



Curriculum Journey: Knowledge for Life Year 7

		Week 1					Week 39
		<i>Knowledge for life</i>	<i>Reading</i>	<i>Digital Literacy</i>	<i>PSHE</i>	<i>Reading</i>	<i>Digital Literacy</i>
<b>Key content</b> (know that...Know how ...)	<p>Students will learn what the Hawkley values are the importance of them in our school community. They will understand the difference between a growth and fixed mindset. They will explore the different types of bullying and understand the difference between bullying and conflict. They will learn what prejudice and discrimination is and how the protected characteristics prevent us being treated unfairly. Students will explore the British values and understand how we utilise them at Hawkley. Students will learn how to budget money and the importance of saving delivered by the money charity.</p>	<p>Over the course of the half term they will read a whole fictional novel, Ella on the Outside, chosen for its accessible yet stretching text level. Students will each have a copy of the text to follow as their teacher reads aloud, modelling to them high levels of articulation and expression. This is a process proven to improve a child's reading ability. It will also build students' listening skills, attention span and capacity to focus. Students will complete regular comprehension activities to demonstrate understanding of the text, and opportunities to develop students' vocabulary will also be exploited. Students will explore, through reading and discussion,</p>	<p>Students will learn the idea that not everything they read or encounter online is true or reliable. They will explore the concept of evaluating the credibility of online sources. They will connect the story's theme of friendly and secrets to the importance of online communication. Students will learn about the concept of online privacy and the risks associated with sharing too much. They will relate the story's elements of trust and betrayal to online safety. They will also research and explore topics related to the book or its themes and evaluate the credibility of sources. Students will make connections with themes and their own digital lives.</p>	<p>Students will learn the changes to the body and the impact of hormone changes. They will also explore safe relationships and how to be respectful in their relationships and sex education lessons delivered by Spectrum. They will learn how to stay safe on the road, particularly whilst riding a bike delivered by Wigan Council. Students will understand the importance of being a savvy consumer delivered by the money charity. Students will learn about LGBT and how everyone is protected by the protected characteristics and how at Hawkley we celebrate diversity.</p>	<p>Over the course of the half term they will read a second whole fictional novel, My Life on Fire, again chosen for its accessible yet stretching text level. Students will each have a copy of the text to follow as their teacher reads aloud, modelling to them high levels of articulation and expression. This is a process proven to improve a child's reading ability. It will also build students' listening skills, attention span and capacity to focus. Students will complete regular comprehension activities to demonstrate understanding of the text, and opportunities to develop students' vocabulary will also be exploited. Students will explore, through reading and discussion, sensitive issues such as family upheaval, loss and kleptomania. Links to the Hawkley Virtues and the PSHE curriculum will be clearly signposted. There will be regular opportunities for structured talk, wherein teachers will support students by modelling high quality communication, for example using ambitious vocabulary, before prompting responses of a similar standard back from students. Novels by the same author are available in our school library, promoting wider reading and reading for pleasure.</p>	<p>Students will develop digital literacy skills including internet research, online collaboration and content creation. They will reflect on themes of resilience, empathy and family dynamics based on the book. They will create character profiles using word processing software and will be encouraged to include details about the characters personality, struggles and development through the story. They will collaborate online using a shared document. They will also learn online etiquette and develop further teamwork skills. Students will</p>	



		<p>sensitive issues such as anxiety, familial separation, friendships, lies and deceit. Links to the Hawley Virtues and the PSHE curriculum will be clearly signposted. There will be regular opportunities for structured talk, wherein teachers will support students by modelling high quality communication, for example using ambitious vocabulary, before prompting responses of a similar standard back from students.</p> <p>This novel's sequel is available in our school library, promoting wider reading and reading for pleasure.</p>				include multimedia elements within their creative project.
<b>Prior Knowledge</b>	<p>Building on the foundations taught during transition days, form time activities to embed the Hawley way and Hawley child. May have awareness of protected characteristics and British values from KS2 and KS1.</p>	<p>The whole school POWER reading strategy will be used to activate students' knowledge and develop their prediction skills. Links to the Hawley Virtues and the PSHE curriculum will be clearly signposted.</p>	<p>Build on prior computing knowledge taught in primary school and at the beginning of year 7. They will build on the effect of their online decisions on others and how to recognise and display respectful behaviour online.</p>	<p>Building on prior RSE knowledge taught in primary school. Extending knowledge on finance from the importance of savings lessons delivered by money charity. Expanding knowledge on road safety learnt at primary school. Recalling the protected characteristics and appreciating how we celebrate our diverse community at Hawley.</p>	<p>The whole school POWER reading strategy will be used to activate students' knowledge and develop their prediction skills. Links to the Hawley Virtues and the PSHE curriculum will be clearly signposted.</p>	<p>Build on prior computing knowledge taught in primary school and at the beginning of year 7. They will build on the effect of their online decisions on others and how to</p>



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<b>KS3 National Curriculum Links</b>	Protected characteristics and British Values government advise essential to teach in schools. Tailored curriculum to teach our Hawkley Way.	Adhering to obligation stated by the National Curriculum to develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Also, the stipulation that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure.	Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns	Relationships and sex education compulsory content on puberty and staying safe. Protected characteristics and LGBT content are government and OFSTED recommended to be taught in schools. Tailored curriculum to teach our Hawkley Way.	The whole school POWER reading strategy will be used to activate students' knowledge and develop their prediction skills. Links to the Hawkley Virtues and the PSHE curriculum will be clearly signposted.	Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns
<b>Assessments</b>	Students will complete I can statement at the start and end of the unit to show progression of knowledge. Teacher written feedback provided at the end of project 1 PSHE.	Students will be assessed on their comprehension of the text in a mid point and a composite task.	Students will complete I can statement at the start and end of the unit to show progression of knowledge. Teacher written feedback provided at the end of project 1 Digital Literacy	Students will complete I can statement at the start and end of the unit to show progression of knowledge. Teacher written feedback provided at the end of project 2 PSHE.	Students will be assessed on their comprehension of the text in a mid point and a composite task.	Students will complete I can statement at the start and end of the unit to show progression of knowledge. Teacher written feedback provided at the end of project 2 Digital Literacy.