



Forest Way School
Wider Curriculum Map 2025-26 – YEAR 8 ROTATION

KS3 2025-26	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring (6 weeks & 5 weeks)	Summer (6 weeks & 5 weeks)
	Main topic: Moving Things	Main topic: Wizardry	Main topic: Inventors and Inventions	Main topic: Structures
Science	<u>Forces</u> Intent In this topic, students will be exploring forces and the impact that they have on objects in our world. Students will develop their skills of carrying out experiments alongside the understanding of scientific vocabulary and using this when communicating their findings. Implementation: Pupils will learn- - Exploring forces and the impact they have on objects such as push or pulls - Measuring force using a newton measure - Predicting and experimenting the impact a force may have on an object and concluding the results - Investigate forces associated with deforming objects - Investigate and research non-contact forces: gravity forces acting at a distance on Earth, and in space, forces between magnets, and forces due to static electricity. - Learn about the law that energy can neither be created nor destroyed - Use force arrows in diagrams Impact: By the end of this unit, pupils will have a secure understanding of how forces affect the movement, shape, and interaction of objects in the world around them. They will develop their ability to work scientifically through hands-on investigations predicting, measuring, recording, and concluding with increasing independence. Pupils will become confident in using scientific vocabulary such as <i>push</i>, <i>pull</i>, <i>friction</i>, <i>gravity</i>, and <i>magnetism</i>, and will begin to use force arrows and diagrams to communicate their ideas clearly. This learning lays a foundation for future physics study by introducing key concepts like non-contact forces and the conservation of energy in an accessible and engaging way.	<u>States of Matter</u> Intent During this magical topic, students will use experiments and potions to understand chemical reactions and states of matter. Implementation: Pupils will learn- - Observe reversible and irreversible changes - Sort and classify states of matter and communicate their differences - Communicate results of experiments with regards to reversible and irreversible changes - Use inference to work out which are reversible and irreversible changes. - Predict what mixtures are irreversible and which are reversible, and test using appropriate resources - Recap learning about states of matter including how to change materials between states - Conduct and plan a variety of chemical experiments in a ‘fair’ way - Children to take part in fair and unfair tests and infer why fair gives more reliable results. - Create solutions to predict and investigate reversible and irreversible changes. Impact: Through this engaging and imaginative topic, pupils will deepen their understanding of states of matter and chemical changes by exploring exciting experiments that feel like magic. They will develop the ability to distinguish between reversible and irreversible changes through observation, prediction, and investigation. Pupils will learn to plan and carry out fair tests, explain why fairness is important in scientific inquiry, and communicate their findings using appropriate vocabulary. By the end of the unit, they will be able to confidently classify materials, describe changes in state, and identify key features of chemical reactions building essential skills for future scientific study.	<u>Evolution and Genetics</u> Intent This topic will develop students’ understanding of family genetics and Charles Darwin’s Theory of Evolution. We will also explore how some living things have had to adapt to survive in extreme circumstances. Implementation: Pupils will learn- Evolution - Research evolution theorists and the impact that Charles Darwin’s Theory of Evolution on the world. - Observe the changes that animals and humans have gone through though out the years - Identify angry different species, By their key characteristics. - Group on understand how different. Species. Have adapted to their Environments. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Appreciate that variation in offspring can make animals more or less able to survive in particular environments. - Complete their pupil focused animal fact file. Genetics - Observe what characteristics are passed down by parents. - Using inference to be able to predict what animals would look like if we bred them, what characteristics would they have? - Be introduced to the idea that characteristics are passed from parents to their offspring - Communicate natural selection and the variation between animal species. - Discuss the why diet and environment have an effect on different types of genetics. Impact: By the end of this unit, pupils will have developed a foundational understanding of evolution and inheritance. They will explore how living things have changed over time and how adaptation supports survival in different environments. Through studying Charles Darwin’s theory and other evolution theorists, pupils will gain insight into the scientific ideas that shaped our understanding of the natural world. They will investigate inherited characteristics, learn how traits are passed from parents to offspring, and understand that variation is key to survival. Pupils will use observation, inference, and research skills to communicate their ideas clearly, making connections between genetics, adaptation, and evolution in an engaging and meaningful way.	<u>Living things and their habitats</u> They should have an idea that animals and plants can be broadly grouped, they can be sub-divided. Through direct observations where possible, they should classify animals into commonly found invertebrates and vertebrates. They should discuss why living things are placed in one group an not another. Pupils should research Carl Linneaus, a pioneer of classification. - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics - Using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.
Art (teach for 1 term - autumn)	<u>Colour Theory with Kandinsky</u> Intent Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation.	<u>Wizardry Artist – Gaudi</u> Intent Pupils learn how to make shapes out of clay that can be displayed in a tessellated pattern either as a tiled wall or floor panel. Lessons include mark making and observational drawing as well as looking at patterns.		



