



**GEORGE  
SPENCER  
ACADEMY**

# **Our Curriculum**

**Year 7**

**2021-22**

**A guide for parents and  
students**

## An introduction to our Year 7 Curriculum

Welcome to our Year 7 Curriculum booklet and thank you for taking the time to read and engage with this information.

The overall purpose of this booklet is to share our curriculum with parents so that you are more able to support your children with their learning. At George Spencer Academy, we pride ourselves on providing students with rich learning experiences through a creative and innovative curriculum. Our formal curriculum is built from sequences of topics and lessons which are designed to help students know more and remember more in each subject. Students learn better when they understand how lessons fit within their broader context and when they are able to make connections between and within their subjects. Parents can support their children by discussing this formal curriculum at home, and the information in this booklet will help you do this by summarising key topics and discussion points in each subject.

Alongside the formal curriculum, our wrap-around curriculum aims to provide a holistic approach to the development of each child. This includes Growth lessons and Form time learning on topics such as Personal Development, learning strategies and values for life in modern Britain. It also includes opportunities for extending learning outside of the classroom, especially through reading texts, watching films or documentaries and visiting places of interest. As parents, your help with this is much appreciated and this booklet provides ideas for partnership learning at home which will usefully complement what is being taught in school.

Included in this booklet:

- A one-page curriculum summary with half-termly topics and allocated teaching hours in each subject;
- 'Read, watch and visit' suggestions to extend students' learning in each subject;
- A calendar of key curriculum dates;
- A page for each subject which includes a 'Big Ideas' overview, half-termly topics, links between and within subjects, skills and key questions for discussion, plus information on how students will be assessed.

If you have any queries regarding our Year 7 curriculum, please contact Mr P. Allen at [pallen@george-spencer.notts.sch.uk](mailto:pallen@george-spencer.notts.sch.uk). This booklet is also available in the Curriculum section of the school website if you wish to use the hyperlinks that are included in some places.

## Our Year 7 Curriculum on one page

		HT1	HT2	HT3	HT4	HT5	HT6
<b>Core subjects</b>	<b>English</b> 3.5 hours a week	The Bone Sparrow or A Midsummer Night's Dream	The Bone Sparrow or A Midsummer Night's Dream	Tales of Crime and Mystery; Myths	Tales of Crime and Mystery; Myths	The Bone Sparrow or A Midsummer Night's Dream	The Bone Sparrow or A Midsummer Night's Dream
	<b>Maths</b> 3.5 hours a week	Place value and decimals  Directed number	Order of operations  Number properties  Fractions	Fractions  Perimeter  Rounding	Algebra  Equations  Area	Sequences  Angles  Bearings	Angles reasoning  Measures  Coordinates and Graphs
	<b>Science</b> 3 hours a week	Particles  Forces	Cells  Pressure	Tissues and organs  STEM Project	Elements, compounds and mixtures	Electricity  Magnets	Digestion
	<b>PE</b> 2 hours a week	Football, Basketball, Rugby, Netball, Table Tennis, Badminton Gymnastics, Dance, Health Related Fitness, OAA, Hockey, Handball, Lacrosse.				Tennis, Rounders, Cricket, Track & Field Athletics, Softball.	
<b>MFL</b>	<b>Languages</b> 3 hours a week	Introductions  Descriptions	Family and friends	Where I live  Hobbies	Introductions  Descriptions	Family and friends	Where I live  Hobbies
<b>Social Sciences</b>	<b>Geography</b> 1 hour a week	Our Diverse World	Our Diverse World; Our Green World	Our Green World	Our Unequal World	Our Unequal World; Africa	Africa
	<b>History</b> 1 hour a week	Iron Age to Alfred; The Normans	The Normans; King John	King John; The Black Death	<b>The Medieval World</b>	The Tudors	Project Spencer
	<b>Philosophy</b> 1 hour a week	Ultimate Questions and Big Questions of Life	Islam	Does God Exist and if so what is he like?	The life of Jesus & the impact of Christianity.	Creating your own religion & Rites of Passage	Sikhism
<b>Technology</b>	<b>Technology and Food</b> 2 hours a week	FP&N - Healthy eating, nutrition & what makes me healthy - basic food hygiene and food preparation.		Skills and Knowledge - Core knowledge and understanding of materials and how to make prototypes from them.		Problem Solving - Applying designing / making skills to solve everyday problems. Product in a tin/Designer chair.	
<b>Creative Arts</b>	<b>Art</b> 1 hour a week	Keith Haring Public Art	Under the Sea Development of Skill		Colour Collage Animals		Biscuit
	<b>Drama</b> 1 hour a week	Charlie and the Chocolate Factory	Ishi_ Native Americans	Drama Skills		William Towers	Drama skills/Advert challenge
	<b>Music</b> 1 hour a week	Keyboard Skills MU2	Elements of Music MU1	Gallery MU2	Samba MU1	Chinese Music MU2	Ukulele Skills MU1
<b>ICT, Business and Computing</b>	<b>ICT</b> 1 hour a week	Introduction to IT & E-Safety	Hardware/Software	Photo editing	PowerPoint skills	Control systems	Programme essentials in Scratch
	<b>Growth</b> 1 hour a week	GSA Core Values	Core Values Project	Health and Well-Being	Charities	Finance	Futures
	<b>Personal Development</b> Two 30-minute slots per week	Health and well-being	Health and well-being	Relationships	Relationships	Living in the wider world	Living in the wider world

All subjects are taught in form groups, with exceptions of PE (which is taught in single-sex groups) and Technology (which is taught in slightly smaller groups).

# Read, Watch and Visit- supporting our Year 7 Curriculum at home

Here are some suggestions to extend learning outside of the classroom in each subject. There are a lot, but even having a go at one or two each term over the course of Year 7 will help. You might try to do one for each subject, or one from each of the 'read, watch and visit' categories, or focus on the subjects that hold the most interest.

