The following is an overview of the knowledge and skills delivered across Key Stage 3 at Shirebrook Academy.

Dept	Subject	Year 7	Year 8	Year 9	Y10/11
English	English	PROSE: Edgar Allen Poe – Reading and Writing based on 'Gothic' literature. A range of short stories, tales from The Brothers Grimm and a selection of Dickens. DRAMA: Humpty Dumpty –Reading, writing, speaking and listening based on the play 'The terrible fate of Humpty Dumpty. POETRY: Poems from other cultures ENGLISH SKILLS: Neat fluent writing, Spelling and vocabulary, atmosphere in reading and writing.	Prose: Science Fiction Short Stories 'Gothic Lit' – Frankenstein, Dracula. 'Of Mice and Men' 'Holes Drama: Romeo and Juliet 'Twisted' Poetry: Chaucer extract from Canterbury Tales ENGLISH SKILLS: Punctuating for effect, varying verb forms, using sentence structures for effect, paragraphing using adverbials, widening stock of conjunctions	PROSE: American Literature 'Call of the Wild', 'The Outsiders' A Christmas Carol CREATIVE WRITING: Image to text POETRY: Love and Relationships DRAMA: Inspector Calls, Blood Brothers, Macbeth Character Study. ENGLISH SKILLS: Using a range of punctuation, subject verb agreement, tenses, levels of formality, network paragraphing, using a range of sentence structures for effect.	English Language English Literature Media Drama
English	Drama	**Knowledge covered:** Edgar Allen Poe Humpty Dumpty Grimm National Theatre Short Stories – The landlady Dickens **Skills:** Story telling / narration Scripting Characterisation Staging Hot-seating	**Knowledge covered:** Science Fiction Gothic Theatre Romeo and Juliet Chaucer Twisted Of Mice and Men **Skills:** Sound effects Voice work Script writing Physical Theatre Thought tracking Performing a prepared scene	**Knowledge covered:** A Streetcar Named Desire Visual Theatre – using images Blood Brothers Macbeth An Inspector Calls **Skills:** Brechtian Theatre Stanislavski Preparing monologues From script to performance Interpreting prose for the stage	

KS3 Curriculum Knowledge and Skills map

Science	**AQA Big Ideas Content:** Organisms, Matter, Forces, Genes, Waves, Earth. **Working Scientifically:** Variables, planning experiments, graphs **Scientific Literacy:** key spelling, writing a logical method, sequencing **Maths Skills:** Recognise and use expressions in decimal form, construct and interpret bar charts, plot two variables from experimental data, find arithmetic means, change the subject of an equation. **BLP Dispositions:** Questioning, planning	**AQA Big Ideas Content:** Ecosystems, Matter, Energy, Organisms, Reactions, Waves, Electromagnets. **Working scientifically:** analysing data, evaluating experiments **Scientific literacy:** forming descriptions and explanations **Maths skills:** Use ratios, fractions and percentages, use an appropriate number of significant figures, substitute numerical values into algebraic equations using appropriate units for physical quantities. **BLP Dispositions:** Questioning, planning, making links	**AQA Big Ideas Content:** Energy, Genes, Earth, Electromagnets **Working scientifically:** Interpreting data, secondary data **Scientific literacy:** Ethical arguments, evaluations and comparisons **Maths skills:** Recognise and use expressions in standard form, make order of magnitude calculations. **Begin GCSE:** Atomic Structure, The Periodic Table Cell Structure and Transport, Cell Division, Energy, Energy Transfer **BLP Dispositions:** Questioning, planning, making links	**Chemistry Biology Physics Combined Science**
Maths	Unit 1 Number Skills Unit 2 Perimeter, area and volume Unit 3 Expressions, functions, formulae and equations Unit 4 Decimals Unit 5 Fractions and percentages Unit 6 Analysing and displaying data Unit 7 Angles and shapes Unit 8 Ratio and proportion Unit 9 Sequences and graphs Unit 10 Transformations	Unit 1 Number properties and calculations Unit 2 Area and volume Unit 3 Expressions and equations Unit 4 Decimals and ratio Unit 5 Fractions, decimals and percentages Unit 6 Analysing and displaying data Unit 7 Angles Unit 8 Transformations Unit 9 Real-life and linear graphs Unit 10 Probability	Unit 1 Indices and standard form Unit 2 Constructions Unit 3 Expressions, formulae, equations and inequalities Unit 4 Multiplicative reasoning Unit 5 Analysing and displaying data Unit 6 Circles, Pythagoras and prisms Unit 7 Probability Unit 8 Sequences and graphs Unit 9 Comparing shapes	Maths