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- produce creative work, exploring their ideas and recording their experiences
- improve proficiency in drawing, painting and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation

All Pupils will begin to

- Understand and identify the work of Kandinsky
- explore how Kandinsky combined media and used them to make art.
- Use a sketchbook to test ideas and explore colour and mark making.
- Understand primary and secondary colours
- use paint to create tints, shades and creating colours by combing primary colours

Some pupils will

- Share their work with other; sharing their thoughts about the process and outcome.
- Listen to feedback from staff and peers and take it onboard.
- Appreciate the work of classmates enjoying the similarities and differences between the processes and outcomes.
- Share feedback on peers work.

Impact

Pupils will develop drawing and painting techniques: showing increasing control; using a wide range of materials; with creativity and experimentation; and an increasing awareness of diverse kinds of art.

These elements can be expanded when other curriculum subjects overlap or be revisited when they do. It is suitable for all abilities and can be adapted accordingly.

Implementation:

All Pupils will:

- Be able to identify the work of Antoni Gaudi.
- Recognise & appreciate his inspiration.
- Use a sketchbook to record my ideas
- Complete observational drawings.
- Present information in a way appropriate to the information and imagery selected.
- Understand how a mosaic is made
- Create a mosaic

Some pupils will

- Complete a study sheet about the work of Gaudi
- Be able to observe and record the structure of a shell from 2 different view points.
- Be able to observe and record the structure of a poppy seed head from 2 - 3 views using coloured pencil.
- be able to blend coloured pencil to achieve tone.
- To design a Gaudi-esque ceramic ball which is clearly inspired by the artist and their drawings of natural forms.
- To be able to form a 3D sphere from clay (using 2 thumb pot technique)
- To start to manipulate your clay sphere into your required design.

Impact

Pupils will develop their techniques, control, and use of materials, with creativity, experimentation, and an increasing awareness of diverse kinds of art, craft, and design.

Design Technology
(teach for 1 term – spring)

Carry it all
(Research design, make, evaluate a bag)

Intent

Students will think creatively to solve problems as individual and as member of a team. Students are inspired to use their imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Implementation

Pupils will learn -

Design

- using research and exploration, such as the study of different cultures, students will identify and understand user needs
- identify and solve their own design problems and understand how to improve plans
- develop specifications to inform the design of innovative, functional, appealing products
- that respond to needs in a variety of situations
- use a variety of approaches to generate creative ideas and avoid stereotypical responses
- develop and communicate design ideas using annotated sketches, detailed plans, and a variety of ICT tools

Make



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- select from and use specialist tools, techniques, processes, equipment, and machinery
- select from and use a wider, more complex range of materials and components
- consider the properties of the materials

Evaluate

- analyse the work of past and present professionals and others to develop and broaden their understanding
- investigate new and emerging technologies
- Test, evaluate and refine their ideas and products against a specification, taking into
- account the views of intended users and other interested groups
- ☐ understand developments in design and technology, its impact on individuals, society
- and the environment, and the responsibilities of designers, engineers, and technologists
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Some pupils will develop technical knowledge

- understand and use the properties of materials
- identify the performance of structural elements to achieve functioning solutions
- understand how more advanced mechanical systems used in their products enable changes in movement and force
- understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs].

Impact

Students will develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Students will build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users. Students will be able to critique, evaluate and test their ideas and products and the work of others

Mini-enterprise (Careers link – RETAIL)

Intent

To design and make an enterprise product to sell to your target audience- building on the skills from the previous half terms DT work

Implementation:

Pupils will

- Use the Enterprise `Booklet to set up their chosen enterprise activity.
- Complete tasks that involve: Product Design, material research, costing and pricing, identifying the target Market and aa creating marketing plan.
- Make and sell their final outcomes to their target audience.

Impact- Students will develop entrepreneurial, life and employment skills to prepare them for life beyond school,



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Music**Charanga (music scheme of work)****Topic 1**

How Does Music Bring Us Closer Together? Developing Notation Skills

Intent: To understand that music is written with notation and how we can record the pulse, tempo, pitch and dynamics.

