



Woodlands Primary School

Curriculum Sequence

2022 - 2023

Cycle 1

Power and
People of the
World

Gender

Cycle 2

What a
Wonderful
World!

Race and Ethnicity

Cycle 3

The World Has
Changed

Religion and
Belief

Cycle 4

Creating a
Better World

All Equalities

Core Texts – KS1 and KS2

Year	Cycle 1 Power and People of the World	Cycle 2 What a Wonderful World!	Cycle 3 The World Has Changed	Cycle 4 Creating a Better World
6	Letters to the lighthouse Emma Carroll	King of the Cloud Forests Michael Mopurgo	How to Train your Dragon Cressida Cowell	The High Rise Mystery Sharna Jackson
5	Middle World J and P Voelkl Rain Player David Wisneiwski	The Firework Maker's Daughter Phillip Pullman	Beowulf Michael Mopurgo Illustrated Tales of King Arthur Sarah Courtauld	Muhammed Ali Little People Big Dreams The Fastest Boy in the World Elizabeth Laird
4	Greek Myths Geraldine Machocran	The Explorers Katherine Rundell	Escape from Pompei Christina Balit	Martin Luther King/Rosa Parks Little People Big Dreams Henry's Freedom Box Ellen Levine
3	Mary and the Riddle of the Sphinx Joe Todd Stanton	River Story Meredith Hooper	Stone Age Boy Satoshi Kitamura Ug Raymond Briggs	Marie Curie Little People Big Dreams Women in Science (50 Pioneers) Rachel Ignotofsky
2	Queen Victoria The V&A Introduces: Elizabeth I Stephanie Turnball Our Queen Elizabeth Kate Williams	Lila and the Secret of Rain David Conway (Nairobi) The Little Urban Fox series Helen Stokes (Sheffield)	The Bakers Boy and the Great Fire of London Tom and Tony Bradman	Forged in Time Theresa Tomlinson Biographies: Thunburg and Attenborough Little People Big Dreams
1	Florence Nightingale Lucy Lethbridge (Usborne) Mary Seacole Hopscotch Histories	Katie Morag (series) Mairi Heddewick	Grandma's Seaside Bloomers Hopscotch Histories	Emmeline Pankhurst Little People Big Dreams

Core Texts – Early Years

	1	2	3	4	5	6
Topic Theme	Me, Myself and I Harvest Time	Here and There	Let's Eat	Then and Now	Watch it Grow	Splashing Around
Reception	The Kissing Hand - Audrey Penn Colour Me Happy, Colour Me Sad - Agnes Green I am Enough - Grace Byers Little Red Hen - Susanna Davidson Oliver's vegetables - Vivian French Enormous Turnip - Katie Daynes	Bob on The Moon - Simon Bartram Look up! - Nathan Bryan Edward Built a Rocket Ship - Machael Rack Whatever Next - Jill Murphy	The Gingerbread Man - Louise Martin Which Food will you choose - Claire Potter Dumplings for Lili - Melissa Iwai	The very last castle - Travis Yonker How to catch a dragon - Caryl Hart	It Starts with a seed - Laura Knowles Jack and The Beanstalk - Barbara Vagnozzi The Honey Bee - Kirsten Hall Tadpole's Promise - Jeannie Willis	The Rhythm of the Rain - Somebody Swallowed Stanley - Sarah Roberts Rainbow fish - Marcus Pfister
Topic Theme	What Makes a Home?	Crispy Leaves!	Who can help me?	Let's Go!	What's in the Garden?	Changes...
Nursery	This is our house - Michael Rosen Home - Carson Ellis The tiger who came to tea - Judith Kerr Goldilocks and the three bears. - 3 little pigs - Mara Alperin	The leaf thief - Alice hemming Storm - Sam Usher Owl babies - Martin Waddell Nativity Story	Real superheroes - Julia Seal Nurse clementine - Simon James	Where the wild things are - Maurice Sendak Oi get off our train - John burningham We're going on a lion hunt - David axell	Jaspers beanstalk - Nick butterworth The very hungry caterpillar - Eric Carle Errol's garden - Gillian Hibbs	It began with lemonade Gideon sterer The growing story - Ruth Krauss / Helen oxenbury What a wonderful world. - Louis Armstrong
Topic Theme	Who is in my family?	Where do I live?	How do we get there?	What can we find?	How does it grow?	What can you see?
2FEL	Goldilocks The Gingerbread Man	Bear Hunt Peace At Last	Journey To Grandpas E All Go Travelling By	Whatever Next Dear Zoo	Jack And The Beanstalk The Very Hungry Caterpillar	Smiley Shark Sharing A Shell

