



Academic Learning Plan
Year 7 Personal Development

Intent:

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. Personal Development acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 Units	<i>Health & Wellbeing</i>	<i>Living in the Wider World</i>	<i>Relationships</i>	<i>Health & Wellbeing</i>	<i>Relationships</i>	<i>Living in the Wider World</i>
Content	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Knowledge organiser	Year 7 Transition and Safety	Year 7 Developing Skills and Aspirations	Year 7 Diversity	Year 7 Health and Puberty	Year 7 Building Relationships	Year 7 Financial Decision Making
Assessment	<ul style="list-style-type: none"> Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc. Quizzes used to informally assess student's knowledge Targeted questioning in lessons Knowledge formally assessed by teachers termly in multiple choice assessments 	<ul style="list-style-type: none"> Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc. Quizzes used to informally assess student's knowledge Targeted questioning in lessons Knowledge formally assessed by teachers termly in multiple choice assessments 	<ul style="list-style-type: none"> Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc. Quizzes used to informally assess student's knowledge Targeted questioning in lessons Knowledge formally assessed by teachers termly in multiple choice assessments 	<ul style="list-style-type: none"> Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc. Quizzes used to informally assess student's knowledge Targeted questioning in lessons Knowledge formally assessed by teachers termly in multiple choice assessments 	<ul style="list-style-type: none"> Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc. Quizzes used to informally assess student's knowledge Targeted questioning in lessons Knowledge formally assessed by teachers termly in multiple choice assessments 	<ul style="list-style-type: none"> Before/after knowledge established using starters/plenaries such as mind-maps produced using different colour pens Plenaries where students are required to finish sentences such as "Something I learned this lesson is..." etc. Quizzes used to informally assess student's knowledge Targeted questioning in lessons Knowledge formally assessed by teachers termly in multiple choice assessments
GCSE AO Link						
Homework						

Literacy	<ul style="list-style-type: none"> • Vocabulary lists on Knowledge Organisers • Keywords explained during lessons • Topic specific knowledge organisers in books with topic key words • Literacy-focus starters and plenaries e.g. using mini whiteboards, keyword game, hangman etc. 					
CEIAG	Medicine; Health and Social Care; Work in the Police/Emergency Services	Teaching; Business; Work in trades	Journalism; Social Care; Charity work; Raising awareness; Teaching; Religious leadership	Medicine; Health and Social Care; Charity work/Raising awareness; Journalism; Work in emergency services	Teaching; Social care; Healthcare	Finance; Business sector; Self-employment; Trades
Enrichment	External speakers organised when possible; Assemblies; Careers' adviser at school supplements Careers Education					