Curriculum Map Subject: Resilience Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be	DofE Bronze Physical	DofE Bronze Physical	DofE Bronze Physical	DofE Bronze Physical	DofE Bronze Physical	DofE Bronze Physical
learned? What previous	DofE Bronze Skills	DofE Bronze Skills	DofE Bronze Skills	DofE Bronze Skills	DofE Bronze Skills	DofE Bronze Skills
learning can be linked?	DofE Bronze Volunteering	DofE Bronze Volunteering	DofE Bronze Volunteering	DofE Bronze Volunteering	DofE Bronze Volunteering	DofE Bronze Volunteering
Why this	Social Skills	Social Skills	Social Skills	Social Skills	Social Skills	Social Skills
order/sequence?						
Skills- What will be	Teamwork – DofE volunteering	Teamwork – DofE volunteering	Teamwork – DofE volunteering	Teamwork – DofE	Teamwork – DofE volunteering	Teamwork – DofE
developed?	and Social Skills	and Social Skills	and Social Skills	volunteering and Social Skills	and Social Skills	volunteering and Social Skills
	Leadership – DofE volunteering	Leadership – DofE volunteering	Leadership – DofE volunteering	Leadership – DofE	Leadership – DofE volunteering	Leadership – DofE
	Aiming High – DofE Skills and	Aiming High – DofE Skills and	Aiming High – DofE Skills and	volunteering	Aiming High – DofE Skills and	volunteering
	Physical	Physical	Physical	Aiming High – DofE Skills and	Physical	Aiming High – DofE Skills and
	Staying Positive – DofE Physical	Staying Positive – DofE Physical	Staying Positive – DofE Physical	Physical	Staying Positive – DofE Physical	Physical
	and Skills	and Skills	and Skills	Staying Positive – DofE	and Skills	Staying Positive – DofE
	Listening – Social Skills	Listening – Social Skills	Listening – Social Skills	Physical and Skills	Listening – Social Skills	Physical and Skills
	Speaking – Social Skills	Speaking – Social Skills	Speaking – Social Skills	Listening – Social Skills	Speaking – Social Skills	Listening – Social Skills
	Creativity – DofE volunteering and	Creativity – DofE volunteering	Creativity – DofE volunteering	Speaking – Social Skills	Creativity – DofE volunteering	Speaking – Social Skills
	skills	and skills	and skills	Creativity – DofE volunteering	and skills	Creativity – DofE
	Problem Solving – DofE	Problem Solving – DofE	Problem Solving – DofE	and skills	Problem Solving – DofE	volunteering and skills
	volunteering and Skills	volunteering and Skills	volunteering and Skills	Problem Solving – DofE	volunteering and Skills	Problem Solving – DofE
		_	_	volunteering and Skills	_	volunteering and Skills
Key 'How'/'Why'	What are the 8 Essential Skills	How can we improve our	How can we improve our	How can we improve our	How can we improve our	What progress have we
Questions- What	most valued by employers?	Essential Skills and Social Skills	Essential Skills and Social Skills	Essential Skills and Social	Essential Skills and Social Skills in	made in our Essential Skills
powerful knowledge will	Why are they important?	in our Resilience lessons?	in our Resilience lessons?	Skills in our Resilience	our Resilience lessons?	and Social Skills over the
be gained? What		What progress have we made	What progress have we made	lessons?	What progress have we made in	year?
areas/themes/concepts		in our Essential Skills and Social	in our Essential Skills and Social	What progress have we made	our Essential Skills and Social	Where have we used these
will be explored?		Skills?	Skills?	in our Essential Skills and	Skills?	skills in other lessons?
		What goals can we set to	What goals can we set to	Social Skills?	What goals can we set to	Where have we used these
		improve our Essential Skills and	improve our Essential Skills and	What goals can we set to	improve our Essential Skills and	skills in our wider life?
		Social Skills?	Social Skills?	improve our Essential Skills	Social Skills?	What goals can we set to
		How can we meet our goals	How can we meet our goals	and Social Skills?	How can we meet our goals	help us improve our Essential
		through our Resilience lessons?	through our Resilience lessons?	How can we meet our goals	through our Resilience lessons?	and Social Skills next year?
		How can we use the skills we	How can we use the skills we	through our Resilience	How can we use the skills we	What strategies can we use
		have learned in other lessons	have learned in other lessons	lessons?	have learned in other lessons	to meet our goals for next
		and outside the classroom?	and outside the classroom?	How can we use the skills we	and outside the classroom?	year?
				have learned in other lessons		What support do we need to
				and outside the classroom?		meet our goals for next year?
