learning Experience / Skills** | Students will learn about the importance of their communities, in school at home or as a British citizen, drawing line maps (RTH). They will broaden their awareness of the online and offline world and how to remain safe when online, by gaining an E-Sports qualification. Students will also learn about public and private settings and the difference between each sector, by playing student detective investigating the on-line footprint of a friend. Students will engage in a range of IT lessons which will improve their confidence and competence with the use of IT in turn, preparing them for future life. | Students take part in project-based learning to manufacture a Christmas product. Which will utilise their numeracy skills through managing project finances. The Hub Casino will investigate risk versus reward, calculating the odds of success on a game they have created. They will continue to build on basic IT skills increasing their levels of competence and confidence when using different platforms. | Students will explore and identify healthy & unhealthy relationships. This will lead into the potential for substance misuse, both legal and illegal, medicinal and recreational drugs. They will be a CSI and analyse unknown substances and make a breathalyser. We will learn the risks of gang culture by discussing America’s drug gangs and cartel exploitation and how they exploit young people to take part in their criminal activities. PMNW, One Punch and NMK visits will reinforce the message. Students will have the opportunity to explore best buy deals which relate eg; which is the best value for money pizza, which is the best phone contract. | | Students will explore careers, learning that today's careers market may not be the same tomorrow and learn of extinct careers. There will be visits to Swift caravans and other suppliers, to provoke thought into future careers and what interests them. Research into potential salary & qualification requirements, in turn raising student aspirations. Students will be able to identify their areas of strength and areas for development within a wide range of team building games and activities.  Students will reflect on their strengths and weaknesses as we undertake a series of real-life scenarios. Planning a bus journey into Hull using a timetable, ordering a coffee, using a bus timetable, waiting patiently in a queue. | | Students will raise their awareness of all forms of discrimination, in our Earth Evacuation Project  They will learn about hate crimes and protected characteristics and that these contribute to discrimination. They will build a tent whilst designing their Mars base and consider our basic requirements. Art work of their new home, poetry and writing a song / article for equality  Nelson Mandela, William Wilberforce. | Students will investigate how lifestyle choices affect their health. They will undertake a first aid and basic food hygiene course.  They will be a restaurant manager, design and prepare a calorie counted, healthy meal that they can cost and sell at a profit and design an exercise routine.  They will face an emergency and must design an egg survival shell to survive a car crash and parachute drop  They will have an employee emergency and need to learn CPR.  They will look at utility bills and loans with interest rates and This will culminate in the evaluation of different. Students will explore careers within the gym industry and will be able to use various gym apparatus with confidence and competence. |
| **Assessment**  How will you assess the impact of teaching? | Students will achieve an e-Sports Certificate qualification and on-line footprints. [Explore the Pearson BTEC Level 2 Certificate in Esports (britishesports.org)](https://britishesports.org/esports-and-education/esports-courses/btec-level-2-certificate-in-esports/) | Students will show progress through their finished products, games and accounts | Students will showcase their posters and CSI results | | Students will share their thoughts on careers and option choices verbally with tutors | | Students will showcase their art and literacy works. | Students will achieve a Basic Food Hygiene and First Aid – CPR certificate. They will showcase their completed investigations |
| **Assessment** | Photographic Evidence will be present in all strands. Tutors will appraise Communication, Relationships, Peer Interactions and Participation throughout the series. Students will complete self-reflective surveys prior to and post to each project to show their personal growth. Throughout each learning episode, students will be developing IT skills. Throughout each learning episode, students will be developing IT skills and completing tasks to improve their life skills. Teachers will use Outcome Measures which relate to each learning episode and will RAG rate their understanding of each episode. Teachers will also keep picture evidence of student's achievements within a class scrapbook. | | | | | | | |
| **CIAG Links** | Careers in E-Sports, police cybercrime  Online safety | Careers in retail or gambling industry  Dangers of gambling and loans | Careers in police, prison guard & CSI  Drugs One punch and knife crime awareness | | This is a career focused topic, reflecting on strengths and weaknesses & developing life skills | | Careers in construction and engineering and RAF.  Discrimination | Careers in fast food outlets, mobile phone sales, chef, ambulance crew  First Aid and food hygiene |
| **British Values** | Democracy  Rule of Law – Privacy rules  Respect – self respect  Tolerance – Peoples rights to support who they want | Democracy – voting on approval for casino’s  Rule of Law – Gambling laws, % pay out  Respect -  Tolerance – People have the right to chose | Democracy – There is none in slavery  Rule of Law – Assault Laws, knife laws  Respect – The rights of others to live without fear  Tolerance | | Democracy – employers voting for their preferred candidate  Rule of Law – Equal opportunities, Gender pay gap  Respect – for other citizens  Tolerance – Referee decision | | Democracy – Nelson Mandela and Martin Luther Story  Rule of Law – Hate Crime & Employment Discrimination  Respect – Our rights to have different beliefs  Tolerance and understanding for immigrants | Democracy  Rule of Law – Food labelling Laws, sugar tax, Food Hygiene  Respect – Respecting teammates  Tolerance of people’s right to make their own lifestyle choices. |
| **Cross Curricular Link Numeracy** | Many opportunities through profit loss, budgets, percentages, odds of success, food labelling and measurements | | | **Cross Curricular Link- Literacy** | | Poetry work, instruction manuals, rule books. | | |
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<https://www.ambitiousaboutautism.org.uk/what-we-do/connecting-young-people/youth-led-toolkits/autistic-and-ok>

<https://www.gov.uk/government/publications/tax-facts-for-children-and-young-people/tax-facts-resources-for-teachers-and-parents>