

Reciprocal Reading

Personal Development at St Cecilia's includes the following:

- Safe Relationships
- Physical Health, Mental Health and Wellbeing
- Relationships and Sex Education
- Equality, Inclusion and Opportunity
- Fundamental British Values
- Citizenship
- Spiritual Development
- Moral Development
- Social development
- Cultural Development
- Character Development
- Catholic Social Teaching
- Futures, Finance and Careers

Year 7

Term	Text	Task/curriculum link*	Personal Development	Unit and Lesson
1	How do we describe places? – <i>New Hodder p. 8/9</i>	Discussion on how description of a place can inspire literary works	Cultural Development Scarborough – focus on the castle and Abbey to link it to Dracula	What is Geography? Lesson 4
2	Map skills – Exploring our local environment <i>Oxford KS3 geography p. 24 and 26</i>	Discussion on mental maps and what features are needed	CST – re-wilding our environments	Map skills Lesson 10
3	How is plastic damaging the ocean Hodder 5.9	Discussion – what are the benefits of plastic? Should we ban single use plastics?	CST – care for our environment	Natural Resources Lesson 10
4	Weather and climate – Why is our weather so changeable? <i>Oxford KS3 geography p.60</i>	What caused the 'Beast from the East'? How did it impact people (social)?	CST – care for our environment Social development	Weather and climate Lesson 6
5	Water and carbon cycles Hodder 5.3	Discussion on why the carbon and water cycle is a vital part of the earths environment	CST – care for our environment	Why do we need to know how the world works? Lesson 2
6	What were the causes and consequences of the Ukraine war? <i>Hodder 6.7</i>	Discussion on the reasons for the war – who is correct?	Moral Development Social development CST – Option for the poor and vulnerable	Russia Lesson 8

Year 8

Term	Text	Task/curriculum link*	Personal Development	Unit and Lesson
1	How do river floods create problems? Hodder 7.8	Discussion on the advantages and disadvantages of trying to prevent floods	CST – care for our environment, option for the poor and vulnerable	Rivers Lesson 8
2	Sadia's story	SEEC models / etymology on inequality and discrimination Discussion on the life of females in less developed countries and gender inequality	Equality CST – option for the poor and vulnerable	What is development? Lesson 7 – How can gender equality increase development?
3	Can we control population size? Hodder 9.7	Discussion on the morals and rights of populations to make decisions	CST – option for the poor and vulnerable Moral Development Social development	One planet, many people Lesson 7
4	Why Should We Challenge Calling Informal Settlements "Slums"? Hodder 10.8	Discussion on the development of slums and why we should challenge what they are called	CST – option for the poor and vulnerable Spiritual Development Moral Development Social development	One planet, many people: how are populations changing Lesson 8
5	How are people affected by the changing Holderness coast? Hodder 11.7	Discussion over whether governments have the right to decide which coastal areas are sacrificed to save others?	CST – care for Gods creation option for the poor and vulnerable Moral Development	Coasts Lesson 7
6	How is Asia developing into the most important global economic region Hodder 12.9	Discussion about the transformation of Asia into the most important global economy	CST – option for the poor and vulnerable, dignity of workers	Asia Lesson 9

Year 9

Term	Text	Task/curriculum link*	Personal Development	Unit and Lesson
1	Tectonic hazards – Report on the Nepal earthquake <i>New Hodder p. 252/253</i>	Discussion of how poor countries are affected by tectonic hazards, and what developed countries can do to help.	Social development Moral development CST – care for gods creation, option for poor and vulnerable	Earthquakes and volcanoes Lesson 6
2	The Sahel – a future of opportunities or threats? <i>Hodder p. 272-273</i>	Discussion on the causes of desertification: who (countries etc) could be to blame and what developed countries can do to help.	Social development Moral development CST – care for god’s creation, option for poor and vulnerable. The common good	Challenges of Africa Lesson 6
3	The challenges of mountains in the UK Oxford heading towards GCSE p. 50	Discussion on: <ul style="list-style-type: none"> • why it is important to have correct equipment? • Should rescue teams have Government funding? 	Cultural development British values Character development CST – care for God’s creation	Glacial landscapes Lessons 8
4	Why is there conflict in the Middle East? Hodder 16.8	Discussion about the most important cause – is there a correct answer? DME to justify your choice.	Social development Moral development Cultural development Citizenship CST – option for the poor and vulnerable	Middle East Lesson 8
5	Hurricane Ian <i>New Hodder p. 330/331</i>	Was hurricane Ian a natural disaster or a disaster by human influence?	Social development Moral development CST – care for God’s creation, option for the poor and vulnerable	Are natural hazards natural? Lesson 5
6	Sustainability – water supplies <i>Oxford KS3 p. 126 - 128</i>	Discussion – what was it like ion 1976 – water shortages, shared bath water etc DME – should we build new reservoirs?	Social development Moral development Citizenship CST – care for God’s creation	What is the future for our planet? Lesson 9