SEND- how will support	Seating plans and groups are	Seating plans and groups are	Seating plans and groups are	Seating plans and groups are	Seating plans and groups are	Seating plans and groups are
be seen? Seating plans?	designed with the SENCo and CTA	designed with the SENCo and	designed with the SENCo and	designed with the SENCo and	designed with the SENCo and	designed with the SENCo and
Simplified questions?	to ensure that needs are	CTA to ensure that needs are	CTA to ensure that needs are	CTA to ensure that needs are	CTA to ensure that needs are	CTA to ensure that needs are
	adequately supported through	adequately supported through	adequately supported through	adequately supported	adequately supported through	adequately supported
	peer tasks.	peer tasks.	peer tasks.	through peer tasks.	peer tasks.	through peer tasks.
	Starter tasks use mini-whiteboards	Starter tasks use mini-	Starter tasks use mini-	Starter tasks use mini-	Starter tasks use mini-	Starter tasks use mini-
	and true/false questions to check	whiteboards and true/false	whiteboards and true/false	whiteboards and true/false	whiteboards and true/false	whiteboards and true/false
	understanding.	questions to check	questions to check	questions to check	questions to check	questions to check
	Targeted CTA and teacher support	understanding.	understanding.	understanding.	understanding.	understanding.
	to meet students' needs and	Targeted CTA and teacher	Targeted CTA and teacher	Targeted CTA and teacher	Targeted CTA and teacher	Targeted CTA and teacher
	support pupils to make progress in	support to meet students'	support to meet students'	support to meet students'	support to meet students' needs	support to meet students'
	targets identified on EHCPs and	needs and support pupils to	needs and support pupils to	needs and support pupils to	and support pupils to make	needs and support pupils to
	Pupil Passports.	make progress in targets	make progress in targets	make progress in targets	progress in targets identified on	make progress in targets
					EHCPs and Pupil Passports.	

Year Group: 9

		identified on EHCPs and Pupil Passports.	identified on EHCPs and Pupil Passports.	identified on EHCPs and Pupil Passports.		identified on EHCPs and Pupil Passports.
Assessment- What? Why?	Initial assessment against the Skills Builder Framework in 8 Essential Skills conducted by teaching staff. This will map pupils' skill level against the 15 different levels of each Essential Skill. This will be used to plan lessons in each skill based upon the students' current level to ensure progress.	Teacher assessment against the Skills Builder Framework in 8 Essential Skills conducted by teaching staff. This will map pupils' skill level against the 15 different levels of each Essential Skill. This will be used to plan lessons in each skill based upon the students' current level to ensure progress.	Teacher assessment against the Skills Builder Framework in 8 Essential Skills conducted by teaching staff. This will map pupils' skill level against the 15 different levels of each Essential Skill. This will be used to plan lessons in each skill based upon the students' current level to ensure progress.	Teacher assessment against the Skills Builder Framework in 8 Essential Skills conducted by teaching staff. This will map pupils' skill level against the 15 different levels of each Essential Skill. This will be used to plan lessons in each skill based upon the students' current level to ensure progress.	Teacher assessment against the Skills Builder Framework in 8 Essential Skills conducted by teaching staff. This will map pupils' skill level against the 15 different levels of each Essential Skill. This will be used to plan lessons in each skill based upon the students' current level to ensure progress.	Teacher assessment against the Skills Builder Framework in 8 Essential Skills conducted by teaching staff. This will map pupils' skill level against the 15 different levels of each Essential Skill. This will be used to plan lessons in each skill based upon the students' current level to ensure progress.
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Each lesson begins with a task focussing on retrieval of the essential skills taught and practiced in the last lesson to build pupils' understanding of the skills and how to apply it in practical lessons. Teachers will re-teach errors and misconceptions. Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Each lesson begins with a task focussing on retrieval of the essential skills taught and practiced in the last lesson to build pupils' understanding of the skills and how to apply it in practical lessons. Teachers will re-teach errors and misconceptions. Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Each lesson begins with a task focussing on retrieval of the essential skills taught and practiced in the last lesson to build pupils' understanding of the skills and how to apply it in practical lessons. Teachers will re-teach errors and misconceptions. Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Each lesson begins with a task focussing on retrieval of the essential skills taught and practiced in the last lesson to build pupils' understanding of the skills and how to apply it in practical lessons. Teachers will re-teach errors and misconceptions. Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Each lesson begins with a task focussing on retrieval of the essential skills taught and practiced in the last lesson to build pupils' understanding of the skills and how to apply it in practical lessons. Teachers will re-teach errors and misconceptions. Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Each lesson begins with a task focussing on retrieval of the essential skills taught and practiced in the last lesson to build pupils' understanding of the skills and how to apply it in practical lessons. Teachers will re-teach errors and misconceptions. Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.
Literacy- reading, extended accurate writing and oracy opportunities	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.