So that we can keep track of participation and reward excellent effort, please log activity at

[https://docs.google.com/forms/d/e/1FAIpQLSfDxOAEh5snHt1h1h1JAJCRau-yG0WFjHQRKLhH82reIV28A/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfDxOAEh5snHt1h1h1JAJCRau-yG0WFjHQRKLhH82reIV28A/viewform?usp=sf_link)

		Read	Watch	Visit
<b>Core subjects</b>	<b>English</b>	Young Sherlock Holmes by Andrew Lane	Enola Holmes (Netflix)	Shakespeare's birthplace- Stratford Upon Avon
	<b>Maths</b>	1089 and All That: A journey into mathematics by David Acheson	Happy numbers- <a href="https://www.youtube.com/watch?v=kC6YObu61_w">https://www.youtube.com/watch?v=kC6YObu61_w</a>	Maths trail at Birmingham Botanical Gardens
	<b>Science</b>	Science News for Students <a href="https://www.sciencenewsforstudents.org/">https://www.sciencenewsforstudents.org/</a>	BBC Brian Cox's Adventures in Space and Time (on iPlayer)	National Space Centre, Leicester
	<b>PE</b>	'Fall off, get back on and keep going' by Claire Balding	Free Solo (2018 film)	A live elite sports event
<b>MFL</b>	<b>Languages</b>	'Colores' and 'Je t'invite a ma fete' by Julia Donaldson and Axel Scheffler	Xicos Journey; Petit Ours Brun (Netflix)	Bar Iberico in Nottingham
<b>Social Sciences</b>	<b>Geography</b>	If the World Were a Village by David Smith	The Boy Who Harnessed the Wind	Castleton, the Peak District
	<b>History</b>	Arthur and the Seeing Stone by Kevin Crossley-Holland	Robin Hood- the 1970s Disney film or the more recent Russell Crowe version- or both!	Warwick Castle (or any other medieval castle)
	<b>Philosophy</b>	Tales from Greek mythology- <a href="https://greektraveltellers.com/blog/30-of-the-most-famous-tales-from-greek-mythology">https://greektraveltellers.com/blog/30-of-the-most-famous-tales-from-greek-mythology</a>	'The Miracle Maker'- film about the life of Jesus	The Hemlock Stone, Bramcote
<b>Technology</b>	<b>Technology and Food</b>	Product in a tin- <a href="http://www.julieboyd.co.uk/competition/product-in-a-tin.html">http://www.julieboyd.co.uk/competition/product-in-a-tin.html</a>	'Ready, Steady, Cook'	V&A Museum, London
<b>Creative Arts</b>	<b>Art</b>	Keith Haring: the boy who just kept drawing by Kay Haring	Sky Arts- Landscape Artist of the Year	The Deep, Hull
	<b>Drama</b>	Charlie and the Chocolate Factory by Roald Dahl	Charlie and the Chocolate Factory (any film version)	Theatre Royal, Nottingham
	<b>Music</b>	How is computer game music made? <a href="https://www.bbc.co.uk/programmes/articles/5FbSHLz79n4P6ZsMGRP3PX/how-to-compose-music-for-video-games">https://www.bbc.co.uk/programmes/articles/5FbSHLz79n4P6ZsMGRP3PX/how-to-compose-music-for-video-games</a>	Deaf Percussionist Evelyn Glennie Playing the Aluphone Live at the Olympics 2012 <a href="https://youtu.be/UJlJRfinS39g">https://youtu.be/UJlJRfinS39g</a>	Duchess Theatre, Long Eaton
<b>ICT, Business and Computing</b>	<b>ICT</b>	Coding for Beginners: Using Scratch - Coding for Beginners (Spiral bound) <a href="#">Jonathan Melmoth</a>	Apollo 13	The National Museum of Computing, Milton Keynes

## Key dates in our Year 7 Curriculum

Here is a list of key dates, all of which are designed to keep you informed about our curriculum and about how your child is progressing at George Spencer Academy. For other dates, such as term dates and INSET days, please see the school website or the student planner.

Weds 8/9/21	Year 7 Information Evening
Week beginning 13/9/21	Year 7 CAT and Reading tests
Thurs 14/10/21	Meet the Learning Manager Evening
Week beginning 1/11/21	Assessment point 1 information available to parents (no predicted / target grades)
Week beginning 13/12/21	Assessment point 2 information available to parents
Week beginning 18/4/22	Assessment point 3 information available to parents
Thurs 5/5/22	Year 7 Progress evening- P half (EWN, JES, RTT, CDE, SLY)
Tues 10/5/22	Year 7 Progress evening- S half (SGN, PCK, DSS/RHL, STE, KSY)
Week beginning 4/7/22	Assessment point 4 information available to parents

Assessment point information is collated by teachers four times a year and sent home to parents on paper; it is also available digitally through INSIGHT. It includes scores for effort, behaviour, deadlines and preparation for learning (homework), as well as a target grade and a predicted grade in each subject. The predicted grade is the GCSE grade that a teacher believes the student is most likely to achieve in that subject if they continue to make normal progress from this point up to the end of Year 11. Predictions are based on teacher assessments, including in-class tests and homework pieces. Please note that Assessment Point 1 information for Year 7 will not include predicted grades or target grades because it is too early in a student's secondary education to report this information.

# Our Year 7 English Curriculum

We aim to develop students of English who:

- Are challenged and engaged by a curriculum that enthuses students and staff, while fostering a love of language and literature;
- Build a life-long competence in reading and communicating with skill and clarity, as well as an appreciation of how we can manipulate and are influenced by language in the wider world, through knowledge of writers' methods;
- Gain knowledge of a wide range of literature that teaches us something about the world we live in and supports both our academic achievement and our personal wellbeing. Students will also gain knowledge of the timeless nature of literary themes.

## Big Ideas in Year 7 English

Refugees, fairies, Gods and monsters: Year 7 English is jam packed with colourful characters. In this inaugural year, students will study: Shakespeare, The Bone Sparrow and Tales of Crime and Mystery. We will focus on responding to literature texts and creating our own creative and non-fiction pieces. These texts are interleaved with a breadth of poetry, non-fiction, context and short stories, designed to fully immerse us in these worlds.

### Making Connections

Our Year 7 English Curriculum will build on our students' Key Stage Two experiences of analysing narratives, creating texts and writing coherently.