Humanities	History	**Content:** Roman society, Succession crisis, Battle of Hastings, Feudal System, Castles as a base of power, Power of the Church**,** Power of Protest, Wars of the Roses. **Working Historically**: Source and interpretations analysis, distilling information, evaluating cause and effect, understanding of chronology, knowledge retention. **Historical Literacy:** Structured answers (PEE Paragraphs), Use of keywords, Understanding of keywords, Extended writing.	**Content:** Tudors, Stuarts and Civil War, Cromwell and Restoration, Jacobites and Hannoverians, Industrial Revolution, Empire and Slavery. **Working Historically:** Exam skills and techniques, source analysis, knowledge retention, chronological understanding and links between events, impact of cause and event over time. **Historical Literacy:** Use of keywords to guide an argument, Extended writing on a topic, writing to a judgement, (PEE paragraphs).	**Content:** Crime and Punishment (GCSE micro unit), WWI, WWII, Holocaust, Cold War, American West (GCSE micro unit). **Working Historically:** Using exam skills and techniques, source analysis, knowledge retention, chronological understanding and links between events, impact of cause and event over time. **Historical Literacy:** Extended writing, writing to analyse, narrative chronological analysis of impact, writing to a judgement. (PEE paragraphs).	**History Geography Philosophy and Ethics** **BLP Focus throughout Humanities is ensuring the development of more reflective learners, through tasks, assessments and responses to marking.**
	Geog	**Content**: South America and Africa continent studies. **Working Geographically:** Development dynamics**,** Human geog: social and developmental issues e.g. life in the favela, Physical geog: Environments (focus on tropical rainforests) **Geographical skills**: Map reading, use of an atlas to locate case study named examples, compass points used to describe the distribution	**Content:** Volcanoes, Earthquakes, Climate, Rivers, Country Study, Resource Management. **Working Geographically:** knowledge and use of keyterms linked to all units and used across the units (e.g. water cycle and rivers), describing the distribution of hazards on world maps linking to place specific information and compass directions. Assessing the cost and benefits of management methods (rivers) and renewable energy techniques. Categorising factors into socially, economically or environmentally sustainable. **Maths skills:** Calculating cost benefit ratios, calculating percentages and showing these on a pie chart, measuring distance and change in the amount of coastline lost, reading data from and creating own climate graphs and hydrographs	**Content:** Population, Extreme Environments, Coasts, Energy Reosurces, Tropical Storms, Development. **Working Geographically:** Interpreting the Demographic Transition Model, describing the physical geography of India using a map, atlas and map skills, commenting on social, economic and environmental sustainability to reach a decision **Maths skills:** calculating total population changes from line graphs, cost benefit analysis of coastal management methods, calculating distance from a scale line on a map	

	Philosophy and Ethics	**Content:** Faith, World Religions, Festivals **Working religiously:** Being able to describe basic beliefs, understanding differences, accepting differences. **Religious Literacy:** Use of keywords, understanding of keywords, extended writing (FAY).	**Content:** What is Philosophy and Ethics, Christianity, Judaism, Sikhism, Islam, Festivals. **Working religiously:** Being able to describe basic beliefs, understanding differences, accepting differences, developing understanding of exam skill, knowledge retention. **Religious Literacy:** Use of keywords to explain religious viewpoints, understanding of different beliefs and how they guide people in their daily lives, extended writing (FAY).	**Content:** Moral Issues, Evil and Suffering, Medical Ethics, Just War, Prejudice and Discrimination, Inspirational People. **Working religiously:** Considering how religious views can be applied to ideas, using exam skills and techniques, knowledge retention. **Religious Literacy:** Explaining different beliefs and how they guide people in their daily lives. Use of philosophical terms, Explanation of the wider impact of events, **extended** writing (FAY).	