Curriculum Sequence – Early Years

"WISER" AT WOODLANDS

OUR EYFS VISION ENSURES ALL CHILDREN HAVE ACCESS TO:

WORDS



Children are exposed to new vocabulary through deliberate choices, linked to the stories and topics chosen in each phase

INTERACTION



Teachers and practitioners are highly trained to use interactions to teach children social skills and interactions

STORIES



Stories are planned throughout our curriculum, and drive all of our learning

ENVIRONMENT



We use "curiosity" objects to drive our environment, allowing children to explore a range of materials and experiences

RHYME



Songs and rhymes are used every single day to teach, model and explore core curriculum themes

2FEL	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Who is in my family?	Where do I live?	How do we get there?	What can we find?	How does it grow?	What can you see?
Linked Book	Goldilocks The Gingerbread Man	Bear Hunt Peace At Last	Journey To Grandpas E All Go Travelling By	Whatever Next Dear Zoo	Jack And The Beanstalk The Very Hungry Caterpillar	Sharing A Shell Smiley Shark
Festivals and Celebrations	Harvest Festival	Halloween Diwali Bonfire Night Christmas	New Year Chinese / Lunar New Year Valentine's day Easter	First Day of spring Mother's Day	Eid	Midsummers Day Father's Day Sports Day
Experiences	Baking gingerbread men - parent workshop?	Visit from an owl handler	travelling on the tram / bus for a class visit	animal handling experience - Sam's safari	Growing beans	
Wellbeing	<ul style="list-style-type: none"> • Able to separate from parent • To be able to calm self when upset 	<ul style="list-style-type: none"> • To build relationships with special people • To follow rules with adult support 	<ul style="list-style-type: none"> • To show comfort to others • To be aware of other people and start to include others in their play 	<ul style="list-style-type: none"> • To show empathy and concern for others • To follow the routine of the day with visual support 	<ul style="list-style-type: none"> • To follow the routing of the day and cooperate in group times and adult led activities 	<ul style="list-style-type: none"> • To begin to use the toilet with adult support • To begin to wait when taking turns. • To talk about emotions

Curriculum Visits: Magna Splash Area, Visit to Pizza Express.

Visitors to School: Reptile Handler, Fire Engine Visits

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What Makes a Home?	Crispy Leaves!	Who can help me?	Let's Go!	What's in the Garden?	Changes...
Linked Book	This is our house - Michael Rosen Home - Carson Ellis The tiger who came to tea - Judith Kerr Goldilocks and the three bears. - 3 little pigs - Mara Alperin	The leaf thief - Alice hemming Storm - Sam Usher Owl babies - Martin Waddell Nativity Story	Real superheroes Julia Seal Nurse clementine - Simon James	Where the wild things are - Maurice Sendak Oi get off our train - John Burningham We're going on a lion hunt - David axell	Jaspers beanstalk - Nick Butterworth the very hungry caterpillar - Eric Carle Errol's garden - Gillian Hibbs	It began with lemonade Gideon Sterer The growing story - Ruth Krauss / Helen Oxenbury What a wonderful world. - Louis Armstrong
Festivals and Celebrations	Harvest Festival	Halloween Diwali Bonfire Night Christmas	New Year Chinese / Lunar New Year Valentine's day/Easter	First Day of spring Mother's Day	Eid	Midsummers Day Father's Day Sports Day
Experiences	Den making and building	Visit to the Forest School woodland area Owl handling	Visit from fire fighter / nurse to school	Lion hunt / wild rumpus in forest schools Animal handling	Planting seeds Caterpillars to grow and hatch	Making lemonade - setting up a stall for parents
Wellbeing	<ul style="list-style-type: none"> To select and use resources in the setting To follow rules with adult support To recognise own belongings To develop a relationship with a key person To attempt to put own coat on 	<ul style="list-style-type: none"> Become more confident in their new setting with adult guidance To follow rules with adult support To collect coat from the cloakroom To play in a small group. 	<ul style="list-style-type: none"> To remember rules without an adult needing to remind us. To speak to familiar adults when they have needs or wants (food/drink/comfort) 	<ul style="list-style-type: none"> To talk about our feelings and label the emotion To understand that sometimes we need to wait for the toy we want. To use the provision independently and with purpose To begin to have friendships with other children and seek them out when playing 	<ul style="list-style-type: none"> To take turns with a friend To show concern for others 	<ul style="list-style-type: none"> To focus during short whole class activities To follow one step instructions

