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| *What will they be learning, why & in what order?* | | | | | | | | |
|  | **Half Term 1** | **Half Term 2** | | **Half Term 3** | **Half Term 4** | | **Half Term 5** | **Half Term 6** |
| **Bridge/ Foundation knowledge required** | **The Hub Olympics Relationships & Respect**  Students will develop their interpersonal skills, building relationships with peers and showing respect, kindness and team spirit through games and challenges. They will show respect for game rules and work together, effectively as a team. Students will be able to articulate what they are good at and how they have improved since year 7 | **Enterprise – Dragons Den**  Students will develop their knowledge of enterprise and how to make a small business. They will develop knowledge of profit and loss and understanding what a good business model is. | | **Worldviews**  Students will learn about different cultures, what traditions those cultures may have including music, sport, food and flags. They will explore how the traditions originated and how views may have changed or stayed the same over time. This builds on the work done in year 7 and 8 on beliefs and attitudes. | **Exploring Influence**  Students will explore what influences them and will consider why. Students will also explore the influences on the modern world such as technological developments, food, travel and the world wide web. | | **Decision Making & Life Skills**  Students will have previous experiences of making decisions throughout their school lives. Students will continue to build on these skills and will learn skills in which they will use when they are living with increased levels of independence. | **Careers & Year 9 Options**  Students will experience the different KS4 options available by undertaking a carousel of subject focused, taster lessons, with a greater focus on D of E. They will do 1 lesson for each option over a 2-week period.  Students will consider career pathways and research Salary and qualification requirements as well as writing their own C.V. |
| **Key Learning Experience / Skills** | Students will work collaboratively to build resources for the Indoor Olympics. They will also organise and plan the Event. They will have to produce simple dual coded laminated instructions that are displayed alongside each game.  Consequently, they will improve their knowledge of the ideals of the Olympics and the different skills which are required to perform in a range of different challenges. Students will compete in the games they have made to try and win the Form Gold Medal. Each form will choose a country they wish to represent, research their culture, flag & capital city. | Within small teams, students will have the opportunity to design, budget, market and sell a product to our SLT ‘dragons’. Students will work as a cohesive group to agree on a product and will create posters to market their product appropriately. Once confident in their product students will have the opportunity to sell their product to the dragons and secure future investment. In turn, students will be able to communicate effectively, work as part of a cohesive team, manage their time and money as well as delegate tasks and roles. | | Students will learn how to express their feelings, whilst respecting differences of opinion & religion & embracing different cultures, through their music, art & food, sports from around the world. They will also be able to identify countries flags, capital cities and have an understanding around their religions and beliefs. Students will also use the Zwift bikes to cycle around different locations around the world and explore how countries differ from one another. | Students will explore the different iconic figures from around the world who have influenced the modern world. For example; the inventor of phones, world wide web. Students to create posters and fact files based on these people. Staff to aim this towards students' interests. Students to explore who influenced them and why. Each lesson to have a different influence focus each week.  For example; transport, technology, foods, sciences, history, geography. | | Students will learn basic life skills which allow them to live with a basic level of independence. They will learn skills such as; been able to cook/make simple meals, hoover, ironing, painting etc. | Students will experience the different KS4 options available by undertaking a carousel of subject focused, taster lessons.  Students will consider career pathways and research Salary and qualification requirements and write their own C.V. They might have the opportunity for work experience and to attend The Hub careers Fair  Salary linked to mortgage and housing  Career-o-meter |
| **Assessment**  How will you assess the impact of teaching? | Students will be assessed through their scores within discipline within the Mini Olympics. This will be summarised through pictures and a short description of what was completed. Students will also complete a RAG rated self-assessment sheet at the start and the end of the Mini Olympics. | Students will show progress through a summary of achievements, showing their business plan, finished product and accounts. Staff will also take pictures and display them in the project 5 workbooks with a small description of the activities taking place. | | This will not be assessed only participation evidence will be tracked.  Students will show progress in a range of different tasks which will be evidenced within the ‘tutor project 5 book’. This will be summarised through pictures and a short description of what was completed. Students will also complete a RAG rated self-assessment sheet at the start and the end of each task | Teachers will assess the impact of teaching through documentation in the forms of pictures in the project 5 books with small annotations of the activity taking place. | | Teachers will assess the impact of teaching through documentation in the forms of pictures in the project 5 books with small annotations of the activity taking place. | Teachers will assess the impact of teaching through documentation in the forms of pictures in the project 5 books with small annotations of the activity taking place. Students will complete a questionnaire based on the options they enjoyed compared to the options they least enjoyed. |
| 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. Evidence of assessment to be clear in Project 5 books. | | | | | | | | |
| **CIAG Links** | Career links are made to professional sports people, referees and umpires, police and judicial roles  The topic focuses on citizenship, tolerance and the rationale for the Olympic Games  The Olympic symbol stands for the principles of Olympism worldwide. It represents the union of 5 continents. Each flag is represented having at least one colour in the Olympic Flag | Careers links are made to advertising, marketing, sales, entrepreneurs, consumer rights, trading standards  The topic focuses on working as a team to succeed. Ethics of selling an honest product, ability to be able to manage money. | | Increase tolerance of others, working with people from different cultures and backgrounds. Equality, acceptance and allowing others to express their opinions. | Careers links are made to each of the KS4 options. During the carousel students will be made aware of how each option can act as a stepping stone for post-16 options. | | Skills for life which relate to a wide range of careers, building on decision making skills, making informed decisions and increasing independence. | Up to date with the modern world, understanding of how different technologies are developed, awareness of the wider world, inspirational people. |
| **British Values** | Democracy – Voting on who will lead the team  Rule of Law – Why we need rules in games & linking that to rules in society  Respect – Respect for sporting officials & officials in general. Respect for each other & their opinions & ideas  Tolerance – accepting & celebrating our differences | Democracy – Dragons De Pitch.  Rule of Law – awareness of trading standards and the consumers right act.  Tolerance – Tolerance of others when building a project. | | Rule of Law =- different laws within different countries.  Respect of other people’s cultures and viewpoints. | Respect for people’s right to choose the avenue they want to pursue at KS4 and potentially post-16.  Tolerance of others – working with peers in a wide range of subject options. Each student has their strengths and areas for development. | | Democracy – Inclusive decision making.  Rule of law – Understanding boundaries and consequences, conflict resolution.  Individual Liberty – Taking Personal Responsibility, Freedom to choose  Mutual Respect – Active listening, Constructive collaboration | Democracy – political figures, voting rights.  Rule of Law – Technological Laws, copy right, ethics,  Respect for our shared world. |
| **Cross Curricular Link Numeracy** | Measuring lengths, scoring games, timing, profit and loss. | | **Cross Curricular Link- Literacy** | | | Resource cards, posters, pitching as part of the dragon's den, debates, sharing views with others, spelling, grammar. | | |
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