Year 10

Term	Text	Task/curriculum link*	Personal Development	Unit and Lesson
1	How does human activity affect landscapes? <i>Pearson textbook p. 132/133</i>	Discussion – link with history, how have humans changed the landscape? Has this helped or hindered the environment? How are we currently changing the environment?	Physical and mental health and well being Equality, inclusion and opportunity Social development Moral development CST – care for god’s creation,	Paper 2 – Topic 4.1 - UK landscapes Lesson 4
2	Tewkesbury floods <i>Pearson textbook p. 168</i>	Discussion – why do people live near rivers? Why is flooding increasing? Is it right to protect some properties at the risk of others?	Physical and mental health and well being Social development Moral development British values CST – care for god’s creation, options for the poor and vulnerable	Paper 2 – Topic 4.3 - River landscapes Lesson 9
3	How does migration shape the UK economy and society? <i>Pearson textbook p. 190/191</i>	Discussion – when do you rely on/use the services of migrant people? Overall, how beneficial are migrant people to the UK?	Equality, inclusion and opportunity Social development Moral development British values CST – options for the poor and vulnerable, common good	Paper 2 – Topic 5.1 - UK Changing Human landscapes Lesson 4
4	Longridge field study Census data Crime data River field study Environment Agency data Newspaper articles on flooding and river management along the Langden, Dunsop, Hodder and Ribble rivers	Discussion and evaluation into field study booklets on: Does the census and crime data relate to Longridge having areas of deprivation? Does the environment agency and newspaper articles show that these areas are at a greater risk of flooding?	Physical and mental health and well being Equality, inclusion and opportunity Social development Moral development British values CST – care for god’s creation, options for the poor and vulnerable	Paper 2 Topic 6 Longridge Lesson 3 River lesson 4
5	Tropical cyclone preparation and responses: Katrina and Haiyan Pearson Edexcel B p. 34/35	Discussion – what should the Developed world do to help less developed countries? Should developed countries (USA) segregate and show discrimination to US citizens	Equality, inclusion and opportunity Social development Moral development CST – care for god’s creation, options for the poor and vulnerable	Paper 1 topic 1 Lesson 5

6	Case study – Developed Country: The Tohoku earthquake, Japan 2011 Page 50/51 of Pearson Edexcel 'B' Case study – Developing Country: The Haiti earthquake, 2010 Page 52/53 of Pearson Edexcel 'B'	Discussion – what should the Developed world do to help less developed countries? How is Japan, as one of the worlds wealthiest and most advanced countries, still suffering terrible loses with earthquakes?	Equality, inclusion and opportunity Social development Moral development CST – care for god’s creation, options for the poor and vulnerable	Paper 1, Topic 1 Lesson 9
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Year 11

Term	Text	Task/curriculum link*	Personal Development	Unit and Lesson
1	Top-down project Oxford GCSE p. 76/77 Bottom-up project Oxford GCSE p. 78/79	Discussion – what should the Developed world do to help less developed countries? Which is the best form of aid, bottom-up or top-down? Why?	Equality, inclusion and opportunity Social development Moral development CST – options for the poor and vulnerable, the common good	Paper 2 Topic 2 India case studies Lesson 10
2	LSS case study Oxford Edexcel B p. 108/109	Discussion – what should the Developed world do to help less developed countries?	Equality, inclusion and opportunity Social development Moral development CST – options for the poor and vulnerable, the common good	Paper 2 Topic 3 Mumbai case studies Lesson 12
3	Soil fertility and biodiversity Oxford GCSE p. 262/263	Discussion – Why are rainforests so important? Why is what is happening in the Rainforests important to the rest of the world?	Moral development CST – care for god’s creation,	Paper 3 Forests under threat Lesson 2
4	Environmental impacts of energy use and extraction Oxford p.286/287	Discussion – If fossil fuels are so damaging to the environment, why are we trying to find new ways of extracting them? (focus on Tar sands and shale gas)	Equality, inclusion and opportunity Moral development CST – care for god’s creation,	Paper 3 Consuming energy resources Lesson 5
5	Updated extracts from The Day and source evidence form past papers to be used as part of revision focus	Various depending on topic, text and source evidence used	Various depending on text and source evidence used	Revision resources and activities

N.B * All tasks and curriculum links are linked to the topic and SOL