Implementation**Student will:**

- Experience different pieces of music from a range of genres
- Share music they enjoy
- Think about how music brings us together
- Reflect on how music makes us feel
- Explore the Foundational Elements of Music that build and deepen over time Handle instruments carefully and respectfully
- Practice playing a range of instruments
- Perform a practiced piece of music
- Practice reading notation in a range of forms
- Improvise using instruments
- Record and develop improvisations to compose a piece
- To learn and sing well known and new songs

Impact: That students will be able to identify different ways in which music can be ‘written’. Students will develop their ability to use and read notation.

Topic 2

What Stories Does Music Tell Us About the Past? Enjoying Improvisation

Intent: To understand that music is written with notation and how we can record the pulse, tempo, pitch and dynamics.

Implementation**Student will:**

- Experience different pieces of music from a range of genres
- Share music they enjoy
- Think about the way music and songs can tell stories
- Reflect on how music makes us feel
- Explore the Foundational Elements of Music that build and deepen over time
- Handle instruments carefully and respectfully
- Practice playing a range of instruments
- Improvise using instruments
- Record and develop improvisations to compose a piece
- Understand that composing is like writing a story
- Perform a practiced piece of music
- Practice reading notation in a range of forms
- To learn and sing well known and new songs

Impact: That students will understand that when someone improvises, they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again. If you write your improvisation down in any way, it becomes a composition and you can play it again with your friends.

**Food Technology
1 term per class****Bread****Intent**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.

Implementation:

Pupils will

- understand and apply the principles of nutrition and health
- understand how bread was developed
- Discover the wide range of breads that exist from around the world
- Understand where flour comes from and how it is used
- Follow a recipe to create their own bread
- Create a range of bread-based meals using recipes they have researched and chosen

Impact- Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

NB- gluten free options to be made available for student who require them

Soups**Intent**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.

Implementation:

Pupils will

- understand and apply the principles of nutrition and health
- Research and explore the wide range of soups
- become competent in a range of cooking techniques, using utensils and electrical equipment, applying heat in different ways
- use their awareness of taste, texture and smell to decide how to season dishes and combine ingredients
- adapt and use their own recipes to make soup of their own design
- understand the source, seasonality and characteristics of a broad range of ingredients
- Compare a range of shop bought soups looking at cost and healthy living

Impact- Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Healthy Eating**Intent**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.

Implementation:

Pupils will

- understand and apply the principles of nutrition and health
- develop an understanding of food labelling
- cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients
- Understand the principles of food hygiene and safety in the kitchen

Impact- Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life

Homegrown**Intent**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.

Implementation:

Pupils will

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- combine ingredients; adapting and using their own recipes
- understand the source, seasonality and characteristics of a broad range of ingredients
- Grown their own ingredients and use them to enhance recipes

Impact- Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life

Each unit is 5-6 weeks of work so all students will cover the full range of skills



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History

Myths and Legends

- Students will learn about Myths and Legends relating to Leicestershire, specifically ‘Black Annis, the tale of the Leicester legend’.
- Students will compare and contrast a myth from Michael Morpurgo’s Myths and Legends.
- Students will learn that myths contain gods and goddesses that reflect different aspects of life. Whereas legends involve heroic characters that teach morals of one’s culture through their actions in a story.
- Students will explore how some Historical figures may or may not have existed.
- Students will explore how the tradition of retelling classical myths shifts in the choice of pretext and in the age of the intended audience.

Ancient Egypt

- Student will learn about how and where the ancient Egyptians lived.
- Students will compare the houses in Ancient Egypt to houses in the present day.
- Students will learn about the Pyramids of Giza, how these were made and what were their purpose.
- Students will learn about the Egyptian Pharaohs and explore and name a range.
- Students will explore the life of Tutankhamun in greater detail and compare to our present day King.
- Students will explore how mummies were made and why.
- The children will explore and compare the methods of communication (hieroglyphs) to the present day alphabet.
- Students will learn about the different Gods the Ancient Egyptians believed in.

R.E

Why are festivals important to religious communities?

Students will explore why festivals are important to religious communities through different religions including Christianity, Judaism, Islam, Buddhism and Hinduism.