PE	Developing the fundamentals – movement patterns, throwing, catching, dribbling, shooting **Invasion games** – basic strategy to outwit opponents, and developing sport specific skills **Team building/OAA** – working together, map skills, basic orienteering **Net games** – hand-eye-ball coordination, rallying, basic game structure **Athletics** – introduction and basic technique of runs, throws and jumps **Dance/gym** – developing travel, using space, recognising a beat, working in pairs & groups, basic choreography, balances, variety of styles **Striking & Fielding** – basic batting and fielding skills **BLP Skills Covered:** RESILIENCE- Absorption, managing distraction, noticing and perseverance. REFLECTIVENESS- Planning, Meta-Learning, Revising. RECIPROCITY- collaborating, Listening RESCOURCEFULNES- Questioning, making links, reasoning	**Invasion games** – advancing skills and developing knowledge of rules. Develop tactics to outwit opponent **OAA** – advancing orienteering and map based activities **Net games** – knowledge of game structure and rules, developing serves and umpiring skills **Athletics** – developing technique to improve outcomes, officiating, timing and measuring **Dance/gym** – advancing choreography skills, more focused styles of dance, critiquing, introduction to lifts/vaulting **Trampolining** – basic shapes and twists, linking movements, front and back landings **Striking & Fielding** – game structure, developing tactics, full rules **BLP Skills Covered:** RESILIENCE- Absorption, managing distraction, noticing and perseverance. REFLECTIVENESS- Planning, Meta-Learning, Revising. RECIPROCITY- collaborating, Listening RESCOURCEFULNES- Questioning, making links, reasoning	**Preparation for KS4** – principles of training, reasons to take part in sport, leadership, leading sport activity, human body **Invasion games** – leadership and coaching, officiating games, advanced techniques, set plays **Net games** – service, full court games, volleying (tennis) and smashing **Dance** – specific styles of dance linking to BTEC Dance specification **Trampolining** – advanced combinations and rotations **Striking & Fielding** –regulations linked to BTEC Sport, advanced tactics, team set up. **Athletics** – developing technique to improve outcomes, officiating, timing and measuring **BLP Skills Covered:** RESILIENCE- Absorption, managing distraction, noticing and perseverance. REFLECTIVENESS- Planning, Meta-Learning, Revising. RECIPROCITY- collaborating, Listening, Interdependence RESCOURCEFULNES- Questioning, making links, reasoning	**PE** **BTEC Sport** **BTEC H&S Care** **Core PE**

Arts	Art	Themes:
		People T1, Things T2, Places T3
		Artist Research:
		Cave Art, Bosch, Burton, Callesen, Cezanne, Lowry, Spencer
		Inspiration:
		Formal elements, Nature, Buildings
		Experimentation - skills:
		Drawing materials, painting, clay, paper cutting, mono-printing
		Final ideas:
		Clay model, Paper cut / Collage work, Mono-printing
		BLP:
		    Making links – Artist research
		    Questioning
		    Imagining
		    Capitalising
		    Planning – PAPER CUT OUT
		    Noticing
		    Perseverance – PAPER CUTTING
		    Absorption
		    Distilling
		    Meta Learning
		    Interdependence
		    Empathy and Listening
		    IMITATION – SHOWING GOOD PRACTICE (GOOD EXAMPLES OF WORK)
		    REASONING – OWN OPINION
			Themes:
			People T1, Things T2, Places T3
			Artist Research:
			Peyton, Joly, MC Martin, Banksy, Surrealism, Dali, Friedrich
			Inspiration:
			Portraits, Man-made objects, Fantasy, Weather, Landscape
			Experimentation - skills:
			Painting, 3D card sculpture, block printing
			Final ideas:
			Watercolour painting, 3D card sculpture, block printing
			BLP:
			    Making links – Artist research
			    Questioning
			    Imagining
			    Capitalising
			    Planning – FINAL PIECE
			    Noticing
			    Perseverance
			    Absorption
			    Distilling
			    Meta Learning
			    Interdependence
			    Empathy and Listening
			    IMITATION – SHOWING GOOD PRACTICE (GOOD EXAMPLES OF WORK)
			    REASONING – OWN OPINION
			    Empathy and Listening Learning – LISTENING TO OTHER PEOPLES OPINIONS
			    Managing distraction – making sure work is completed on time
				Themes:
				People T1, Things T2, Places T3
				Artist Research:
				Courbet, Kahlo, Slinkachu, P Morgan, Designers selection - Pellacraft
				Inspiration:
				Self, Interesting and unusual objects, Miniature, Branded items
				Experimentation - skills:
				Drawing materials, mixed media, painting, photography, design process
				Final ideas:
				Mixed media acrylic painting, Photography, Design sheets
				BLP:
				    Making links – Artist research
				    Questioning
				    Imagining
				    Capitalising
				    Planning – FINAL PIECE/ MINIATURE WORLD
				    Noticing
				    Perseverance
				    Absorption
				    Distilling
				    Meta Learning
				    Interdependence
				    Empathy and Listening
				    IMITATION – SHOWING GOOD PRACTICE (GOOD EXAMPLES OF WORK)
				    REASONING – OWN OPINION
				    Empathy and Listening Learning – LISTENING TO OTHER PEOPLES OPINIONS
				    Managing distraction – making sure work is completed on time – Pellacraft
					Art
					Photography
					Music

