

Curriculum Map	Subject: Resilience Curriculum					Year Group: 9
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/ sequence ?	DofE Bronze Physical DofE Bronze Skills DofE Bronze Volunteering Social Skills	DofE Bronze Physical DofE Bronze Skills DofE Bronze Volunteering Social Skills	DofE Bronze Physical DofE Bronze Skills DofE Bronze Volunteering Social Skills	DofE Bronze Physical DofE Bronze Skills DofE Bronze Volunteering Social Skills	DofE Bronze Physical DofE Bronze Skills DofE Bronze Volunteering Social Skills	DofE Bronze Physical DofE Bronze Skills DofE Bronze Volunteering Social Skills
Skills- What will be developed?	Teamwork – DofE volunteering and Social Skills Leadership – DofE volunteering Aiming High – DofE Skills and Physical Staying Positive – DofE Physical and Skills Listening – Social Skills Speaking – Social Skills Creativity – DofE volunteering and skills Problem Solving – DofE volunteering and Skills	Teamwork – DofE volunteering and Social Skills Leadership – DofE volunteering Aiming High – DofE Skills and Physical Staying Positive – DofE Physical and Skills Listening – Social Skills Speaking – Social Skills Creativity – DofE volunteering and skills Problem Solving – DofE volunteering and Skills	Teamwork – DofE volunteering and Social Skills Leadership – DofE volunteering Aiming High – DofE Skills and Physical Staying Positive – DofE Physical and Skills Listening – Social Skills Speaking – Social Skills Creativity – DofE volunteering and skills Problem Solving – DofE volunteering and Skills	Teamwork – DofE volunteering and Social Skills Leadership – DofE volunteering Aiming High – DofE Skills and Physical Staying Positive – DofE Physical and Skills Listening – Social Skills Speaking – Social Skills Creativity – DofE volunteering and skills Problem Solving – DofE volunteering and Skills	Teamwork – DofE volunteering and Social Skills Leadership – DofE volunteering Aiming High – DofE Skills and Physical Staying Positive – DofE Physical and Skills Listening – Social Skills Speaking – Social Skills Creativity – DofE volunteering and skills Problem Solving – DofE volunteering and Skills	Teamwork – DofE volunteering and Social Skills Leadership – DofE volunteering Aiming High – DofE Skills and Physical Staying Positive – DofE Physical and Skills Listening – Social Skills Speaking – Social Skills Creativity – DofE volunteering and skills Problem Solving – DofE volunteering and Skills
Key ‘How’/‘Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	What are the 8 Essential Skills most valued by employers? Why are they important?	How can we improve our Essential Skills and Social Skills in our Resilience lessons? What progress have we made in our Essential Skills and Social Skills? What goals can we set to improve our Essential Skills and Social Skills? How can we meet our goals through our Resilience lessons? How can we use the skills we have learned in other lessons and outside the classroom?	How can we improve our Essential Skills and Social Skills in our Resilience lessons? What progress have we made in our Essential Skills and Social Skills? What goals can we set to improve our Essential Skills and Social Skills? How can we meet our goals through our Resilience lessons? How can we use the skills we have learned in other lessons and outside the classroom?	How can we improve our Essential Skills and Social Skills in our Resilience lessons? What progress have we made in our Essential Skills and Social Skills? What goals can we set to improve our Essential Skills and Social Skills? How can we meet our goals through our Resilience lessons? How can we use the skills we have learned in other lessons and outside the classroom?	How can we improve our Essential Skills and Social Skills in our Resilience lessons? What progress have we made in our Essential Skills and Social Skills? What goals can we set to improve our Essential Skills and Social Skills? How can we meet our goals through our Resilience lessons? How can we use the skills we have learned in other lessons and outside the classroom?	What progress have we made in our Essential Skills and Social Skills over the year? Where have we used these skills in other lessons? Where have we used these skills in our wider life? What goals can we set to help us improve our Essential and Social Skills next year? What strategies can we use to meet our goals for next year? What support do we need to meet our goals for next year?
SEND- how will support be seen? Seating plans? Simplified questions?	Seating plans and groups are designed with the SENCo and CTA to ensure that needs are 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.	Seating plans and groups are designed with the SENCo and CTA to ensure that needs are 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	Seating plans and groups are designed with the SENCo and CTA to ensure that needs are 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	Seating plans and groups are designed with the SENCo and CTA to ensure that needs are 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	Seating plans and groups are designed with the SENCo and CTA to ensure that needs are 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.	Seating plans and groups are designed with the SENCo and CTA to ensure that needs are 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

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CIAG coverage/links	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 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?

Curriculum Map

Subject: Resilience Curriculum

Year Group: 10

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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.	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.	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.	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.	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.	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.	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.
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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.

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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
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