Students will-

- Explore 2 important festivals for Hindus, including Diwali and Holi.
- Retell the stories behind Easter.
- Understand the background of these festivals and why they are important to religious people today.
- Experience how different religions celebrate these festivals.
- Explain what the story of Diwali and Easter might mean to a believer today.
- Make links between beliefs about Jesus and the celebration of Easter.
- Identify similarities and differences between the celebration of two festivals.

Why do some people think life is a journey?

Students will explore why different religions think life is a journey including Christianity, Judaism and Hinduism.

Students will-

- Suggest why some people see life as a journey and identify some of the key milestones on this journey.
- Explain similarities and differences between ceremonies of commitment.
- Discuss and present their own ideas about the value and challenge of religious commitment in Britain today.
- Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.
- Recall and name some of the ways religions mark milestones of commitment (including marriage).
- Identify at least two promises made by believers at these ceremonies and say why they are important.



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Geography

Natural Resources – Summer 1

-In this unit, pupils will learn how people around the world use natural resources.

- This will have a particular focus to the UK. Pupils will research what types of resources are used to produce energy and what renewable natural resources are used

- Pupils will learn about the global distribution of natural resources and how natural resources are important for different places.

Exploring Africa- Summer 2

- Students will begin this unit by learning the makeup of our own continent and comparing this with Africa.
- Students will locate the continent of Africa on a world map and gain an understanding that the continent of Africa is made up of 54 countries.
- They will then use an eight-point compass to help them identify, name and locate each of these countries on a map.
- Students will compare the different biomes of each of the African regions. Pupils will think about the plants and animals that can be found in each one.

Introduce the Global goals with a focus on-

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Intent

Forest School Aims to: promote the wellbeing of all learners in a holistic outdoor setting; inspire a lifelong love of recreation and learning in the outdoors; develop learners' social and emotional development through measured, constructive risk taking; develop learners' awareness of their place in the natural world; promote environmental awareness, encouraging sustainability and responsible land use; ensuring children encounter a wide range of opportunities to communicate and interact.

Implementation:

Pupils will

- Use the 'Wild Warriors Handbook' to choose a challenge that interests them
- Complete tasks that involve knowledge, skills and holistic development.

Impact- Students gain badges as they develop their knowledge, skills and holistic skills

Forest Schools

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Careers

Self awareness and Aspirations

All about me profile strengths and surveys.
-Introduction to "All About Me" profiles.
-Identify strengths and interests.
-Create personal posters about future dreams.
-Class discussion on different jobs.
-Mini presentation of aspirations

Introduction to World of Work

-Introduction to different job sectors.
-Employer virtual tour.
-Matching jobs to skills game.
-Visit from a local business.
-Creating simple job role posters. Week 6: Group reflection on interests.

Enterprise and Teamwork

-Why do we need money? Link with preparation for adulthood.
-How do we earn money? Work and benefits such as PIP.
-How much do things cost?
-Math's Budgeting lesson.