Our Year 7 English Curriculum will build towards an appreciation and understanding of Shakespeare, analysing literary texts in their contexts and developing the ability to both analyse and craft language effectively. These skills will be further developed in years 8 and 9, GCSE and A Level.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	The Bone Sparrow (TBS) or A Midsummer Night's Dream (AMSND).	The Bone Sparrow (TBS) or A Midsummer Night's Dream (AMSND).	Tales of Crime & Mystery. Preparation for mid-year assessment. Myths and Legends	Tales of Crime and Mystery Myths and Legends	The Bone Sparrow (TBS) or A Midsummer Night's Dream (AMSND).	The Bone Sparrow (TBS) or A Midsummer Night's Dream (AMSND).
Skills	Creative writing or transactional writing for a purpose. Content, organisation and technical accuracy.	Inference, language analysis, structure analysis, dramatic techniques, context.	Inference, language analysis, structure analysis and writing skills.	Writing a narrative. Content, organisation and technical accuracy.	Creative writing or transactional writing for a purpose. Content, organisation and technical accuracy.	Inference, language analysis, structure analysis, dramatic techniques, context.
Key questions	(TBS) What features can be used to create a persuasive speech? (AMSND) How does Shakespeare create a magical setting?	(TBS) What does the writer show us about the lives of immigrants in the novel? (AMSND) What does the play teach us about love and relationships?	What are the key features of a detective story?	What do writers do to engage their readers?  How do I make sure I am crafting my writing and engaging my readers?	(TBS) What features can be used to create a persuasive speech? (AMSND) How does Shakespeare create a magical setting?	(TBS) What does the writer show us about the lives of immigrants in the novel? (AMSND) What does the play teach us about love and relationships?
Assessment	(TBS) Persuasive Speech <b>OR</b> (AMSND) Creative Writing - Describing a Fairy	(TBS) How is Subhi presented in the novel? <b>OR</b> (AMSND) How is Hermia presented in the extract and across the play?	'Lamb to the Slaughter' - How does Roald Dahl present Mary Maloney? (extract)	Creative/Narrative Writing - Describing a mysterious setting	(TBS) Persuasive Speech <b>OR</b> (AMSND) Creative Writing - Describing a Fairy	(TBS) How is Subhi presented in the novel? <b>OR</b> (AMSND) How is Hermia presented in the extract and across the play?
Cross-curricular links	French & Spanish: family and descriptions (Autumn 2)	Growth: The Bone Sparrow - immigration/refugees - the world we live in (Spring 2)			French & Spanish: family and descriptions.	Growth: The Bone Sparrow - immigration/refugees - the world we live in.

Any questions? Please contact [mbeverley@george-spencer.notts.sch.uk](mailto:mbeverley@george-spencer.notts.sch.uk)

# Our Year 7 Mathematics Curriculum

We aim to develop all students into mathematicians who:

- Have a coherent framework of knowledge about the mathematical areas of Number, Algebra, Geometry and Measure, Probability and Statistics, Ratio and Proportion;
- Become fluent in the language of mathematics, have the ability to reason mathematically and have confidence in solving increasingly complex problems by applying a combination of mathematical skills to routine and non-routine problems with increasing sophistication;
- Understand the practical applications of mathematics, relish the challenge that studying mathematics provides and believe that by working hard at mathematics they can succeed.

## Big Ideas in Year 7 Mathematics

Maths gives us great power in the world around us. Our Year 7 curriculum explores the foundation of mathematics, including number and algebra. Towards the latter part of the year we look at how maths interacts with the world around us, through the use of 2D geometry and angles. This provides pupils with a strong foundation and fluency in core mathematical skills, and allows them to begin to develop a love of mathematics and problem solving.

### Making Connections

**Our Year 7 Mathematics Curriculum will build on skills from KS2, including basic number and angles by introducing opportunities reasoning and problem solving to deepen understanding and build links across the various branches of maths.**

**Our Year 7 Mathematics Curriculum will build towards developing confident mathematicians that can apply their fundamental knowledge to other branches of mathematics as they continue to explore the wide variety of mathematical topics in our curriculum.**

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Place value and decimals; Ordering negative and positive numbers; Four operations with decimals and negatives	Order of operations; Special Numbers; Prime Factor Decomposition; HCF and LCM; Using fractions; Reciprocals	Four operations with fractions; Ordering fractions and decimals; Perimeter; Rounding	Algebraic convention; Substitution; Form and solve equations; Area of polygons	Sequences; Draw, measure and estimating angles; Angle facts; Bearings	Form and solve equations relating to angles; Coordinates; Use of a calculator; Measures; Conversion graphs
Skills	Place value and basic number Number properties Fractions		Algebraic notation Ordering number 2D Geometry		Using a protractor Coordinate geometry Calculator Skills	
Key questions	What is special about this number? Which of these numbers is larger? How can we compare these? What methods can I apply?		How can we write this as a maths sentence? How can we change this to something we already know?		What pattern can we see here? What happens to this angle, if I change this? How can I use my calculator here?	
Assessment	Half-termly assessment	Half-termly assessment	Half-termly assessment	Half-termly assessment	Core skills assessment	End of Year assessment
Cross-curricular links			Y7 Science - Estimation	Y7 Science - Substitution and equations	Y7 Tech problem solving	Y7 Growth finance

Any questions? Please contact Connor Lynch, [clynch@george-spencer.notts.sch.uk](mailto:clynch@george-spencer.notts.sch.uk)

# Our Year 7 Science Curriculum

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers
- Have a broad and deep knowledge of the sciences through immersion in our five-year spiral curriculum

## Big Ideas in Year 7 Science

The variety of life on Earth is amazing! But how similar are humans to the organisms with which we share our planet? How are the molecules that we are made from assembled, and what special properties do they have to allow us to survive, grow and develop? What is energy and how can we harness it to make our lives easier?

### Making Connections

Our Year 7 Science Curriculum will build on the knowledge that students have gained from KS2 science, such as energy systems, properties of matter and the variety of living organisms, in order to understand the way in which the world around us works.