Curriculum Experiences: Forest School at Woodlands, Planting Seeds, Lemonade Stall
Visitors to School: Owl Handler, Nurses and Fire fighters, Animal Handlers,

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me, Myself and I Harvest Time	Here and There Let's Celebrate	Let's Eat!	Then and Now	Watch it Grow	Splashing Around
Linked Book	Colour Me Happy - Colour Me Sad I am Enough Little Red Hen Oliver's vegetables Enormous Turnip	Bob on The Moon Rocket Says Look up Edward Built a Rocket Ship The Christmas Promise	The Gingerbread Man Which Food will you choose Dumplings for Lili	The very last castle How to catch a dragon Joan Proctor - Dragon Protector	It Starts with a seed Jack and The Beanstalk The Honey Bee Tadpole's Promise	The Rhythm of the Rain Somebody Swallowed Stanley Rainbow fish
Festivals and Celebrations	Harvest Festival	Halloween Diwali Bonfire Night Christmas	New Year Chinese / Lunar New Year Valentine's day	First Day of spring Easter	Eid	Midsummers Day
Experiences	making vegetable soup making bread	Making diva lamps	Visit to Pizza Express	Visit from a reptile handler?	Planting seeds Tadpoles	Weather station Visit from a fire engine visit to aquarium?
Hook for Learning	Letter from Little Red Hen	Hook for writing - crashed spaceship (letters to alien)	Stage a 'break in' by the Gingerbread man	A dragon gets lost and visits school - Dragon footprints / scorched paper / bones etc... Letters to dragon	Letter from the Giant / Giant breaking in and breaking something. find some magics beans in classroom	Visit to splash play area Magna
Wellbeing	<ul style="list-style-type: none"> To recognise different emotions To understand how people show emotions With support, change clothing Use toilet independently To seek support of adults when needed 	<ul style="list-style-type: none"> To talk about how they are feeling To begin to consider the feelings of others To develop class rules and understand the need to have rules To play with children who are playing with the same activity To begin to develop sustained friendships To have positive relationships with all Year R staff 	<ul style="list-style-type: none"> To focus during longer whole class lessons To follow two part instructions To identify and name healthy foods To begin to show resilience and perseverance in the face of challenge To begin to work as a group with support To use taught strategies to support turn taking 	<ul style="list-style-type: none"> To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others Independent dressing and undressing To listen to the ideas of other children and agree on a solution and compromise 	<ul style="list-style-type: none"> To control their emotions using a range of techniques To set a target and reflect on progress throughout To manage own basic needs independently To understand the importance of healthy food choices To work as a group To begin to develop relationships with other adults around the school 	<ul style="list-style-type: none"> To maintain focus during extended whole class teaching To follow instructions of three steps or more To show resilience and perseverance in the face of challenge To show a 'can do' attitude To have confidence to communicate with adults around the school To have strong lasting friendships

Curriculum Visits: Magna Splash Area, Pizza Making at Pizza Express.

Visitors to School: Reptile Handler, Fire Engines

Curriculum Sequence – Key Stage One and Two



Our Curriculum

Insatiable
Readers

Impeccable
Behaviour

Intelligent
Talkers

Inclusive
Citizens

Our curriculum has been written around (what we have called) our 'Four Is'.

This means everything we do, is to help our children to become:

- *Insatiable Readers*
- *Intelligent Talkers*
- *Inclusive Citizens*
- *who are Impeccably Behaved*