| Music | Performing and composing using notation: Graphic scores, standard notation and dynamic markings. Time signatures. Melody/chord performances. Musical formal elements. Musical forms and structures. Popular music ensembles. Instrument identification and classification. World Music: samba, gamelan and ragas. BLP: Perseverance, absorption, noticing, making links, questioning, capitalising, reasoning, meta-learning, distilling, revising, inter-dependence, collaboration, empathy, imitation | Performance from notation: Theme and variation form. Introduction to the orchestra and Baroque music. Blues and Jazz: origins, historical context and influence. Bass clef. Performing 12 bar blues. Improvisation. Jazz structure and performance. Development of rock n roll and popular music. Ukulele performance. BLP: BLP: Perseverance, absorption, noticing, making links, questioning, capitalising, reasoning, meta-learning, distilling, revising, inter-dependence, collaboration, empathy, imitation | Orchestral evolution and landmarks: Baroque, Classical, Romantic and Modern: Performance, appraisal and contextual understanding. Cover versions: pop music ensemble skills and musical interpretation. Film and descriptive music appraisal and composition. Chromaticism. Song writing: composition, structure, chord/scale relationships. Computer music production: making music with Garage Band and/or Musescore BLP: Perseverance, absorption, noticing, making links, questioning, capitalising, reasoning, meta-learning, distilling, revising, inter-dependence, collaboration, empathy, imitation | |

Food – Skills	Food – Eat well guide	Food – Food science	Resistant
Health and safety, basic hygiene, basic cooking skills, measuring and weighing of ingredients, spellings of key words, chemical, physical, mechanical and biological raising agents.	Eat well guide, washing pots paragraphs, calzone, shepherd's pie, chicken curry, key words, health and safety, sausage roll, cheesecake, bacon and cheese turnovers, flour/pasta making experiment, lasagne, and evaluation.	Dextrinisation, caramelisation, gelatinisation, raising agents, coagulation, shortening, enzymic browning.	Materials Food Textiles Graphics (paper and card)
Textiles – Felt Phone Sock	**Textiles – Pencil case**	**Food – Shirebrook bake off**	
Felt making, design ideas, key words, health and safety, sewing on a button, applique, embroidery, pattern making, pattern cutting, sewing machine driving test, evaluation writing.	Pop art – history of and artists, repeat and half drop patterns, tie dye, sublimation printing, fibres and where they come from, threading and using a sewing machine, construction of pencil case.	Food safety, food provenance, nutrients, sensory analysis, food choice	
Graphics – Mini adventure	**Graphics – Mood Light**	**Textiles – Under the sea/ Architecture**	
One point perspective drawing, Rendering material textures, aboriginal art themes, Design ideas, design annotation, spelling of key words, technical drawing, Construction of nets, application of 2d to 3D, Evaluation writing.	Computer aided design, 2D design tools, vectorise, contour, attach and delete part, mood lighting design for a client/theme, sketching ideas, review of ideas, evaluation writing.	Pattern designs, block repeat patterns, half drop patterns, key words, designer research, printing technique samples, dying technique samples, continuous line drawing, blind drawing, mouth drawing, mark making, sublimation printing, final design plan, evaluation.	
Resistant Materials-Action Man	**Resistant Materials- Pencil Box**	**Graphics – CAD/CAM**	
Identify different types of tools and equipment and how use them correctly. Skills in how to file, drill shape, clean mild steel, marking and measuring out and join together by the Brazing process. Production flowchart, 2D 3D designing.	Types of woods identification flowchart on making process, designing of ideas logos, using 2D design tools CAD/CAM. Identify tools and equipment and how to use correctly marking and measuring out (mm). Lap joints, cutting, gluing, pinning, sanding.	**Advanced CAD** Advanced 2D design tools, working to scale, using dimensions, designing for clients, 3D drawing package, constructing final renders of storage solutions, houses, interior design, floorplan projection, Photoshop (PS) filters, PS livery for a sports car, PS life in a phone creating abstract realism. Evaluation writing.	
Resistant Materials-Light project		**CAD/CAM Steam punk**	
Design ideas 2D/3D sketching, production flowchart, Identify electrical components and how they work. Vacuum forming, sanding, drilling, soldering, marking and measuring out (mm).	**BLP Y8 Design and technology-** Interdependence Absorption Managing Distraction Noticing Perseverance Planning Revising Questioning	Drawing development using isometric projection, advanced 2D design skills using expert tools for precision, sustainability, designing for a film set, laminating plywood, using Jigs, painting skills, blending and decoupage and evaluation writing.	
		Resistant Materials- Animal Habitat.	