Our Year 7 Science Curriculum will build towards student using their knowledge of matter, energy, cells, organs and organ systems to be able to understand the world around them. For example, they will revisit the topics on digestion, electricity and magnets in the Autumn Term of Year 8 as part of our Spiral Curriculum. They will also develop skills which will enable them to carry out investigations safely in the laboratory.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Chemistry- Particles; Physics- Forces; Introduction to Science	Biology- Cells; Physics- Pressure	Biology- Tissues and Organs; STEM Project 1	Chemistry- Elements, Compounds and Mixtures	Physics- Electricity; Physics- Magnets	Biology- Digestion
Skills	Chromatography of liquids; Plan and carry out scientific enquiries to test predictions	Using an equation; Working scientifically	Working scientifically: drawing conclusions, identifying and classifying,	Use models to represent particles and changes of state	Present observations and data using appropriate methods,	Make and record observations and measurements
Key questions	How does the arrangement of solids, liquids and gases relate to their properties?	How does pressure affect solids, liquids and gases?	Why aren't organisms arranged in the same way?	How are chemicals arranged, classified, and separated ?	How are current, potential difference and resistance linked?	What happens in our body when we eat food?
Assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of year assessment
Cross- curricular links	Y7 Technology HT5, analysis and evaluation	Y8 Maths HT6 Graphs Skills		Y7 Design and Technology HT1-6 Basic Circuits	Y7 Design and Technology HT1-6 Basic Circuits	Y7 Food Tech HT1, health and nutrition

Any questions? Please contact Mr B Walpole, [bwalpole@george-spencer.notts.sch.uk](mailto:bwalpole@george-spencer.notts.sch.uk)



# Our Year 7 PE Curriculum

The **Intent** of Physical Education Curriculum at George Spencer Academy is to develop Physical Education students that:

- Use Physical Education to enhance knowledge and skills in a range of sports and activities so that students may be able to expertly and competently demonstrate and apply new techniques and a greater understanding of the use of tactics and strategies to overcome opponents.
- Develop a range of life and employability skills in order to be effective members of society.
- Benefit from a range of opportunities to develop a lifelong love for Physical Education and embed the importance of leading a healthy and active lifestyle.

## Big Ideas in Year 7 PE

Have you ever wanted to participate in a new sport that you haven't had the chance to try? Throughout the year you will have the opportunity to experience a wide range of sporting activities both in timetabled lessons and extra-curricular activities.

## Making Connections

**Our Year 7 PE Curriculum will build on** the key skills and knowledge developed during KS2 PE. Through the range of activities covered, students will develop their physical literacy as well as their understanding of the basic rules and techniques needed for each activity.

**Our Year 7 PE Curriculum will build towards** developing knowledge and understanding of a wide range of practical activities. Students will become sufficient in the key skills needed for each sport which will then be developed in Year 8.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Activities may include: Football, Basketball, Rugby, Netball, Table Tennis, Badminton Gymnastics, Dance, Health Related Fitness, Handball		Activities may include: Football, Basketball, Rugby, Netball, Table Tennis, Badminton Gymnastics, Dance, Health Related Fitness, Handball		Activities may include: Tennis, Rounders, Cricket, Track & Field Athletics, Softball.	
Skills	Character	Leadership	Problem Solving	Communication	Teamwork	Mindset
Key questions	How could you demonstrate self-discipline and responsibility in your lessons?	What skills and attributes make a successful leader?	What approach would you take if you were to encounter a challenge during the learning of a new skill?	Why is effective communication important during both team and individual sports?	How could you be an effective team player during practical activities?	Can you reflect on your own performance and then identify your own strengths and weaknesses?
Assessment	End of unit assessment.	End of unit assessment.	End of unit assessment.	End of unit assessment.	End of unit assessment.	End of unit assessment.
Cross- curricular links	Growth HT1 - GSA Core Values				Growth HT2 - Core Values Project	

Any questions? Please contact Mr M Powell [mpowell@george-spencer.notts.sch.uk](mailto:mpowell@george-spencer.notts.sch.uk)

# Our Year 7 Languages Curriculum

To develop all students into linguists who:

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing.
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary.
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

## Big Ideas in Year 7 Languages

The ability to communicate in a foreign language is amazing! Whether you are going on holiday, making friends with people from other countries or watching a foreign-language Netflix series, speaking another language opens your eyes and mind to different worlds. As your journey through Year 7 languages progresses, you will be able to talk about yourself and your family and friends - in both French AND Spanish!

### Making Connections

Our Year 7 Languages Curriculum will build on linguistic skills and knowledge cultivated at KS2. Students will build upon their cultural awareness and expand their capability in both French and Spanish. Students' MFL journey will include expanding their vocabulary, applying grammatical knowledge and enhancing communication skills.

Our Year 7 Languages Curriculum will build towards learning and applying complex linguistic structures within real-life contexts. Topics covered in Year 7 are revisited later on in Key Stage three - such as 'Me, My Family and Friends' in Year 9, as well as 'Free Time Activities' also in Year 9 - providing students with the opportunity to recycle grammar and vocabulary at an advanced level. Students will study a range of interesting and relevant topics to provide an insight into the language and culture of French and Spanish-speaking worlds.

	HT1	HT2	HT3	HT4	HT5	HT6
	French or Spanish*			French or Spanish*		
Topics	Introductions Basics - alphabet/ numbers etc.	Family and descriptions	Freetime Sports and weather	Introductions Basics - alphabet/ numbers etc.	Family and descriptions	Freetime Sports and weather
Skills	Pronunciation Identifying key grammatical points Literary text	Listening Writing Strategies for vocabulary learning	Verb patterns Speaking - extra focus on pronunciation Assessment technique Literary text	Pronunciation Identifying key grammatical points	Listening Writing Strategies for vocabulary learning	Verb patterns Speaking - extra focus on pronunciation Assessment technique
Key questions	Can I count to 100 and recall the alphabet with accurate pronunciation?	Can I describe myself and my family and friends?	Can I talk about what I like/don't like to do in my free time and give reasons?	Can I count to 100 and recall the alphabet with accurate pronunciation?	Can I describe myself and my family and friends?	Can I talk about what I like/don't like to do in my free time and give reasons?
Assessment	1. Listening 2. Reading, translation and grammar <b>(French only)</b>	1. Reading, translation and grammar 2. Writing – 40 word paragraph and translation	1. Reading, translation and grammar. 2. Speaking - Conversation	1. Listening 2. Reading, translation and grammar <b>(French only)</b>	1. Reading, translation and grammar 2. Writing – 40 word paragraph and translation	1. Reading, translation and grammar 2. Speaking - Conversation

\*Students are provided with the opportunity to study both French and Spanish in Year 7 in sequence.