WOODLANDS PRIMARY
From Tiny Seeds Grow Mighty Trees

1	Cycle 1 Power and People of the World	Cycle 2 What a Wonderful World!	Cycle 3 The World Has Changed	Cycle 4 Creating a Better World
Humanities	Nurses in History	Cold Places: Antarctica and the Scottish Islands	Changes in Living Memory (to National Life)	The History of Women's right to Vote Urban Green Spaces and Map Making
Science	Everyday Materials	Seasonal Change	Animals Including Humans	Plants
Computing	Technology around us Grouping Data Screen Time	Keyboard Skills Unplugged Algorithms Personal Data	Open and Save Files Digital Painting Being Kind Online	Finding Reliable Information Bee-Bots – Movement Online Strangers
DT	Construction - moving pictures	Construction - moving pictures	Textiles - sock puppet	Food technology - smoothies
RE	Christianity	Christianity	Judaism	Judaism
Languages	Root Words (basics)	Root Words (basics)	Root Words (basics)	Root Words (basics)
PE	Fundamentals/Invasion Games	Invasion Games	Dance	Gymnastics
Creative Arts	2D Art: Vincent Van Gogh	Music: Composer: Mozart. Scottish Folk Music	3D art: Anna Collette Hunt	Drama: Emmeline Pankhurst Protected Characteristic: Gender
Wellbeing	<ul style="list-style-type: none"> ● Personal goals (and how you feel when you achieve these) ● Challenges and how to overcome these ● Making the classroom a safe and happy space 	<ul style="list-style-type: none"> ● Similarities and differences (in people) ● An introduction to the protected characteristics ● Bullying – how might this feel ● Supporting friendships using own personal qualities 	<ul style="list-style-type: none"> ● 'Belonging' ● Rule of law (class rule settings) ● Identifying emotions and related feelings ● Zones of regulation (particularly, red zone feelings) 	<ul style="list-style-type: none"> ● Staying healthy (fruit and vegetables, balanced diet, water, exercise, sleep, dental hygiene). ● Medicines within the household ● Road safety ● Family types and key attachments ● Personal needs

Curriculum Visit: Weston Park Museum 'Toys Through the Ages'
Geography Fieldwork Trip: Rollestone Woods – Mapping and Journey Sticks

2	Cycle 1 Power and People of the World	Cycle 2 What a Wonderful World!	Cycle 3 The World Has Changed	Cycle 4 Creating a Better World
Humanities	Exploration and Invention during reign of Elizabeth I and Victoria	Hot Places: Sheffield and Nairobi	The Great Fire of London	The History of Sheffield Steel Human and Physical features in the local area
Science	Uses of Everyday Materials	Living Things and their Habitats	Animals Including Humans	Plants and Growing
Computing	IT Around Us Pictograms Choosing What to do Online	Word Processing Bee-Bots – Sequence and Routes Communicating Online	Add and Resize Images Making Music Searching Safely	Internet URLs Scratch Jr – Animation Passwords and Accepting Messages
DT	Construction - moving vehicle	Construction - moving vehicle	Textiles - finger puppet	Food technology - salad
RE	Christianity	Christianity	Islam	Islam
Languages	Root Words (build on basics)	Root Words (build on basics)	Root Words (build on basics)	Root Words (build on basics)
PE	Gymnastics/Dance	Mini Trampoline/Fundamental skills	Dance/Cricket	Cricket/Athletics
Creative Arts	2D Art: Pop Art - Andy Warhol	Music: Composer: Beethoven African Folk Music	3D art: Sir Christopher Wren	Drama: Greta and David Protected Characteristic: Age
Wellbeing	<ul style="list-style-type: none"> ● Personal goal setting (realistic to own age and stage) ● Developing resilience when working on personal tasks ● Working with others ● Resilience and respect 	<ul style="list-style-type: none"> ● Bullying – tolerance and respect through difference ● Celebrating difference ● The features of a healthy relationship 	<ul style="list-style-type: none"> ● Personal behaviours and the impact on others ● Positive contributions and how to do this ● Choices ● Helpful and unhelpful behaviours ● Managing own behaviour 	<ul style="list-style-type: none"> ● Safe use of medicines and reasons why (eg chronic illness) ● Choices around food ● Relaxation and the impact this has on their body ● Name and label all the body parts (including reproductive organs)

Curriculum Visit: **Bishop's House** - 'Queens of England' (Discoveries)
 Geography Fieldwork Trip: **Abbeydale Industrial Hamlet** 'Local History Study – Sheffield Steel'