Numeracy/computing skills	Pupils will use computers to research their volunteering projects and create presentations on the needs that their project will address. Pupils will use EDofE to upload evidence for their Bronze Awards.	Pupils will use computers to research their volunteering projects and create presentations on the needs that their project will address. Pupils will use EDofE to upload evidence for their Bronze Awards.	Pupils will use computers to research their volunteering projects and create presentations on the needs that their project will address. Pupils will use EDofE to upload evidence for their Bronze Awards.	Pupils will use computers to research their volunteering projects and create presentations on the needs that their project will address. Pupils will use EDofE to upload evidence for their Bronze Awards.	Pupils will use computers to research their volunteering projects and create presentations on the needs that their project will address. Pupils will use EDofE to upload evidence for their Bronze Awards.	Pupils will use computers to research their volunteering projects and create presentations on the needs that their project will address. Pupils will use EDofE to upload evidence for their Bronze Awards.
Character development	Staying positive and aiming high. Pupils will set themselves challenging goals and learn how to develop strategies to achieve their goals.	Staying positive and aiming high. Pupils will reflect on progress, set themselves challenging goals and learn how to develop strategies to achieve their goals.	Staying positive and aiming high. Pupils will reflect on progress, set themselves challenging goals and learn how to develop strategies to achieve their goals.	Staying positive and aiming high. Pupils will reflect on progress, set themselves challenging goals and learn how to develop strategies to achieve their goals.	Staying positive and aiming high. Pupils will reflect on progress, set themselves challenging goals and learn how to develop strategies to achieve their goals.	Staying positive and aiming high. Pupils will reflect on progress, set themselves challenging goals and learn how to develop strategies to achieve their goals.

Equality/Diversity	Teamwork, leadership, and social	Teamwork, leadership, and	Teamwork, leadership, and	Teamwork, leadership, and	Teamwork, leadership, and social	Teamwork, leadership, and
opportunities	skills tasks will focus on pupils	social skills tasks will focus on	social skills tasks will focus on	social skills tasks will focus on	skills tasks will focus on pupils	social skills tasks will focus on
	developing these skills when	pupils developing these skills	pupils developing these skills	pupils developing these skills	developing these skills when	pupils developing these skills
	working and communicating with	when working and	when working and	when working and	working and communicating	when working and
	people who have different beliefs	communicating with people	communicating with people	communicating with people	with people who have different	communicating with people
	and cultures.	who have different beliefs and	who have different beliefs and	who have different beliefs	beliefs and cultures.	who have different beliefs
	Volunteering projects will help	cultures.	cultures.	and cultures.	Volunteering projects will help	and cultures.
	pupils to learn about the differing	Volunteering projects will help	Volunteering projects will help	Volunteering projects will	pupils to learn about the	Volunteering projects will
	needs of their local community.	pupils to learn about the	pupils to learn about the	help pupils to learn about the	differing needs of their local	help pupils to learn about the
		differing needs of their local	differing needs of their local	differing needs of their local	community.	differing needs of their local
		community.	community.	community.		community.
Homework/Independent	No homework will be set as pupils	No homework will be set as	No homework will be set as	Pupils will prepare for their	Pupils will complete their DofE	Pupils will complete their
learning	require additional time to	pupils require additional time	pupils require additional time	DofE Practice Expedition.	Practice Expedition.	DofE Qualifying Expedition.
	complete homework for GCSE	to complete homework for	to complete homework for	No homework will be set as	No homework will be set as	No homework will be set as
	subjects.	GCSE subjects.	GCSE subjects.	pupils require additional time	pupils require additional time to	pupils require additional time
	Pupils will work independently on	Pupils will work independently	Pupils will work independently	to complete homework for	complete homework for GCSE	to complete homework for
	Skills and Physical sections to	on Skills and Physical sections	on Skills and Physical sections	GCSE subjects.	subjects.	GCSE subjects.
	achieve the individual goals that	to achieve the individual goals	to achieve the individual goals	Pupils will work	Pupils will work independently	Pupils will work
	they have set.	that they have set.	that they have set.	independently on Skills and	on Skills and Physical sections to	independently on Skills and
				Physical sections to achieve	achieve the individual goals that	Physical sections to achieve
				the individual goals that they	they have set.	the individual goals that they
				have set.		have set.
CIAG coverage/links	What are the 8 Essential Skills	How are the skills we learn in	How are the skills we learn in			
	most valued by employers? Why	class applied in the workplace?	class applied in the workplace?	class applied in the	class applied in the workplace?	class applied in the
	are they important? How can we	What skills do we need to	What skills do we need to	workplace?	What skills do we need to	workplace?
	improve our skills through our	improve for employment?	improve for employment?	What skills do we need to	improve for employment?	What skills do we need to
	Resilience lessons?			improve for employment?		improve for employment?