Any questions? Please contact Miss K. Chuter, [kchuter@george-spencer.notts.sch.uk](mailto:kchuter@george-spencer.notts.sch.uk)

# Our Year 7 Geography Curriculum

We aim to develop all students into geographers who:

- Have a detailed knowledge of places, human and physical processes and the relationships between them at local, national and global scales;
- Develop and apply the skills of geographical enquiry including fieldwork, numerical skills, data analysis, evaluation and effective written and verbal communication;
- Have an awareness and understanding of being a global citizen including environmental futures, diversity and sustainability.

## Big Ideas in Year 7 Geography

The world where we live is amazingly diverse! Geography in Year 7 explores the diversity of both the human environment and physical environment - mountains, deserts, cities and towns. Having gained an overview of some key concepts, we focus on the greenest biome. Tropical rainforests have incredible biodiversity, but are also facing significant risks. Not only are our physical environments facing challenges, but citizens of our world do not all have the same quality of life, bringing plenty of challenges, particularly in the continent of Africa.

### Making Connections

**Our Year 7 Geography Curriculum will build on** world locational knowledge and local geography from KS2 by learning about physical and human diversity across the UK and issues across the world related to ecosystems, development and poverty. Students will use their mapping skills and develop further geographical such as graphical and numerical.

**Our Year 7 Geography Curriculum will build towards** learning physical processes in Year 8 related to rivers, lakes, coasts, volcanoes and earthquakes and how these impact people. Having an awareness of uneven development leads to learning about urbanisation and how it varies in low income, newly emerging countries and high income countries.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Our Diverse World	Our Diverse World; Our Green World	Our Green World	Our Unequal World	Our Unequal World; Africa	Africa
Skills	Using maps Cartographic skills	Map skills Graphical skills	Graphical skills Image interpretation	Numerical skills Using maps	Statistical skills Numerical skills	Using maps Image interpretation
Key questions	How varied is the world's human and physical environment?	How is the UK's population changing?	Why is it important to look after tropical rainforests?	Why is there so much inequality in our world?	How are people trying to reduce the development gap?	What is holding Africa back?
Assessment	Our Diverse World knowledge assessment	Our Diverse World topic assessment	Our Green World topic assessment	Our Unequal World knowledge assessment	Our Unequal World topic assessment	Africa knowledge assessment
Cross- curricular links		<i>Link to Science: Year 8, Term 2</i>		<i>Link to History: Year 8, Term 1</i>	<i>Link to Music: Year 9, Term 2</i>	<i>Link to MFL: Year 8 Term 3</i>

Any questions? Please contact Miss McCool, [cmccool@george-spencer.notts.sch.uk](mailto:cmccool@george-spencer.notts.sch.uk)

# Our Year 7 History Curriculum

We aim to develop all students into historians who:

- Have a coherent framework of knowledge about the history of the local area, of Britain and of the wider world;
- Have the ability to deploy historical skills, including analysis, investigation, communication and evaluation of interpretations;
- Have a passion for learning about the past and understanding how this can help us make sense of our own identity and place in the world.

## Big Ideas in Year 7 History

Invasion, Plague and beheadings; the beginnings of democracy and of the Church of England- Year 7 History is full of big stories, personalities and new ideas. We will start our chronological study from the end of the Iron Age in 40AD, focus mainly on the Middle Ages and reach the end of the Tudor period in 1603. We will broaden our perspective with a study of the Medieval World in China, the Middle East and Africa, and bring things closer to home with a project on the history of the local area. Students will be challenged to develop new skills in structuring their extended writing and their evaluation of evidence.

### Making Connections

**Our Year 7 History Curriculum will build on students' KS2 foundation of knowledge on Ancient Civilisations such as the Romans, Anglo-Saxons and Vikings. It will also develop existing skills in addressing historical questions about change, cause and significance.**

**Our Year 7 History Curriculum will build towards a Year 8 study of the beginnings of the Modern World, for example by linking Magna Carta's limitations on Medieval kingship to the rise of Parliament in the English Civil War. It also introduces the skills of structured source analysis and extended writing which will be developed through Year 8, 9 and at GCSE level.**

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Iron Age to Alfred; The Normans	The Normans; King John	King John; The Black Death	<b>The</b> Medieval World	The Tudors	Project Spencer
Skills	Significance Chronology Extended Writing	Significance Causation Source Skills	Source Skills Consequence	Source Skills Consequence	Significance Source Skills	Local History Study
Key questions	'The Romans were the most advanced culture before 1066'. How far do you agree?	Analyse the key events of 1066 that led to William, Duke of Normandy becoming the new King of England.	'King John is one of the worst monarchs in history'. How far do you agree?	'Medieval China was the most advanced culture in the Medieval Period'. How far do you agree?	'Elizabeth I was the most successful and important Tudor monarch'. How far do you agree?	How much has the local area changed since the Domesday Book?
Assessment	Timed assessment: an evaluation of different societies before 1066	Timed assessment: narrative account of the year 1066	Timed assessment: source evaluation on King John's reputation	Timed assessment: evaluation of different Medieval societies	Timed assessment: use of primary sources	Homework investigation on the local area
Cross- curricular links				Y7 Geography term 3, India and China		

Any questions? Please contact Miss Coell-Pemberton, [scoell@george-spencer.notts.sch.uk](mailto:scoell@george-spencer.notts.sch.uk)

# Our Year 7 Philosophy Curriculum

We aim to develop all students into philosophers who:

- Develop knowledge of different belief systems and behaviours of people in the UK and worldwide while understanding similarities and differences through the idea of diversity;
- Build the skills of analysis, empathy and debate while being able to showcase our own philosophical and ethical views in a respectful manner;
- Develop a passion and awareness of the big and small issues of life in a personal and global perspective, so we can be informed to make wise and ethical choices as a global citizen on a daily basis.

## Big Ideas in Year 7 Philosophy

Can you think of an unanswerable question? How did people in the ancient world answer the mysteries of life without the scientific knowledge we have now? Why do people do that? Why do we get Christmas presents and Easter gifts? In Philosophy and Ethics you will carry on with your personal journey of understanding life a little and people a little more. You will understand that we all have different ideas and beliefs in all areas of life, but the important part is trying to understand why people have them and respecting them for it, even if they do not match our own thinking.

