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| **Personal Development Themes** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| * Spiritual, moral, social and cultural development | * Healthy living * British Values | * Equality and diversity | * Careers guidance | * Citizenship | * Preparation for next stage |

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| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | Learners to focus on what History is and how it has helped to shape our spiritual, moral, social and cultural development. Learners to think about how, as a society, we benefit from such changes. | **Healthy living** – Learners can look at how being outdoors can help us to live healthier lives. Learners can plan a 5km route using a map/atlas for them to do.  **British values** – Learners can use a map to think about the cultural differences in society. Learners can also look at the way society and communities can be linked. | Learners to evaluate whether the Industrial Revolution successfully promoted equality and diversity through the passage of goods across Europe and America. | Learners to look at how population changes affect the job market and the careers available. Do opportunities differ according to area? Is there a link between career opportunities and densely populated areas? | Learners to look at how citizenship has influenced crime and punishment and how that has moulded in to the modern day.  How important was citizenship and what happens when you go against it? | Preparations for the next academic year. What will the expectations be for next year? |
| **Year 8** | Learners to focus on the slave trade and how this has affected our social, moral and cultural development. Learners to think about how, as a society, we have benefitted from such changes. | **Healthy living** – Learners can look at how being outdoors can help us to live healthier lives. Learners can plan a 5km route using a map/atlas for them to do.  **British values** – Learners can use a map to think about the cultural differences in society. Learners can also look at the way society and communities can be linked. | Learners to evaluate whether the Industrial Revolution successfully promoted equality and diversity through the passage of goods across Europe and America. | Learners to look at how population changes affect the job market and the careers available. Do opportunities differ according to area? Is there a link between career opportunities and densely populated areas? | Learners to look at how citizenship has influenced crime and punishment and how that has moulded in to the modern day.  How important was citizenship and what happens when you go against it? | Preparations for the next academic year. What will the expectations be for next year? |