3	Cycle 1 Power and People of the World	Cycle 2 What a Wonderful World!	Cycle 3 The World Has Changed	Cycle 4 Creating a Better World
Humanities	Ancient Egypt	Rivers	The Stone Age to the Iron Age	The History of Medicine and Disease The Porter Valley and the River Porter
Science	Rocks	Light and Forces and Magnets	Animals Including Humans	Plants
Computing	How Devices Work Branching Databases Screen Time	Adding Images from the Internet Scratch Jr – Introduction to Quizzes Sleep	Connecting Computers Animation Friendships Online	Search Engines Scratch – Events and Actions Personal Information
DT	Textiles - purse	Food technology - vegetable stew	Construction - moving toy	Construction - moving toy
RE	Hinduism	Christianity	Christianity	Hinduism
Languages	The Origins of Language and Achilles	Present Tense Verbs and The Greek Gods	Verbs and Adverbs And Midas	Subject and Object And Boudicca
PE	Fundamental Skills/Gymnastics	Gymnastics/Fencing	Fencing/Invasion Games	Athletics/Dance
Creative Arts	2D Art: Volcanoes	Music: Composer: Chopin Water Music	3D art: Andy Goldsworthy	Drama: Marie Curie Protected Characteristic: Maternity
Wellbeing	<ul style="list-style-type: none"> Overcoming challenges by using different approaches to resilience Metacognition and how children learn Confidence through speaking and sharing success with others Inclusion within the classroom (through the protected characteristics) 	<ul style="list-style-type: none"> Family roles and responsibilities within different family types Expressing appreciation Exploring and evaluating own lives compared to others Choices, and how these affect people in the world around them 	<ul style="list-style-type: none"> Identify a range of feelings (beyond sad and angry) Organise feelings and respond to 'big' feelings Think positively about own daily challenges Discuss ambitions and the steps to achieve this 	<ul style="list-style-type: none"> Impact of exercise on their bodies (and how to increase fitness levels) Identifying key contents of food through nutritional information Drugs and alcohol – safety and attitudes Family types, including appropriate and inappropriate contact

Curriculum Visit: **Cresswell Crags** 'Stone Age to Iron Age'

Geography Fieldwork Trip: **The Porter Valley and the River Porter** 'Rivers and Valleys'

4	Cycle 1 Power and People of the World	Cycle 2 What a Wonderful World!	Cycle 3 The World Has Changed	Cycle 4 Creating a Better World
Humanities	Ancient Greece	The Amazon, Climate and Biomes	The Roman Impact on Britain	The History of Black Civil Rights Weather and Climate in Padley Gorge
Science	States of Matter	Sound and Electricity	Animals Including Humans	Living Things and their Habitats
Computing	Networks and the Internet Data Logging Deciding What is Appropriate	Organisation of Files Logo – Repetition in Shapes Sharing Online	Copy, Paste and Edit Images Photo Editing Advertising	Using Search Engines Scratch – Repetition in Games Suspicious Messages
DT	Food technology - bread	Textiles - reusable bag	Construction - Roman catapult	Construction - Roman catapult
RE	Judaism	Christianity	Judaism	Christianity
Languages	The Origins of Language and Achilles	Present Tense Verbs and The Greek Gods	Verbs and Adverbs And Midas	Subject and Object And Boudicca
PE	Invasion Games/Gymnastics	Gymnastics/Dance	Dance/Athletics	Athletics/Striking and Fielding
Creative Arts	2D Art: Cityscapes (Paul Klee & Clare Caulfield)	Music: Composer: Vivaldi Rainforest and Tribal Music	3D art: Grayson Perry	Drama: Rosa Parks/Martin LK Protected Characteristic: Race/Ethnic
Wellbeing	<ul style="list-style-type: none"> ● The growth and fixed mindset ● Improving resilience ● Own and others needs ● Planning and setting new goals 	<ul style="list-style-type: none"> ● Jealousy ● Falling out and maintaining relationships ● ‘Missing’ people, and the feelings associated with loss ● Challenging assumptions (protected characteristics) ● Bullying and bystanders 	<ul style="list-style-type: none"> ● Peer pressure and resisting this ● Celebrating inner strength ● Differentiating right and wrong 	<ul style="list-style-type: none"> ● Smoking, alcohol and drugs and the effects of these ● Personal opinion and how to deliver this

Curriculum Visit: **Brigantium Roman Fort** - ‘The Roman Invasion and its impact on Britain’
 Geography Fieldwork Trip: **Padley Gorge and the Surprise View** ‘Weather and Climate Zones’