### Making Connections

**Our Year 7 Philosophy Curriculum will build on where students have learnt about different cultures in society today or in ancient civilisations.**

**Our Year 7 Philosophy Curriculum will build towards the understanding of other people and cultures different from our own as we will look at belief systems from around the world before then focussing on some of our own belief systems as we look at what we believe to be right and wrong in the world.**

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Ultimate Questions and Big Questions of Life	Islam	Does God Exist and if so what is he like?	The life of Jesus & the impact of Christianity.	Creating your own religion. Rites of Passage (Life as a journey)	Sikhism
Skills	Thinking and reflecting on Big Questions of life. Justifying our views. Reasoning	Understanding of how people's beliefs affect their actions. Empathy.	Questioning Understanding big concepts.	Using empathy skills Researching Using your imagination Questioning	Group work. Delivering a group or individual presentation. Reflection	Knowledge and understanding. Reflecting on different ways of living.
Key questions	What is an Ultimate Question?	How does a Muslim live out their faith?	What do I believe about there being a God?	How much do I actually know about Jesus & Christianity?	How is life like a journey?	What are the 5 Ks of Sikhism?
Assessment	Ultimate questions - knowledge assessment	Islam - knowledge assessment	Existence of God - knowledge assessment	The Life of Jesus - knowledge assessment	Group Project/Presentation	Sikhism - knowledge assessment

Any questions? Please contact Mr Green, [sgreen@george-spencer.notts.sch.uk](mailto:sgreen@george-spencer.notts.sch.uk)

# Our Year 7 Technology and Food Curriculum

We aim to develop students of Design and Technology who:

- Have a coherent framework of knowledge about past and present design, understanding it's impact on daily life and the world around them.
- Develop the skills needed to design and make prototypes that solve real and relevant contexts.
- Benefit from the opportunity to develop creative, technical and practical expertise.

We aim to develop students of Food Preparation and Nutrition who:

- Gain knowledge and understanding of the importance of healthy eating and the principles of nutrition.
- Build the skills to cook a wide range of predominantly savoury dishes.
- Benefit from the opportunity to explore flavours and textures whilst using a variety of techniques and processes.

## Big Ideas in Year 7 Design and Technology

Real world problems need practical minds. In Design and Technology, students develop the creative, technical and practical expertise needed to design and make prototypes to solve real and relevant contexts. Napoleon Bonaparte stated that "an army marches on its stomach". Food and our diet is so important for all of us. In Food Preparation & Nutrition students are taught the importance of healthy eating and the principles of nutrition. Students explore flavours and textures whilst using a variety of techniques and processes to cook a wide range of dishes.

## Making Connections

Design and Technology and Food Curriculum are inspiring, rigorous and practical subjects. Students continue to develop their creativity and imagination from KS2, designing and making products and dishes that solve real and relevant problems within a variety of contexts through considering their own and others' needs, wants and values.

Our Year 7 Design and Technology and Food Curriculums build towards developing the knowledge and skills required in practical environments. Students will gain an understanding of health & safety and develop a range of practical skills using different materials. They will gain knowledge of drawing skills, basic electronics and mechanisms which they will further develop in Year 8 and beyond.

Topics	FP&N - Healthy eating, nutrition & what makes me healthy	Skills and Knowledge	Problem Solving - Designer Chair & Product in a Tin
Skills	Hygiene and safety and the use of basic tools and equipment. Presentation skills. Different types of raising agent and their uses. Safe handling of raw meat.	Health and Safety. Cutting, shaping and finishing wood, metal and plastic. Material sources and properties. Electronics / Drawing skills / Mechanisms and types of motion.	Problem solving and real life contexts. Iterative design. Modelling and prototyping. Forces and structures.
Key questions	What makes a healthy diet?	What are the health & safety rules in the workshop?	What is iterative design? Why do we make models & prototypes?
Assessment	Practical teacher assessment.	Practical / theory & P4L teacher assessment.	Practical / theory & P4L teacher assessment.
Cross-curricular links	Y7 Science HT6, digestion Y7 Growth HT3, health and wellbeing	ICT: HT2 Input and output devices. Art: HT1 Observational drawing skills: shape and tone colour blending, colour theory. Physics: HT1 Forces and Motions.	Maths: HT4 Perimeter & HT6 Use of a calculator. Art: HT6 Observational drawing: shape, tone, accuracy, colour blending.

Any questions? Please contact Sarah Juniper, [sjuniper@george-spencer.notts.sch.uk](mailto:sjuniper@george-spencer.notts.sch.uk)

# Our Year 7 Art Curriculum

We aim to develop all students into artists who:

- Develop a practical skill base and enhance their use of digital media, literacy and numeracy within the Arts.
- Learn how to develop personal and highly creative ideas whilst displaying an understanding and connection to the work of others (artists and cultures).
- Unlock creative potential within determined, resourceful and respectful attitudes.

## Big Ideas in Year 7 Art

Art that makes us think, colour theory, mark-making and drawing skills. Year 7 Art is designed to make students question the work they see and think about deeper meanings behind images. Why do artists use the colours they do? Why do artists make the marks they do? Why do they make the art? What's the point? This year is about getting the basics right and starting to ask big questions.

### Making Connections

**Our Year 7 Art curriculum will build on students KS2 experience. Recapping and embedding basics such as colour theory, studying the work of artists and using basic media.**

**Our Year 7 art curriculum builds towards year 8 where students will develop skills and introduce new ideas, materials and techniques. Students will have the opportunity to apply their year 7 skills to a range of different starting points including landscapes, portraits, gargoyles and protest art.**

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Keith Haring Public Art	Under the Sea Development of Skills		Colour Collage Animals		Biscuit
Skills	Observational Drawing: shape and tone Colour Blending Colour theory Composition	Pattern, Texture, Pencil tones, Colouring Pencil Blending, Stippling Composition skills Personal Design		Artist written and visual analysis Development of collage and Colour theory Personal creative response		Observational drawing: shape, tone, colour blending
Key questions	Why do some artists make art?  How do we create a balanced composition?	What are the different ways to create marks?  How can we create texture in our work?		What is collage?  What are harmonious and complementary colours?  Why are colour choices important in our work		How can we create accurate drawings?  What's the best way to blend colouring pencils?
Assessment	Keith Haring inspired response	1.Mark-making techniques 2.Personal creative response		1.Artist research 2.Personal creative response		Biscuit study
Cross- curricular links	Y7 Technology, knowledge and skills					Maths Y8 HT2 Ratio

Any questions? Please contact Mr Solly [jsolly@george-spencer.notts.sch.uk](mailto:jsolly@george-spencer.notts.sch.uk)

# Our Year 7 Drama Curriculum

We aim to develop students of Drama who:

- Develop knowledge of a wide range of dramatic conventions, genre, styles and practitioners using practical and theoretical approaches.
- Develop skills as a performer, director and designer, making strides with personal life-skills including communication, presentation, self confidence, motivation, group work techniques, empathy and an understanding of the processes of analytical evaluation.
- Create opportunities to become lifelong learners, participants in Drama and Theatre and access to live theatre, developing confidence in one's own opinions and ideas while identifying their place as a global citizen.