Tech

	BLP Y7 Design and technology- Interdependence Absorption Managing Distraction Collaboration Noticing Perseverance Questioning Reasoning Capitalising	Reasoning Capitalising Collaboration Listening and empathy	Brainstorm ideas on different types of animal habitat. Develop specifications of habitats, existing products research with ergonomics. Develop design ideas with measurements (mm). Use of CAD/CAM 2D design tools designing. Card model making, lap-joint, finger joints. Cutting shaping wood, woodscrews, nuts and bolts. BLP Y9 Design and technology- Interdependence Absorption Managing Distraction Noticing Perseverance Planning Revising Questioning Listening and empathy Collaboration Imagining Reasoning Capitalising	

MFL	French	**Modules covered:** Greetings, Festivals/celebrations, Numbers, Alphabet, Months, Ages, Days of the week, Months, In my classroom, Colours, Brothers and Sisters, My family, Opinions, Free time activities, Animals, Personality/characteristics, Time, School subjects, Clothes/school uniform, Typical school day, French/British school life, Christmas traditions, Olympic Games, French speaking world, Weather, Haiku, Sports/opinions, Free time activities, Sport in French speaking countries, Literary extracts

Skills practiced/acquired: Listening, speaking, reading, writing, translation, interpreting, Growth Mindset, BLP | **Modules covered (FRENCH):** Animals, Large numbers, Colours, Hair/eyes, Physical descriptions, Family, Where you live, In my house, Food and drink, Typical breakfast, French traditions/celebrations, Jobs, Comparatives/descriptions, TV habits/shows, Free time, Last weekend, Preparing for a party, Shopping, Places in town, French food, A past trip to town, Shopping with quantities, Plans for next weekend, Making plans, Giving excuses, Ordering in a café, Countries, Future holiday plans, Weather, Travel and holidays, Future plans, Money

Skills practiced/acquired: Listening, speaking, reading, writing, translation, interpreting, Growth Mindset, BLP | **Modules covered (FRENCH):** Television, A trip to the cinema, Past routine, Reading habits, Plans for tomorrow, Future predictions, Future plans, Importance of languages, Body parts, Illnesses, Injuries, Healthy living, Giving advice, Comparing life now with childhood, Sport, Solving a crime, Tourist destinations, Travel plans, Reserving a hotel, Describing a sporting event, Education, Work, World issues, Rights and religion, Human rights activists

Skills practiced/acquired: Listening, speaking, reading, writing, translation, interpreting, Growth Mindset, BLP | **French Spanish** |
| | Spanish | **Not studied in Y7** | **Modules covered (SPANISH):** Spanish speaking world, Alphabet, Greetings, In my bag, Numbers, Months, Dates, Colours, Opinions, Literary extracts, Christopher Columbus, The Americas, Larger numbers, Family life, Brothers and Sisters, Animals, Hair and Eyes, Physical descriptions, Character/Personality, Christmas in Spain, Free time, Sports, Likes and dislikes, Spanish sportspeople, Justifying opinions, Weather, Spanish speaking musicians, Hispanic culture, Comparatives, Social Media, Sport in Spain, Home/local area, Where you live, Your house, Spanish towns, | **Modules covered (SPANISH):** Places in town, Describing where you go, Directions, Plans for the weekend, Pros/Cons of city/countryside, Imperfect tense, My town in the past, Spanish speaking cities, School subjects and opinions, Time, School timetable, My school, Extracurricular activities, Future plans, Spanish school life, Food and drink, Buying food in a market, Buying food and drink in a shop, Ordering in a restaurant, Healthy living, Clothes, Buying clothes in a shop, Describing what you will wear for a party, School uniform, A shopping trip, Describing local attractions, Holidays, Holiday | |