Curriculum Map Subject: Resilience Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be	DofE Silver Physical	DofE Silver Physical	DofE Silver Physical	DofE Silver Physical	DofE Silver Physical	DofE Silver Physical
learned? What previous	DofE Silver Skills	DofE Silver Skills	DofE Silver Skills	DofE Silver Skills	DofE Silver Skills	DofE Silver Skills
learning can be linked?	DofE Silver Volunteering	DofE Silver Volunteering	DofE Silver Volunteering	DofE Silver Volunteering	DofE Silver Volunteering	DofE Silver Volunteering
Why this	Social Skills	Social Skills	Social Skills	Preparing for Work	Preparing for Work Experience	Reflecting on Work
order/ sequence ?				Experience	DofE Practice Expedition	Experience and careers
						DofE Qualifier Expedition
Skills- What will be	Teamwork – DofE volunteering	Teamwork – DofE volunteering	Teamwork – DofE volunteering	Teamwork – DofE	Teamwork – DofE volunteering	Teamwork – DofE
developed?	and Social Skills	and Social Skills	and Social Skills	volunteering and Social Skills	and Social Skills	volunteering and Social Skills
	Leadership – DofE volunteering	Leadership – DofE volunteering	Leadership – DofE volunteering	Leadership – DofE	Leadership – DofE volunteering	Leadership – DofE
	Aiming High – DofE Skills and	Aiming High – DofE Skills and	Aiming High – DofE Skills and	volunteering	Aiming High – DofE Skills and	volunteering
	Physical	Physical	Physical	Aiming High – DofE Skills and	Physical	Aiming High – DofE Skills and
	Staying Positive – DofE Physical	Staying Positive – DofE Physical	Staying Positive – DofE Physical	Physical	Staying Positive – DofE Physical	Physical
	and Skills	and Skills	and Skills	Staying Positive – DofE	and Skills	Staying Positive – DofE
	Listening – Social Skills	Listening – Social Skills	Listening – Social Skills	Physical and Skills	Listening – Social Skills	Physical and Skills
	Speaking – Social Skills	Speaking – Social Skills	Speaking – Social Skills	Listening – Social Skills	Speaking – Social Skills	Listening – Social Skills
	Creativity – DofE volunteering and	Creativity – DofE volunteering	Creativity – DofE volunteering	Speaking – Social Skills	Creativity – DofE volunteering	Speaking – Social Skills
	skills	and skills	and skills	Creativity – DofE volunteering	and skills	Creativity – DofE
	Problem Solving – DofE	Problem Solving – DofE	Problem Solving – DofE	and skills	Problem Solving – DofE	volunteering and skills
	volunteering and Skills	volunteering and Skills	volunteering and Skills	Problem Solving – DofE	volunteering and Skills	Problem Solving – DofE
				volunteering and Skills		volunteering and Skills

Year Group: 10

Key 'How'/'Why'	How can we improve our Essential	How can we improve our	How can we improve our	How can we improve our	How can we improve our	What progress have we
Questions- What	Skills and Social Skills in our	Essential Skills and Social Skills	Essential Skills and Social Skills	Essential Skills and Social	Essential Skills and Social Skills in	made in our Essential Skills
powerful knowledge will	Resilience lessons?	in our Resilience lessons?	in our Resilience lessons?	Skills in our Resilience	our Resilience lessons?	and Social Skills over the
be gained? What	What progress have we made in	What progress have we made	What progress have we made	lessons?	What progress have we made in	year?
areas/themes/concepts	our Essential Skills and Social	in our Essential Skills and Social	in our Essential Skills and Social	What progress have we made	our Essential Skills and Social	Where have we used these
will be explored?	Skills?	Skills?	Skills?	in our Essential Skills and	Skills?	skills in other lessons?
will be explored:	What goals can we set to improve	What goals can we set to	What goals can we set to	Social Skills?	What goals can we set to	Where have we used these
	our Essential Skills and Social	improve our Essential Skills and	improve our Essential Skills and	What goals can we set to	improve our Essential Skills and	skills in our wider life?
	Skills?	Social Skills?	Social Skills?	improve our Essential Skills	Social Skills?	What goals can we set to
	How can we meet our goals	How can we meet our goals	How can we meet our goals	and Social Skills?	How can we meet our goals	help us improve our Essential
	through our Resilience lessons?	through our Resilience lessons?	through our Resilience lessons?	How can we meet our goals	through our Resilience lessons?	and Social Skills next year?
	How can we use the skills we have	How can we use the skills we	How can we use the skills we	through our Resilience	How can we use the skills we	What strategies can we use
	learned in other lessons and	have learned in other lessons	have learned in other lessons	lessons?	have learned in other lessons	to meet our goals for next
	outside the classroom?	and outside the classroom?	and outside the classroom?	How can we use the skills we	and outside the classroom?	year?
				have learned in other lessons		What support do we need to
				and outside the classroom?		meet our goals for next year?