## Big Ideas in Year 7 Drama

“There are two educations. One should teach us how to make a living and the other how to live”. In Year 7 as you discover Drama as a subject in its own right, you will explore the building bricks for creating drama and performing. You will develop your communication, independence and teamwork skills and well create and perform characters which encourage you to reflect on human behaviours. All that, before you try your hand at the next successful Dragon’s Den Pitch

### Making Connections

**Our Year 7 Drama Curriculum is the beginning of the academic approach to Drama as a subject in its own right. Drama is not taught at KS2 level therefore this will be the first delivery of Drama as a curriculum subject building on any KS2 or production experiences students may have.**

**Our Year 7 Drama Curriculum will build towards an increasing technical Drama and theatre language which is used by students during the devising process. An increased understanding of Drama conventions and styles which are applied to performance work whilst continuing to build on confidence and self awareness.**

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Charlie and the Chocolate Factory	Ishi_Native Americans	Drama Skills	Drama Skills	William Towers	Advert challenge
Skills	Introduction to Drama as a subject. Basic Drama conventions and skills will be taught using ‘Charlie and the Chocolate Factory’ as inspiration.	Cultural/Historical topic, developing realistic characters and empathetic skills - Students will also develop a writing in role skill.	Development of naturalistic Acting/Presentation skills. A focus on Improvisation skills, confidence building and character development.		Exploring characters from the Victorian period. Historical research into a true story, then use drama skills in an empathetic performance.	Creative thinking, Performance confidence pulling together skills used across the year.
Key questions	How can we portray stereotypical characters?	How can we portray Native American life?	How can we develop our characters?	How can we improvise successfully?	How can we portray different aspects of Victorian life?	How can you create and sell a product successfully?
Assessment	Initial performance skills assessment.	Performance assessment on developing performance skills.	In class mini assessments throughout the module on each key Drama Skill studied.		Empathetic performance based assessment	Assessment of creative design and marketing campaign.
Cross-curricular links	MUSIC - YR7 HT 3 Body Percussion and Poetry					

Any questions? Please contact Miss Skitt, [nskitt@george-spencer.notts.sch.uk](mailto:nskitt@george-spencer.notts.sch.uk)



# Our Year 7 Music Curriculum

We aim to develop all students into musicians who:

- Perform, listen to and evaluate music across a range of musical periods and genres, historical periods, styles and traditions, including the works of the Great Composers and musicians throughout time. Students will develop confidence as performers through a range of performance opportunities.
- Use their voices as a tool for both composition and performance in solo and group contexts. Singing will be encouraged as part of the composition process and they will have opportunities to learn a variety of musical instruments in and out of the classroom.
- Understand 'how' music is created through the Elements of Music. They will listen to, discuss and analyse music from a breadth of genres, styles and cultures - understanding 'how' music fits into context.

## Big Ideas in Year 7 Music

**How do I play the Ukulele? What's a chord? How do I change strumming patterns and how does this enhance the performance of a song? Practical experiences and music from other cultures, help students to understand the value of music and the meaning and relevance it has in different societies.**

**Music is all around us and is a language in its own right. We will become great communicators through music, as well as becoming confident Composers, Performers and Listeners.**

## Making Connections

**Our Year 7 Music Curriculum will build on the skills and knowledge learnt at KS2. Students will have explored the Instruments of the Orchestra and basic musical elements, as well as participating in whole-class singing.**

**Our Year 7 Music Curriculum will build towards students becoming competent performers, composers and listeners of Music in Year 8. Students will develop skills using a variety of instruments in Year 7 including Percussion, voices, keyboards and Ukuleles. This will allow for more instrument choices in Years 8 & 9.**

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Keyboard Skills MU2	Elements of Music MU1	Gallery MU2	Chinese Music MU2	Samba MU1	Ukulele Skills MU1
Skills	Introduction to the keyboard and its functions. Basic music notation and rhythm values. Elements of composition & Performance	Introduction to Key Elements through ensemble performing. . Students will use percussion: tuned & untuned.	Listening and Composition based on Mussorgsky's 'Pictures at an Exhibition' Chord & Melody Construction.	Performing melody and chords on a keyboard as solo, pairs & whole-class ensemble.	Percussion-based rhythm & Structure Performance & Composition. Understanding Samba and its origins/context.	Introduction to the ukulele, its role in Popular Culture and tuning; Basic, standard and extended chords.
Key questions	<i>Why do we use written musical notation for some styles of music and not others?</i>	<i>Why do we consider the musical elements when working as an ensemble?</i>	<i>What do we mean by the term 'Programme Music?'</i>	<i>Chinese Music uses a series of Pentatonic scales. What do we mean by this?</i>	<i>In which country did Samba Music originate and where are its musical roots?</i>	<i>How do I tune the ukulele for performance? What is the role of the ukulele in popular music?</i>
Assessment	Skills Booklet; practical performance	Listening & Ensemble Performance.	Composition assessment in pairs.	Listening & keyboard performance.	Percussion performance within a group.	Listening & solo performance..
Cross- curricular links			Drama: Y7 Term 1, Haunted Mansion			

Any questions? Please contact Mrs Brown, [jbrown@george-spencer.notts.sch.uk](mailto:jbrown@george-spencer.notts.sch.uk)

# Our Year 7 ICT Curriculum

We aim to develop all students into effective practitioners in the workplace who:

- are prepared for the demands of Computing and IT in the world today;
- benefit from a programme that supports progression into GCSE work while also incorporating wider skills and context to prepare for the world of work;
- develop a love for the subject that is embedded into each and everyone one of our students' lives on a day-to-day basis.