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Life Skills & Skills Builder	Life Skills: Household management - Money Management / Keeping Rooms Tidy <i>Follow objectives on Skills Builder</i> <u>Skills Builder: Problem Solving and Creativity</u>	Life Skills: Keeping safe - <u>Emergency Services</u> <i>Follow objectives on Skills Builder</i> <u>Skills Builder: Adapting and Planning</u>	Life Skills: Personal care - <u>Dressing myself for the weather</u> <i>Follow objectives on skills builder</i> <u>Skills Builder: Teamwork. Leadership</u>
Computing	<u>Online Safety: Online Relationships / Online Bullying</u> <u>Multimedia</u> Intent: This strand introduces pupils to the use of technology to understand, access and use digital content as well as to express themselves creatively. It encourages pupils to explore digital media through cross-curricular links including art, music, and presentations. Pupils will learn to present ideas clearly using sound, images, and text, developing confidence in using a variety of multimedia tools for different audiences and purposes. Implementation: Pupils will learn to— • Use technology to create and manipulate digital content including text, images, sound, and video. • Explore digital photography and basic photo editing tools. • Record and edit simple audio and video clips for a specific purpose. • Combine different forms of media to present ideas clearly, e.g. slideshows with text, audio and images. Impact: Pupils will develop confidence and creativity in using multimedia tools to express themselves and share ideas. They will learn how to plan, create and improve digital projects, gaining skills applicable across the curriculum and in real-world contexts, including future education and the workplace. <u>Handling Data</u> Intent: Having strong links with maths and science, this strand helps pupils build foundational data skills. Pupils begin by sorting and classifying information before progressing to collecting, organising and interpreting data using digital tools. These skills help them make sense of the world around them and support logical thinking and problem-solving. Implementation: Pupils will learn to— • Sort and categorise information using physical and digital resources. • Collect simple data using tally charts, pictograms or checklists. • Enter data into simple graphs, charts or tables using digital tools. • Understand how digital devices can be used to gather data (e.g. surveys, sensors). Impact: Pupils will develop essential data literacy skills that support learning across the curriculum. They will gain experience in gathering, recording and interpreting data, helping them to make informed decisions. These foundational skills also prepare them for more complex problem-solving and analytical tasks in later schooling and real-life situations.	<u>Online Safety: Reliability of Information / Online Reputation</u> <u>Programming and Algorithms</u> Intent: This strand enables pupils to understand that computers follow instructions given by people. It builds foundational skills in control, logic and sequencing, encouraging pupils to think logically and solve problems. Through hands-on experiences, pupils learn how to give instructions, break tasks down into steps (decomposition), and build their confidence in basic programming concepts. This strand supports the development of computational thinking and nurtures resilience and creativity when approaching challenges. Implementation: Pupils will learn to— • Understand that computers follow a sequence of instructions (an algorithm). • Give and follow simple instructions to complete tasks (e.g., move forward, turn left). • Use physical devices (e.g., floor robots or on-screen characters) to follow and test basic algorithms. • Identify and correct errors in sequences (debugging). • Sequence instructions logically to achieve a desired outcome. • Use simple programming software or block-based coding tools (e.g., Scratch, Bee-Bots) to create a short program. • Apply problem-solving strategies such as trial and error, testing, and refining. Impact: Pupils will understand that they can control digital devices through instructions. They will develop early programming skills, learning to think step-by-step, solve problems, and work through logical processes. These experiences build a strong foundation for more advanced computing and digital literacy, encouraging persistence and confidence in using technology creatively and effectively.	<u>Online Safety: Privacy & Security / Health and Wellbeing</u> <u>Technology in our Lives (SUPPOSED TO BE SUMMER)</u> Intent: Technology is ubiquitous in all our lives. This strand helps pupils understand how computers and technology are used in their world and how they can be used as tools. Pupils learn about the Internet, communicating using technology (including creating and saving documents), and the fundamentals of what a computer is and how to set one up. Implementation: Pupils will learn to- • Use a mouse, touchscreen or appropriate access device to target and select options on screen. • Use a mouse, touchscreen or appropriate access device to target and select options on screen with increasing accuracy. • Use a physical or on-screen keyboard to type text into a pre-opened document (accuracy not important). • Recognise and use a range of input devices, e.g., mouse, keyboard, microphone, touchscreen. Use right-click, left-click and double-click appropriately on a mouse. • Create a new document and type text into it. • Use the keyboard confidently to type at a suitable pace and use common keyboard shortcuts. • Begin to use applications and devices in order to communicate ideas, work, and messages. • Use applications and devices in order to communicate ideas, work, and messages. • Collaborate with peers using online tools, e.g., blogs, Google Drive, Office 365. Impact: This scheme of work aims to give our pupils the skills, knowledge and strategies they need to protect their safety, reputation and wellbeing when using online technology and services in the home and workplace.



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PSHE – Physical and mental health

What makes me sad?

Intent: *Is to educate pupils that mental wellbeing is a normal part of daily life, in the same way as physical health.*

Implementation: Pupils will learn:

- *That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.*
- *How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.*
- *How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.*
- *Talk about the impact of isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.*
- *How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.*
- *How to talk about their emotions accurately and sensitively, using appropriate vocabulary.*
- *How to recognise the early signs of mental wellbeing concerns.*

Impact: *This scheme of work aims to give pupils a greater ability to identify emotions more effectively in himself and others and be aware of some of the dangers and implications on their mental health if they are not aware of the importance of emotional regulation.*

Likes/Dislikes, Food and Drink -Healthy Eating See SEND framework - Self Awareness 4 Healthy eating Covered in life skills

Pupils should know

- [how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.](#)

Intent

The aim of this unit is to educate students about healthy eating, focusing on understanding their likes and dislikes in food and drink, and the importance of maintaining a balanced diet. This unit will provide students with knowledge about the links between a poor diet and health risks, such as tooth decay and cancer. The goal is to empower students to make informed choices about their diet and develop lifelong healthy eating habits.