SEND- how will support	Seating plans and groups are	Seating plans and groups are	Seating plans and groups are	Seating plans and groups are	Seating plans and groups are	Seating plans and groups are
be seen? Seating plans?	designed with the SENCo and CTA	designed with the SENCo and	designed with the SENCo and	designed with the SENCo and	designed with the SENCo and	designed with the SENCo and
Simplified questions?	to ensure that needs are	CTA to ensure that needs are	CTA to ensure that needs are	CTA to ensure that needs are	CTA to ensure that needs are	CTA to ensure that needs are
	adequately supported through	adequately supported through	adequately supported through	adequately supported	adequately supported through	adequately supported
	peer tasks.	peer tasks.	peer tasks.	through peer tasks.	peer tasks.	through peer tasks.
	Starter tasks use mini-whiteboards	Starter tasks use mini-	Starter tasks use mini-	Starter tasks use mini-	Starter tasks use mini-	Starter tasks use mini-
	and true/false questions to check	whiteboards and true/false	whiteboards and true/false	whiteboards and true/false	whiteboards and true/false	whiteboards and true/false
	understanding.	questions to check	questions to check	questions to check	questions to check	questions to check
	Targeted CTA and teacher support	understanding.	understanding.	understanding.	understanding.	understanding.
	to meet students' needs and	Targeted CTA and teacher	Targeted CTA and teacher	Targeted CTA and teacher	Targeted CTA and teacher	Targeted CTA and teacher
	support pupils to make progress in	support to meet students'	support to meet students'	support to meet students'	support to meet students' needs	support to meet students'
	targets identified on EHCPs and	needs and support pupils to	needs and support pupils to	needs and support pupils to	and support pupils to make	needs and support pupils to
	Pupil Passports.	make progress in targets	make progress in targets	make progress in targets	progress in targets identified on	make progress in targets
		identified on EHCPs and Pupil	identified on EHCPs and Pupil	identified on EHCPs and Pupil	EHCPs and Pupil Passports.	identified on EHCPs and Pupil
		Passports.	Passports.	Passports.		Passports.
Assessment- What?	Initial assessment against the Skills	Teacher assessment against the	Teacher assessment against the	Teacher assessment against	Teacher assessment against the	Teacher assessment against
Why?	Builder Framework in 8 Essential	Skills Builder Framework in 8	Skills Builder Framework in 8	the Skills Builder Framework	Skills Builder Framework in 8	the Skills Builder Framework
	Skills conducted by teaching staff.	Essential Skills conducted by	Essential Skills conducted by	in 8 Essential Skills conducted	Essential Skills conducted by	in 8 Essential Skills conducted
	This will map pupils' skill level	teaching staff. This will map	teaching staff. This will map	by teaching staff. This will	teaching staff. This will map	by teaching staff. This will
	against the 15 different levels of	pupils' skill level against the 15	pupils' skill level against the 15	map pupils' skill level against	pupils' skill level against the 15	map pupils' skill level against
	each Essential Skill.	different levels of each	different levels of each	the 15 different levels of each	different levels of each Essential	the 15 different levels of
	This will be used to plan lessons in	Essential Skill.	Essential Skill.	Essential Skill.	Skill.	each Essential Skill.
	each skill based upon the	This will be used to plan lessons	This will be used to plan lessons	This will be used to plan	This will be used to plan lessons	This will be used to plan
	students' current level to ensure	in each skill based upon the	in each skill based upon the	lessons in each skill based	in each skill based upon the	lessons in each skill based
	progress.	students' current level to	students' current level to	upon the students' current	students' current level to ensure	upon the students' current
		ensure progress.	ensure progress.	level to ensure progress.	progress.	level to ensure progress.
What memory for	Each lesson begins with a task	Each lesson begins with a task	Each lesson begins with a task	Each lesson begins with a task	Each lesson begins with a task	Each lesson begins with a
learning skills will be	focussing on retrieval of the	focussing on retrieval of the	focussing on retrieval of the	focussing on retrieval of the	focussing on retrieval of the	task focussing on retrieval of
required- modelling?	essential skills taught and	essential skills taught and	essential skills taught and	essential skills taught and	essential skills taught and	the essential skills taught and
Concrete answers?	practiced in the last lesson to build	practiced in the last lesson to	practiced in the last lesson to	practiced in the last lesson to	practiced in the last lesson to	practiced in the last lesson to
Retrieval?	pupils' understanding of the skills	build pupils' understanding of	build pupils' understanding of	build pupils' understanding of	build pupils' understanding of	build pupils' understanding
	and how to apply it in practical	the skills and how to apply it in	the skills and how to apply it in	the skills and how to apply it	the skills and how to apply it in	of the skills and how to apply
	lessons. Teachers will re-teach	practical lessons. Teachers will	practical lessons. Teachers will	in practical lessons. Teachers	practical lessons. Teachers will	it in practical lessons.
	errors and misconceptions.	re-teach errors and	re-teach errors and	will re-teach errors and	re-teach errors and	Teachers will re-teach errors
		misconceptions.	misconceptions.	misconceptions.	misconceptions.	and misconceptions.

	Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.
Literacy- reading, extended accurate writing and oracy opportunities	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.
Numeracy/computing skills	Pupils will use computers to research their volunteering projects and create presentations on the needs that their project will address. Pupils will use EDofE to upload evidence for their Silver Awards.	Pupils will use computers to research their volunteering projects and create presentations on the needs that their project will address. Pupils will use EDofE to upload evidence for their Silver Awards.	Pupils will use computers to research their volunteering projects and create presentations on the needs that their project will address. Pupils will use EDofE to upload evidence for their Silver Awards.	Pupils will use computers to research their volunteering projects and create presentations on the needs that their project will address. Pupils will use EDofE to upload evidence for their Silver Awards.	Pupils will use computers to research their volunteering projects and create presentations on the needs that their project will address. Pupils will use EDofE to upload evidence for their Silver Awards.	Pupils will use computers to research their volunteering projects and create presentations on the needs that their project will address. Pupils will use EDofE to upload evidence for their Silver Awards.
Character development	Staying positive and aiming high. Pupils will set themselves challenging goals and learn how to develop strategies to achieve their goals.	Staying positive and aiming high. Pupils will reflect on progress, set themselves challenging goals and learn how to develop strategies to achieve their goals.	Staying positive and aiming high. Pupils will reflect on progress, set themselves challenging goals and learn how to develop strategies to achieve their goals.	Staying positive and aiming high. Pupils will reflect on progress, set themselves challenging goals and learn how to develop strategies to achieve their goals.	Staying positive and aiming high. Pupils will reflect on progress, set themselves challenging goals and learn how to develop strategies to achieve their goals.	Staying positive and aiming high. Pupils will reflect on progress, set themselves challenging goals and learn how to develop strategies to achieve their goals.
Equality/Diversity opportunities	Teamwork, leadership, and social skills tasks will focus on pupils developing these skills when working and communicating with people who have different beliefs and cultures. Volunteering projects will help pupils to learn about the differing needs of their local community.	Teamwork, leadership, and social skills tasks will focus on pupils developing these skills when working and communicating with people who have different beliefs and cultures. Volunteering projects will help pupils to learn about the differing needs of their local community.	Teamwork, leadership, and social skills tasks will focus on pupils developing these skills when working and communicating with people who have different beliefs and cultures. Volunteering projects will help pupils to learn about the differing needs of their local community.	Teamwork, leadership, speaking and listening tasks will focus on pupils developing these skills when working and communicating with people who have different beliefs and cultures.	Teamwork, leadership, speaking and listening tasks will focus on pupils developing these skills when working and communicating with people who have different beliefs and cultures.	Teamwork, leadership, speaking and listening tasks will focus on pupils developing these skills when working and communicating with people who have different beliefs and cultures. Work experience will involve pupils applying their understanding of equaity and diversity in their workplace.
Homework/Independent learning	No homework will be set as pupils require additional time to complete homework for GCSE subjects. Pupils will work independently on Skills and Physical sections to achieve the individual goals that they have set.	No homework will be set as pupils require additional time to complete homework for GCSE subjects. Pupils will work independently on Skills and Physical sections to achieve the individual goals that they have set.	No homework will be set as pupils require additional time to complete homework for GCSE subjects. Pupils will work independently on Skills and Physical sections to achieve the individual goals that they have set.	Pupils will prepare for their DofE Practice Expedition. No homework will be set as pupils require additional time to complete homework for GCSE subjects. Pupils will work independently on Skills and Physical sections to achieve the individual goals that they have set.	Pupils will complete their DofE Practice Expedition. No homework will be set as pupils require additional time to complete homework for GCSE subjects. Pupils will work independently on Skills and Physical sections to achieve the individual goals that they have set.	Pupils will complete their DofE Qualifying Expedition. No homework will be set as pupils require additional time to complete homework for GCSE subjects. Pupils will work independently on Skills and Physical sections to achieve the individual goals that they have set.

CIAG coverage/links	Revision: What are the 8 Essential	How are the skills we learn in	How are the skills we learn in	How are the skills we learn in	How are the skills we learn in	How are the skills we learn in
	Skills most valued by employers?	class applied in the workplace?	class applied in the workplace?	class applied in the	class applied in the workplace?	class applied in the
	Why are they important? How	What skills do we need to	What skills do we need to	workplace?	What skills do we need to	workplace?
	can we improve our skills through	improve for employment?	improve for employment?	What skills do we need to	improve for employment?	What skills do we need to
	our Resilience lessons?			improve for employment?		improve for employment?