## Big Ideas in Year 7 ICT

In year 7 we will give students the opportunity to develop key skills in the use of computers and delve into the history of computing through the ages. We will broaden our understanding of what computers are and develop creative skills by creating content using photo editors and games development software.

### Making Connections

Our Year 7 ICT Curriculum will build on core IT skills with the use of professional software such as Photoshop and powerpoint, in doing so they will improve their fine motor skills to enable them to use computers more efficiently. They will also be developing algorithms using the some of the core constructs of programming.

Our Year 7 ICT Curriculum will build towards a higher understanding networking basics from topologies to the internet, developing applications using sequence, selection and iteration and modelling data to communicate and present it better in spreadsheets. By beginning in this way we will have a fantastic base to develop key skills for the future educational needs of our students.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Introduction to IT	Hardware/ Software	Photo editing	PowerPoint skills	Control systems	Scratch
Skills	Introduction to IT systems Software Online safety	Input/output devices Storage Role of the CPU Application software	Conveying meaning Effects & enhancements Adding text	User interface design	Sequencing Sensors Subroutines Variables	Programming and sequencing of instructions
Key questions	Some equipment is described as 'Digital'. This means ....	What is a CPU and what role does it play in a computer?	What are the characteristics of bitmap and vector graphics?	What is the 5 by 5 rule in PowerPoint?	Why might control systems fail and how might impact on safety?	What are Boolean operators and how would you use them in a program you might create?
Assessment	Pre/Post assessment	Pre/Post assessment End of term assessment	Pre/Post assessment	Pre/Post assessment End of term assessment	Pre/Post assessment	Pre/Post assessment End of term assessment
Cross- curricular links						Maths - co ordinates and sequencing

Any questions? Please contact Miss H Whalley: [hwhalley@george-spencer.notts.sch.uk](mailto:hwhalley@george-spencer.notts.sch.uk)

# Our Year 7 Growth Curriculum

We aim to develop students who:

- Use Growth lessons to enhance knowledge and understanding of the key skills required in lifelong learning;
- Develop a range of life and employability skills in order to be effective global citizens;
- Benefit from opportunities to explore independent learning that is transferable to everyday life.

## Big Ideas in Year 7 Growth

Growth provides students with the foundation of skills that they can build into their life, in and outside of school. It introduces our school ethos, provides students with the opportunity to demonstrate and learn how to utilise key skills. It focuses on developing students into confident learners ready to embark on their education.

### Making Connections

**Our Year 7 Growth Curriculum will build on** developing an understanding of the world around us, our skills and how they can be transferred across other subjects. Students will have the opportunity to build relationships with peers by working on small projects throughout the year.

**Our Year 7 Growth Curriculum will build towards** developing individuals so that they are equipped with an understanding of the key skills needed in everyday life. They will build on this knowledge in Year 8, looking at strategies to assist in leading a healthy lifestyle and to get the best out of their learning.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	GSA Core Values	Core Values Project	Health and Well-Being	Charities	Finance	Futures
Skills	Reflection, application, literacy, numeracy.	Teamwork, communication, public speaking.	Analysis, group skills.	Application, independence, numeracy.	Budgeting, reflection, problem solving, numeracy	Research, reflection, independence .
Key questions	What does each GSA core value mean?	How can you demonstrate the core value?	What does leading a healthy lifestyle mean? What is the importance of sleep?	What do charities do? How can you set up a fundraising activity?	How can we save? Why is saving important?	What career opportunities are there? How do you deal with setbacks? What are your achievements ?
Cross-curricular links	PE HT1 - Character	PE HT5 - Teamwork	Personal Development HT1 - mental health Technology HT1 and 2 - healthy lifestyle		Maths HT6 - use of a calculator Personal Development HT6	

Any questions? Please contact Miss Kettle ([rkettle@george-spencer.notts.sch.uk](mailto:rkettle@george-spencer.notts.sch.uk))

# Our Year 7 Personal Development Curriculum

We aim to develop students who:

- Have the knowledge, understanding, attitudes and practical skills to live safe, healthy, and productive lives.
- Can demonstrate important life skills such as empathy, compassion and communication whilst being able to showcase discussion, debating and presenting skills..
- Become responsible, tolerant, positive global citizens who will make positive contributions to life in modern Britain

## Big Ideas in Year 7 Personal Development

The start of a 5 to 7 year journey learning about concepts and topics that are hugely important in becoming a confident, responsible and tolerant global citizen who can make positive contributions to society.

Specific topics under the umbrellas of 'living in the wider world', 'relationships', and 'health and well being' are explored in the first year of Personal Development at George Spencer Academy.

### Making Connections

Our Year 7 Personal Development Curriculum will build on students KS2 foundation of knowledge on health and well being, relationships and living in the wider world. It will also begin to develop students understanding and application of key skills like reflection, empathy, and discussion

Our Year 7 Personal Development Curriculum will build towards Year 8 study by introducing concepts such as self concept, mental health, and healthy lifestyles in the health and well being unit. Positive relationships and relationship values are introduced as part of the 'relationships' unit and British values are introduced as part of the 'living in the wider world unit'

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Self concept Mental health and well being Healthy lifestyles	Drugs, alcohol, tobacco Puberty and sexual health Positive relationships	Relationship values Forming and maintaining respectful relationships Consent	Contraception and parenthood Bullying, abuse and discrimination Social influences	Values for life in modern Britain	Financial choices
Skills	Reflection, coping strategies, organisation, self awareness	Discussion, reflection, agency and decision making, strategies to manage influence	Reflection, empathy, assertive communication support seeking skills, risk management	Reflection, empathy, compassion, communication	Reflection, discussion, empathy	Discussion, application, risk management
Key questions	What are the characteristics of mental and emotional health?	What do we understand about alcohol, drugs and tobacco?	What makes a positive relationship?	What are the characteristics of abusive behaviours?	What are the important values for life in modern Britain?	What risks should we consider when making financial choices?
Cross-curricular links	Growth HT3 - health and wellbeing Technology and Food HT1			ICT, HT1 - Online safety		Growth HT5,

Any questions? Please contact Mr Dakers (JDakers@george-spencer.notts.sch.uk)