Implementation

. Each lesson will focus on different aspects of healthy eating and the impact of dietary choices on health. Visual aids, food samples, and cooking demonstrations will make the content engaging and relatable. Activities will include exploring different foods, understanding nutritional information, and discussing the effects of various diets on health.

Impact

By the end of this unit, students will understand how to maintain healthy eating habits and recognize the links between a poor diet and health risks, including tooth decay and cancer. They will feel more confident in making informed dietary choices and understanding the importance of a balanced diet for their overall health and well-being.

Spring 1: Body Image

Intent The aim of this unit is to help students understand and develop a positive body image. By exploring the concept of body image and its impact on self-esteem and mental health, students will learn to appreciate their bodies and recognize the influence of societal and media pressures. This unit aims to foster a supportive environment where students feel confident and comfortable with their bodies.

Implementation

Each lesson will focus on different aspects of body image and self-esteem. Visual aids, videos, and social media examples will make the content relatable and engaging. Activities will include exploring the impact of media on body image, discussing personal experiences, and practicing positive self-talk.

Impact

By the end of this unit, students will understand the concept of body image and its impact on self-esteem and mental health. They will develop strategies to appreciate their bodies and resist societal and media pressures. Students will feel more confident and comfortable with their bodies, contributing to their overall well-being and self-esteem.

Spring 2: Managing Finances – digital solutions

Intent: The aim of this unit is to educate students about managing finances using digital solutions. By exploring various digital tools and resources, students will learn how to budget, save, and make informed financial decisions. This unit aims to equip students with the skills necessary to navigate the digital financial landscape confidently and responsibly.

Implementation

. Each lesson will focus on different aspects of managing finances, such as budgeting, saving, and understanding digital banking. Activities will include creating budgets, using financial apps to track expenses, and exploring online banking features.

Impact

By the end of this unit, students will understand how to manage their finances using digital solutions. They will be able to create and maintain a budget, save effectively, and make informed financial decisions. Students will feel more confident in using digital tools to manage their finances, contributing to their overall

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Summer 1: Gambling

The aim of this unit is to educate students about the risks and consequences of gambling. By exploring the impact of gambling on individuals and society, students will learn to recognize the signs of gambling addiction and understand the importance of responsible behavior. This unit aims to equip students with the knowledge and skills to make informed decisions and avoid the pitfalls of gambling.

Implementation

. Each lesson will focus on different aspects of gambling, such as the risks, signs of addiction, and strategies for responsible behavior. Visual aids, videos, and real-life examples will make the content engaging and relatable. Activities will include exploring the impact of gambling on mental health, discussing personal experiences, and practicing decision-making skills.

Impact

By the end of this unit, students will understand the risks and consequences of gambling and recognize the signs of gambling addiction. They will develop strategies for responsible behavior and make informed decisions to avoid the pitfalls of gambling. Students will feel more confident in their ability to manage their behavior and seek support if needed, contributing to their overall well-being and safety.

Summer 2: Using the outdoors
Understanding the world I live in

Intent: The aim of this unit is to educate students about the benefits of using the outdoors for fitness and environmental care. By exploring outdoor activities and their impact on physical health and the environment, students will learn to appreciate nature and develop habits that promote both personal well-being and environmental stewardship. This unit aims to foster a connection with the outdoors and encourage students to take care of their surroundings.

Implementation

Each lesson will focus on different aspects of using the outdoors, such as the benefits of outdoor fitness and the importance of environmental care. Visual aids, nature walks, and hands-on projects will make the content engaging and practical. Activities will include exploring local parks, participating in outdoor fitness routines, and engaging in environmental care projects like litter picking and planting.

Impact

By the end of this unit, students will understand the benefits of using the outdoors for fitness and the importance of taking care of the environment. They will develop a connection with nature and habits that promote both personal well-being and environmental stewardship. Students will feel more confident in engaging in outdoor activities and contributing to the care of their surroundings, enhancing their overall health and environmental awareness.

RSE

My extended family

Pupils will learn-

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life including commitment to each other, through times of difficulty, protection and care for children and other family members.
- the importance of spending time together and sharing each other’s lives
- that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Bullying

Preparing for adulthood
See SEND framework -The world I live in 4 preparing for adulthood – covered in life skill

Intent

The aim of this unit is to prepare students for adulthood by equipping them with the knowledge and skills necessary for independent living and responsible citizenship. By exploring various aspects of adult life, such as employment, financial management, and personal responsibility, students will learn to navigate the challenges and opportunities of adulthood.