Curriculum Map Subject: Resilience Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be	DofE Silver Physical	DofE Silver Physical	DofE Silver Physical	DofE Silver Physical	DofE Silver Physical	Exams/Study Leave
earned? What previous	DofE Silver Skills	DofE Silver Skills	DofE Silver Skills	DofE Silver Skills	DofE Silver Skills	DofE Silver Qualifier
learning can be linked?	DofE Silver Volunteering	DofE Silver Volunteering	DofE Silver Volunteering	DofE Silver Volunteering	DofE Silver Volunteering	Expedition
Why this	Revision Skills	Career pathways and applying	Career pathways and applying	First Aid at Work	Revision Skills	
order/ sequence ?	Food Hygiene	for further study and	for further study and			
		employment	employment			
Skills- What will be	Teamwork – DofE volunteering	Teamwork – DofE volunteering	Teamwork – DofE volunteering	Teamwork – DofE	Teamwork – DofE volunteering	Exams/Study Leave
developed?	and Social Skills	and Social Skills	and Social Skills	volunteering and Social Skills	and Social Skills	
	Leadership – DofE volunteering	Leadership – DofE volunteering	Leadership – DofE volunteering	Leadership – DofE	Leadership – DofE volunteering	
	Aiming High – DofE Skills and	Aiming High – DofE Skills and	Aiming High – DofE Skills and	volunteering	Aiming High – DofE Skills and	
	Physical	Physical	Physical	Aiming High – DofE Skills and	Physical	
	Staying Positive – DofE Physical	Staying Positive – DofE Physical	Staying Positive – DofE Physical	Physical	Staying Positive – DofE Physical	
	and Skills	and Skills	and Skills	Staying Positive – DofE	and Skills	
	Listening – Social Skills	Listening – Social Skills	Listening – Social Skills	Physical and Skills	Listening – Social Skills	
	Speaking – Social Skills	Speaking – Social Skills	Speaking – Social Skills	Listening – Social Skills	Speaking – Social Skills	
	Creativity – DofE volunteering and	Creativity – DofE volunteering	Creativity – DofE volunteering	Speaking – Social Skills	Creativity – DofE volunteering	
	skills	and skills	and skills	Creativity – DofE volunteering	and skills	
	Problem Solving – DofE	Problem Solving – DofE	Problem Solving – DofE	and skills	Problem Solving – DofE	
	volunteering and Skills	volunteering and Skills	volunteering and Skills	Problem Solving – DofE	volunteering and Skills	
				volunteering and Skills		
Key 'How'/'Why'	How can we improve our Essential	How can we improve our	How can we improve our	How can we improve our	What progress have we made in	Exams/Study Leave
Questions- What	Skills and Social Skills in our	Essential Skills and Social Skills	Essential Skills and Social Skills	Essential Skills and Social	our Essential Skills and Social	
powerful knowledge will	Resilience lessons?	in our Resilience lessons?	in our Resilience lessons?	Skills in our Resilience	Skills over the year?	
be gained? What	What progress have we made in	What progress have we made	What progress have we made	lessons?	Where have we used these skills	
areas/themes/concepts	our Essential Skills and Social	in our Essential Skills and Social	in our Essential Skills and Social	What progress have we made	in other lessons?	
will be explored?	Skills?	Skills?	Skills?	in our Essential Skills and	Where have we used these skills	
	What goals can we set to improve	What goals can we set to	What goals can we set to	Social Skills?	in our wider life?	
	our Essential Skills and Social	improve our Essential Skills and	improve our Essential Skills and	What goals can we set to	What goals can we set to help us	
	Skills?	Social Skills?	Social Skills?	improve our Essential Skills	improve our Essential Skills next	
	How can we meet our goals	How can we meet our goals	How can we meet our goals	and Social Skills?	year?	
	through our Resilience lessons?	through our Resilience lessons?	through our Resilience lessons?	How can we meet our goals	What strategies can we use to	
	How can we use the skills we have	How can we use the skills we	How can we use the skills we	through our Resilience	meet our goals for next year?	
	learned in other lessons and	have learned in other lessons	have learned in other lessons	lessons?	What support do we need to	
	outside the classroom?	and outside the classroom?	and outside the classroom?	How can we use the skills we	meet our goals for next year?	
	Why is food hygiene important?			have learned in other lessons		
				and outside the classroom?		
				How should I respond to a		
				medical emergency at work?		
