



TNHA Curriculum Planning Document

Subject: **LOOL**

Year: **10**

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Unit title	<p>Extremism</p> <p>To think critically about extremism and intolerance in whatever forms they take.</p> <p>What is online radicalisation and why is it a problem?</p> <p>To recognize the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern.</p>	<p>How can we prevent radicalisation and extremism?</p> <p>How long has there been conflict in the Middle East?</p> <p>What is Sharia Law? How to recognize a 'cult'; how it differs from other types of groups, how cults recruit.</p> <p>How can religious leaders be really dangerous?</p> <p>To understand how we might experience exploitation within relationships.</p>	<p>SLEEP</p> <p>I can describe a range of strategies for ensuring appropriate sleep patterns and suggest advice for those struggling to sleep.</p> <p>I can explain how lifestyle choices can affect sleep quality</p> <p>I can explain the importance of sleep for wellbeing and brain function — particularly during adolescence</p> <p>Knife Crime</p> <p>. I can explain how young people can make the decision to be knife free, understand how people can get support and can give advice to</p>	<p>Personal Finance</p> <p>Explain why certain people are refused credit, how debits aren't necessarily bad and the definition of interest free credit.</p> <p>Describe possible ways for us to avoid getting into debt and to ensure we keep our finances in credit and the dangers of high interest debits.</p> <p>Correctly identify situations where a person is likely to be refused or accepted for credit.</p> <p>Explain the meaning of complex financial terms and create budgets to</p>	<p>Conflict Management / resolution</p> <p>Identify at least three new strategies to resolve and manage conflict as well as the different situations these can be used in. Describe in detail how you could resolve or manage different conflicts using the strategies you will learn about today. Explain why some conflict strategies would work better than others in particular situations and analyse what the likely outcome would be.</p> <p>Forced marriage and arranged marriage</p> <p>Correctly identify cases of both arranged and forced marriages and begin to describe the differences.</p>	<p>Mental Health and suicide</p> <p>Correctly identify warning signs from those who may intend on suicide, describe ways we can support those with depression.</p> <p>Describe the factors that contribute towards some people committing suicide, the biggest risk factors and what we can do to aid prevention.</p> <p>Explain why people commit suicide, why people find it difficult to communicate their thoughts and</p>



			<p>others about becoming knife free.</p> <p>I can explain how to make decisions, demonstrate resilience and manage risk.</p> <p>I can challenge common myths about carrying a knife and explain how it can impact a person's future.</p> <p>Animal Rights</p> <p>Explain articulately using new key terminology in the correct context the arguments and counter arguments for reducing meat consumption, analysing whether a meat tax should be introduced</p> <p>I can explain why we need to consume less</p>	<p>challenge your partner to save and borrow responsibly.</p> <p>Describe ways we can sensibly manage our personal and household budgets and how we can save money.</p> <p>Correctly identify situations where a person spending over their budget and where they could be saving.</p> <p>Explain why certain people have to pay more tax and calculate their additional contributions and student loans rates.</p> <p>Describe what NI and tax is spent on and explain whether or not you think the tax</p>	<p>Describe why certain case studies are forced or arranged and where victims can find help.</p> <p>Explain the differences between forced and arranged marriages in detail and how a person can access help at different stages in the proceedings using new key terms.</p> <p>Mental Health and Social anxiety</p> <p>Identify what causes people to have social anxiety and the physical symptoms of the condition</p> <p>Describe the different treatments available to people with social anxiety</p> <p>Explain how social anxiety is caused by chemicals in the body and reactions in the mind</p>	<p>the best ways to offer support.</p> <p>Consent and Rape</p> <p>Identify cases where sexual boundaries have been crossed and a crime has been committed.</p> <p>Classify cases according to sexual crime, explaining how you know which it is. Describe whether society does enough to prevent these.</p> <p>Explain why many people don't report sexual crimes and analyse whether our society could do more to prevent sexual crimes.</p> <p>Plastic Pollution</p>
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			<p>meat and your opinion on whether animals should have rights as well as the counter arguments</p> <p>I can Correctly identify arguments for animal rights and minimising our consumption of meat.</p>	<p>system is fair. Correctly match up the financial terms used so far.</p> <p>Correctly identify the different items on a person's payslip and calculate some tax and national insurance contributions</p> <p>Explain how budgets are managed to make provision for welfare, health, the elderly and education.</p> <p>Describe how public money is divided into funding for essential services and how decisions are made about the allocation of funding.</p> <p>Correctly identify public and private sector institutions</p>		<p>Correctly identify and describe problems plastic pollution currently presents and how we can help waste minimalization.</p> <p>Explain the main issues articulately using new key terminology and statistics. Describe alternative solutions.</p> <p>Analyse why pollution is increasing from the developing world, the extent to which our individual actions can help and why plastic as a material is so problematic.</p>
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				and how they are funded.		
<p>SMSC/Cultural Capital/Character/FBV-outline specific areas that are covered in this unit</p>	<p>The intention is to allow students the opportunity to show SMSC via:</p> <p>An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>A use of imagination and</p>	<p>The intention is to allow students the opportunity to show SMSC via:</p> <p>An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>A use of imagination and creativity in learning</p> <p>Willingness to reflect on their experiences</p> <p>An ability to recognise the difference between right and wrong and</p>	<p>The intention to allow students the opportunity to show SMSC via:</p> <p>An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>A use of imagination and</p>	<p>The intention is to allow students the opportunity to show SMSC via:</p> <p>An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>A use of imagination and</p>	<p>The intention is to allow students the opportunity to show SMSC via:</p> <p>An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>Willingness to reflect on their experiences</p> <p>An ability to recognise the difference between right and wrong and</p>	<p>The intention is to allow students the opportunity to show SMSC via:</p> <p>An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>A use of imagination and</p>



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<p>Links to other units in KS3/4.</p>	<p>See attached Document/</p>					



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Subject: LOOL

Year: 11

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Unit title	<p>Personal Statements</p> <p>I have read some examples of recent Personal Statements and identified what I need to include in my own .</p> <p>I have added to my list of statements about myself that I want to include.</p> <p>I have understood the importance of 'selling myself' in my Personal Statement</p> <p>I have evaluated my Personal Statement so far and have identified how I could improve it.</p> <p>I have begun the process of improving my Personal Statement.</p>	<p>Revision Skills</p> <p>Students can identify their learning type</p> <p>Students can describe the main methods of revision.</p> <p>Students can explain which revision methods they will use, based on their learning type.</p> <p>Students can describe what a mind map is</p> <p>Students can evaluate the advantages and disadvantages of using mind maps.</p> <p>Students can create a mind map using specific subject information.</p>	<p>Personal Revision</p> <p>I have managed my own time to create a Revision Timetable and completed personal revision.</p> <p>I have identified which revision strategies work for me and am using these.</p>	<p>Personal Revision</p> <p>I have managed my own time to create a Revision Timetable and completed personal revision.</p> <p>I have identified which revision strategies work for me and am using these.</p>		



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