Implementation

Each lesson will focus on different aspects of preparing for adulthood, such as career planning, budgeting, and understanding civic responsibilities. Visual aids, videos, and real-life examples will make the content engaging and relatable. Activities will include creating personal goals, practicing job interview skills, and learning about financial management and civic duties.

Impact

By the end of this unit, students will have a comprehensive understanding of the skills and knowledge needed for adulthood. They will feel more confident in their ability to manage their personal and professional lives, make informed decisions, and contribute positively to society. This unit aims to equip students with the tools they need to transition smoothly into adulthood and lead fulfilling, responsible lives.

Online Rules
See SEND self care, support and safety, 6 – public and private about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

My Community

See SEND framework - self awareness 3 – prejudice and discrimination

Intent

The aim of this unit is to educate students about their community, focusing on understanding and addressing prejudice and discrimination. By exploring the concepts of community, inclusion, and equality, students will learn to appreciate diversity and recognize the importance of treating everyone with respect. This unit aims to foster a sense of belonging and responsibility, encouraging students to contribute positively to their community.

Implementation

Each lesson will focus on different aspects of community, prejudice, and discrimination. Activities will include exploring different cultures within the community, discussing the impact of prejudice and discrimination, and participating in community service projects to promote inclusion and equality.

Impact

By the end of this unit, students will understand the importance of community and the value of diversity. They will recognize the impact of prejudice and discrimination and develop strategies to promote inclusion and equality. Students will feel more confident in their ability to contribute positively to their community, fostering a more inclusive and respectful environment.

Masturbation -covered in puberty



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PE

- diifferent types of committed relationships, how relationships contribute to happiness.

Gymnastics

Intent: For pupils to develop their moral, social, physical and cognitive skills. Pupils will access lessons which promote positive physical and mental health choices. Pupils will specifically develop their strength, flexibility, balance and coordination.

Implementation: Pupils will learn:

- To rehearse and consolidate a wider range of movements confidently and fluently.
- To systematically use and evaluate gymnastic routines and sequences safely on a range of apparatus.
- To consolidate learning related to rolls and jumps and compare and analyse personal and peer performances.
- To transfer and apply skills in fluency, transitions, and fundamental movements into original individual or group artistic gymnastics performances.

Impact: Pupils will transfer their gained skills and knowledge to unlock future opportunities in sport and challenges in everyday life.

Invasion Games

Intent: For pupils to develop their moral, social, physical and cognitive skills. Pupils will access lessons which promote positive physical and mental health choices. Pupils will specifically develop their flexibility, strength, techniques, control, balance decision-making and tactical awareness.

Implementation: Pupils will learn:

- To develop attacking skills into sport specific skills of movement and driving forward.
- To develop defending skills into sport specific skills of different styles and types of marking.
- To further transfer attacking skills into sport specific skills of shooting.
- To adopt a range of tactics and strategies into different contents of gameplay.

Fitness and endurance training

Intent: For pupils to develop their moral, social, physical and cognitive skills. Pupils will access lessons which promote positive physical and mental health choices. Pupils will specifically develop their cardiovascular endurance, stamina, strength, flexibility, power, coordination, agility and balance.

Implementation: Pupils will learn:

- To practise and experience a range of exercises to work on developing different muscular groups (core strength, upper body and lower body etc).
- To continue to experience muscle and body fatigue and implement intrinsic motivation techniques.
- To begin to implement video analysis into learning, to develop individual and peer technique.

Impact: Pupils will transfer their gained skills and knowledge to unlock future opportunities in sport and challenges in everyday life.

Net Games

Intent: For pupils to develop their moral, social, physical and cognitive skills. Pupils will access lessons which promote positive physical and mental health choices. Pupils will specifically develop their flexibility, strength, techniques, control, balance, decision-making and tactical awareness.

Implementation: Pupils will learn:

- To transfer attacking skills into movement skills of both single and double play; promoting teamwork.
- To transfer defending skills into forcing errors for other players and other defending related skills.
- To begin to apply range of tactics and strategies into different contents of gameplay.
- To consolidate fundamental movement skills into more table tennis related activities.

Impact: Pupils will transfer their gained skills and knowledge to unlock future opportunities in sport and challenges in everyday life.

- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.