SEND- how will support	Seating plans and groups are	Seating plans and groups are	Seating plans and groups are	Seating plans and groups are	Seating plans and groups are	Exams/Study Leave
be seen? Seating plans?	designed with the SENCo and CTA	designed with the SENCo and	designed with the SENCo and	designed with the SENCo and	designed with the SENCo and	
Simplified questions?	to ensure that needs are	CTA to ensure that needs are	CTA to ensure that needs are	CTA to ensure that needs are	CTA to ensure that needs are	

Year Group: 11

	adequately supported through peer tasks. Starter tasks use mini-whiteboards and true/false questions to check understanding. Targeted CTA and teacher support to meet students' needs and support pupils to make progress in targets identified on EHCPs and Pupil Passports.	adequately supported through peer tasks. Starter tasks use mini- whiteboards and true/false questions to check understanding. Targeted CTA and teacher support to meet students' needs and support pupils to make progress in targets identified on EHCPs and Pupil Passports.	adequately supported through peer tasks. Starter tasks use mini- whiteboards and true/false questions to check understanding. Targeted CTA and teacher support to meet students' needs and support pupils to make progress in targets identified on EHCPs and Pupil Passports.	adequately supported through peer tasks. Starter tasks use mini- whiteboards and true/false questions to check understanding. Targeted CTA and teacher support to meet students' needs and support pupils to make progress in targets identified on EHCPs and Pupil Passports.	adequately supported through peer tasks. Starter tasks use mini- whiteboards and true/false questions to check understanding. Targeted CTA and teacher support to meet students' needs and support pupils to make progress in targets identified on EHCPs and Pupil Passports.	
Assessment - What? Why?	Initial assessment against the Skills Builder Framework in 8 Essential Skills conducted by teaching staff. This will map pupils' skill level against the 15 different levels of each Essential Skill. This will be used to plan lessons in each skill based upon the students' current level to ensure progress.	Teacher assessment against the Skills Builder Framework in 8 Essential Skills conducted by teaching staff. This will map pupils' skill level against the 15 different levels of each Essential Skill. This will be used to plan lessons in each skill based upon the students' current level to ensure progress.	Teacher assessment against the Skills Builder Framework in 8 Essential Skills conducted by teaching staff. This will map pupils' skill level against the 15 different levels of each Essential Skill. This will be used to plan lessons in each skill based upon the students' current level to ensure progress.	Teacher assessment against the Skills Builder Framework in 8 Essential Skills conducted by teaching staff. This will map pupils' skill level against the 15 different levels of each Essential Skill. This will be used to plan lessons in each skill based upon the students' current level to ensure progress.	Teacher assessment against the Skills Builder Framework in 8 Essential Skills conducted by teaching staff. This will map pupils' skill level against the 15 different levels of each Essential Skill. Pupils will use their final assessment o develop their Skills Profile CV.	Exams/Study Leave
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Each lesson begins with a task focussing on retrieval of the essential skills taught and practiced in the last lesson to build pupils' understanding of the skills and how to apply it in practical lessons. Teachers will re-teach errors and misconceptions. Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Each lesson begins with a task focussing on retrieval of the essential skills taught and practiced in the last lesson to build pupils' understanding of the skills and how to apply it in practical lessons. Teachers will re-teach errors and misconceptions. Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Each lesson begins with a task focussing on retrieval of the essential skills taught and practiced in the last lesson to build pupils' understanding of the skills and how to apply it in practical lessons. Teachers will re-teach errors and misconceptions. Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Each lesson begins with a task focussing on retrieval of the essential skills taught and practiced in the last lesson to build pupils' understanding of the skills and how to apply it in practical lessons. Teachers will re-teach errors and misconceptions. Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Each lesson begins with a task focussing on retrieval of the essential skills taught and practiced in the last lesson to build pupils' understanding of the skills and how to apply it in practical lessons. Teachers will re-teach errors and misconceptions. Plenary reflection requires pupils to reflect on the skills that they have learned/applied and identify how they will apply the skills in the future and how they can make progress in their understanding of/ application of skills.	Exams/Study Leave
Literacy- reading, extended accurate writing and oracy opportunities	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.	Social skills lessons will help pupils to build oracy through class discussion.	Exams/Study Leave
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CIAG coverage/links	Revision: What are the 8 Essential Skills most valued by employers? Why are they important? How can we improve our skills through our Resilience lessons?	How are the skills we learn in class applied in the workplace? What skills do we need to improve for employment?	How are the skills we learn in class applied in the workplace? What skills do we need to improve for employment?	How are the skills we learn in class applied in the workplace? What skills do we need to improve for employment?	How are the skills w class applied in the What skills do we no improve for employ further education n

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ete their DofE on. I be set as ditional time to ork for GCSE adependently ical sections to dual goals that	
we learn in e workplace? need to oyment and next year?	