			Selling/buying a house, My bedroom, My dream house, Household chores, Canary Islands, Spanish myths	activities, Past holidays, Last year's holiday, Body parts, Illnesses, Buying things in a pharmacy, Healthy lifestyle	
			Skills practiced/acquired: Listening, speaking, reading, writing, translation, interpreting, Growth Mindset, BLP	**Skills practiced/acquired**: Listening, speaking, reading, writing, translation, interpreting, Growth Mindset, BLP	

| Computing | **Using IT –** basic school network; basic document management. **Computational thinking –** Problem solving; decomposition; abstraction; algorithms; pattern recognition; flowol. **Digital Responsibility –** grooming; masquerading; gaming; digital footprint. **Spreadsheets –** basic formulae and functions; replication; graphs; conditional formatting; data validation. **History of Computing –** ciphers; Boolean logic; binary; www **IT Systems –** hardware; software; input; process; output; storage. **Programming –** block based language using micro:bit; iteration; sequencing; selection. **Additional Skills covered:** basic word processing; touch typing; target audience; email; bias; researching using internet presentations; basic desktop publishing; presenting **BLP Skills covered:** making links with other subjects, perseverance, independence and collaboration | **Using IT –** refresh school network; intermediate document management. **Computational thinking –** Intermediate Problem solving; decomposition; abstraction; algorithms; pattern recognition. **Digital Responsibility –** phishing; pharming; malicious software. **Databases - TBC** **Data Representation –** intermediate binary (shift, addition, subtraction), sound and image. **IT Systems –** RAM, ROM, basic networking, building a PC, CPU. **Programming –** introduction to text based language using SMALL BASIC; iteration; sequencing; selection; variables; constants. **Additional Skills covered:** intermediate word processing; touch typing; target audience; email; bias; researching using internet presentations; basic desktop publishing; presenting. **BLP Skills covered:** making links with other subjects, perseverance, independence and collaboration | **Using IT –** refresh school network; advanced document management. **Computational thinking –** Complex Problem solving; decomposition; abstraction; algorithms (searching and bubble sort) ; pattern recognition, flow charts and pseudo code. **Digital Responsibility –** data protection act; copyright; health and safety; computer misuse; revenge pornography. **Introduction to Business –** Marketing: Price; product; place; promotion. **Data Representation –** intermediate binary (shift, addition, subtraction), sound and image. **IT Systems –** intermediate CPU, **Programming –** Preparing for GCSE using text language PYTHON; iteration; sequencing; selection; variables; constants. **Additional Skills covered:** intermediate word processing; touch typing; target audience; email; bias; researching using internet presentations; basic desktop publishing; presenting. **BLP Skills covered:** making links with other subjects, perseverance, independence and collaboration | **Computer Science BTEC IT Business** |

PD	**Topics covered –** Managing Change/Transition Digital literacy Introduction to Citizenship Health Drug Awareness Introduction to Careers Personal Safety **Skills:** Decision making Communication/presentation Collaboration Managing friendships Digital skills (keeping self safe)	**Topics covered –** Learning to Learn Relationships Citizenship – Prison day Debate Careers – work/life balance Mental health Drugs/Alcohol Family STEM Challenge **Skills:** Resilience, positive mindset Recognising positive and negative relationship behaviours Listening and presenting Managing own mental wellbeing Enterprise skills – collaboration, creativity, working to deadlines	**Topics covered –** Financial capability Relationships and Sex education Enterprise Careers Exam preparation Citizenship – government and democracy Citizenship – British Values Preparing for KS4 Industry Day **Skills:** Communication – verbal/written Decision making – financial/careers/options Revision skills Managing adolescent/adult relationships Resilience	**PD topics Y10 –** Effective learning Relationships/Sex Gov/Politics Work experience British Values (focus on hate crime) Health/wellbeing Talk the Talk (communication skills) **PD topics Y11 –** Careers/Post 16 Health Transition to adult life