Intent

The aim of this unit is to educate students about online rules and the importance of understanding public and private boundaries in the digital world. By exploring online risks and the consequences of sharing personal material, students will learn to navigate the internet safely and responsibly. This unit aims to empower students to make informed decisions about their online behavior and know how to seek support when needed.

Implementation

Each lesson will focus on different aspects of online rules, such as the risks of sharing personal material, the difficulty of removing compromising content, and strategies for safe online behavior. Activities will include exploring case studies, discussing the importance of privacy, and practicing reporting and managing online issues.

Impact

By the end of this unit, students will understand the risks associated with sharing personal material online and the difficulty of removing compromising content. They will learn not to provide material to others that they would not want shared further and to avoid sharing personal material sent to them. Students will know what to do and where to get support to report material or manage issues online, contributing to their overall digital safety and responsibility.

Invasion Games

Intent: For pupils to develop their moral, social, physical and cognitive skills. Pupils will access lessons which promote positive physical and mental health choices. Pupils will specifically develop their flexibility, strength, techniques, control, balance, decision-making and tactical awareness.

Implementation: Pupils will learn:

- To begin to transfer fundamental movement skills, into attacking practises related to sport specific skills.
- To begin to transfer fundamental movement skills into defending practises related to sport specific skills.
- To begin to transfer fundamental movement skills into sport specific skills.
- To develop an understanding of the rules of a variety of invasion games into sport specific skills.

Impact: Pupils will transfer their gained skills and knowledge to unlock future opportunities in sport and challenges in everyday life.

Striking games

Intent: For pupils to develop their moral, social, physical and cognitive skills. Pupils will access lessons which promote positive physical and mental health choices. Pupils will specifically develop their flexibility, strength, striking techniques, control, balance, decision-making and tactical awareness.

Implementation: Pupils will learn:

- To begin to implement the fundamental movement skills of co-ordination and reaction time into throwing net related activities.
- To begin to implement the fundamental movement skills: speed and balance into net game movement practises.
- To begin to understand the basic concepts of net games (two teams, a net, scoring system).
- To begin to practise a variety of serves and passes.
- To begin to develop emotional resilience regarding the concept of winning and losing

Impact: Pupils will transfer their gained skills and knowledge to unlock future opportunities in sport and challenges in everyday life.

Athletics

Intent: For pupils to develop their moral, social, physical and cognitive skills. Pupils will access lessons which promote positive physical and mental health choices. Pupils will specifically develop their coordination, balance, strength, speed, endurance and agility.

Implementation: Pupils will learn:

- To apply fundamental movement skills, into a range of athletic based activities.
- To practise and apply a variety of skills for athletic throwing disciplines, including grip, body positioning, pace and release.
- To practise and apply a variety of running techniques for a range of short and long-distance athletic track events, including coordination, running fluency, body positioning, stride, pace and acceleration.
- To practise and apply a variety of techniques in a range of jumping events, including, take off and landing, explosive power, body positioning, jumping from height and a range of apparatus.
- To begin to evaluate and analyse individual performance to improve athletic ability and personal bests.

Impact: Pupils will transfer their gained skills and knowledge to unlock future opportunities in sport and challenges in everyday life.

Outdoor Adventurous Activities

Intent: For pupils to develop their moral, social, physical and cognitive skills. Pupils will access lessons which promote positive physical and mental health choices. Pupils will specifically develop their technical, intellectual, social, communication and orienteering skills.

Implementation: Pupils will learn:

- To develop confidence in using a range of orienteering-based practises (compass reading, map reading and teambuilding skills).
- To continue to respond to and give directional based instructions, including ‘left’ and ‘right’. To experience outdoor activities in a range of different settings, including the community.
- To continue to develop boundaries and safety precautions, regarding the community and roads.



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- To consolidate to apply fundamental movement skills, into more sport related activities
- Impact:** Pupils will transfer their gained skills and knowledge to unlock future opportunities in sport and challenges in everyday life.

Impact: Pupils will transfer their gained skills and knowledge to unlock future opportunities in sport and challenges in everyday life.

Trip ideas

Hermitage mini railway Coalville Fire station	Visit from the Quidditch team Belvoir castle	Museum- History (Inventions) Local Church- Martha has a link with Christ Church in Coalville!	Walk to King Ed field to see the wind turbine.. Leicester Medical School
Visit from Emergency Service vehicles	Visit from the inflatable planetarium	Trip to the farm- mammals	Beach trip at end of year