5	Cycle 1 Power and People of the World	Cycle 2 What a Wonderful World!	Cycle 3 The World Has Changed	Cycle 4 Creating a Better World
Humanities	Mayan Civilisation	Volcanoes and Earthquakes	Anglo Saxons and Scots	The History of the Olympic Games Land Use and Settlement in Castleton
Science	Properties and Changes of Materials	Earth and Space and Forces	Animals Including Humans	Living Things and their Habitats
Computing	Search Engines and Searches Flat File Databases Social Media Anxiety	Typing Flowol Self-Esteem	Muting and Unmuting Audio PWs Podcasts Protecting our Identity	
DT	Construction - buzzer game	Construction - buzzer game	Food technology - pizza	Textiles - hand puppet
RE	Hinduism	Christianity	Christianity	Hinduism
Languages	The Origins of Language and Achilles	Present Tense Verbs and The Greek Gods	Verbs and Adverbs And Midas	Subject and Object And Boudicca
PE	Dance/Invasion Games	Invasion Games/Athletics	Gymnastics/Striking and Fielding	Striking and Fielding/Fencing
Creative Arts	2D Art: Henri Rousseau	Music: Composer: Tchaikovsky Tempo for dramatic effect	3D art: Anglo Saxon Crosses	Drama: Ibtihaj Muhammad Protected Characteristic: Faith/Belief
Wellbeing	<ul style="list-style-type: none"> Comparing personal life with others (through fairness and equitability) Rules, rights and responsibilities (through British Values) Actions and consequences Using the growth mindset and justify how this has been used 	<ul style="list-style-type: none"> Direct and indirect bullying Racism, and other forms of discrimination (through the protected characteristics) Acts of unkindness Comparing friendship and associated feelings Staying safe online when communicating with friends 	<ul style="list-style-type: none"> Hopes and dreams (and comparing with other cultures) Zones of regulation Sun safety Financial management 	<ul style="list-style-type: none"> Substance misuse and the impact on own lives Eating disorders (body image pressure) Respect and valuing own body Key changes during puberty Puberty and reproduction

Curriculum Visit: **The Magna Centre** 'Volcanoes and Earthquakes'
 Geography Fieldwork Trip: **Castleton and the Caves** 'Settlement and Land Use'

6	Cycle 1 Power and People of the World	Cycle 2 What a Wonderful World!	Cycle 3 The World Has Changed	Cycle 4 Creating a Better World
Humanities	WW2 and Sheffield Women of Steel	Mountains – The Alps	The Viking and Anglo Saxon struggle	The History of Crime and Punishment Land Use and Economic Activity in Matlock
Science	Properties and Changes of Materials	Light and Electricity	Animals Including Humans	Evolution, Inheritance and Living Things
Computing	Typing Spreadsheets Social Media - Cyberbullying	Operating Systems Physical Systems – Lego We Do Protecting Images of us Online	Advanced Search Tools Film Making Fake News	Types of Files Scratch – Variables in Games Online Adverts and Money - Internet
DT	Food technology - vegetable curry	Textiles - phone case	Construction - Lego WeDo	Construction - Lego WeDo
RE	Christianity	Christianity	Islam	Islam
Languages	Present Tense Verbs and The Greek Gods	Verbs and Adverbs And Midas	Subject and Object And Boudicca	Simple Latin Sentences And Roman Food
PE	Invasion Games/Fencing	Fencing/Dance	Dance/Athletics	Athletics/Striking and Fielding
Creative Arts	2D Art: Photojournalism (Henry Moore & Bill Brandt)	Music: Composer: Rachmanioff Earth Music	3D art: Contemporary Design	Drama: Alan Turing Protected Characteristic: Orientation
Wellbeing	<ul style="list-style-type: none"> • Choices and the community (including global impact) • Empathy and influence • Growth mindset and future success 	<ul style="list-style-type: none"> • Conflict and celebration • Bullying including peer on peer abuse • Social groups and contexts • Managing feelings • Gang culture and the impact on personal health 	<ul style="list-style-type: none"> • Mental health including maintain personal health • Internal and external factors of personal goal setting • Overcoming difficult obstacles and remaining positive 	<ul style="list-style-type: none"> • Emotions and physical health (and how these link) • Puberty and the changes of female and male bodies • Reproduction

Curriculum Visit: **Kelham Island** 'Sheffield Women of Steel'
 Geography Fieldwork Trip: **Matlock Heights of Abraham** 'Land Use and Economic Activity'