



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6	What is risky behaviour? What risks do we face online? What are the risks of cyber bullying? What are the risks on transport? KQ: How can I revise for the latest assessment in CZ? KQ: How can I show my knowledge on the latest topic? KQ: How can I improve on my latest assessment? How can you stay safe in your local area?	Risk and information from police at primary school.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
Mid unit test.	Peer, self, summative and formative feedback.	I can identify issues in my local area and start to plan some form of action to change the situation. I can work in a group to plan and take part in a project that addresses a citizenship issue. I can work with others to plan and carry out an activity that will make a difference to others and I can explain the impact of this activity on the community. I can negotiate my role in a group and I can take part in the course of action decided on by the group. I can work with others to start, negotiate, plan and carry out appropriate action in the local and wider community to bring about change.

Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	What is risky behaviour?	All- will be able to define risk. Most- will be able to identify risks in their lives, and be able to rank risk. Some- will be able to explain why it is important to take risks sometimes.	Starter – what is a ‘risk’?	Main- watch the ‘mr risky’ clip, and identify risks in his life. Two scenarios risky vs. safety. What risks do you take every day? Rank risks in their perception of which is the most dangerous.	GCSE style question. Peer assessment.	Keep a record of any risky decisions you make over the next week. Why did you make them?	Plenary-What risks would you face in the future? Why do we take risks?



2	What risks do we face online?	All- will be able to explain what risks we face online, and how to get help. Most- will be able to explain why the internet has specific risks. Some- will be able to communicate this to others.	Starter- which of these risks apply to use of the internet? (Sort from a list).	Main- What are CEOP and what do they do? Go on computers and familiarise self with the thinkuknow website. Try and locate the secure site icons on social networking sites. Put together a factsheet for y7 on the risks that could be faced online.	Creating a pamphlet to primary school/year 7 pupils about how to stay safe online.	To give a list of ways in which the government can help protect pupil online.	Peer assessment of pamphlet.
3	What are the risks of cyber bullying?	All- will know why cyberbullying is an issue. Most- will be able to identify the specific risks of bullying that the internet facilitates. Some- will be able to offer advice to cyber bullying cases.	Starter- what is the difference between face-to-face bullying and cyber bullying?	Discussion based task. Explanation of cyber bullying-who, what, where, how Main- have a look at some cases of cyber bullying. What should be done in this case? Problem-solving advice to give a friend (6 hats plan). Clip on cyberbullying.	Pupils after watching clip write the thoughts and feelings of one of the characters.	Write down your top 5 tips on how to stay safe online.	<u>Traffic lights-which L.Os did you meet?</u> Hold up a green card if you have met all the L.Os. Orange if you have met the first two L.Os. Red if you have met the first L.O.



4	What are the risks on transport?	All- will be able to identify risks on transport and the consequences of these risks. Most- will be able to explain how these risks can be avoided. Some- will be able to identify limitations to avoiding these.	Starter- first impressions of some statistics for accidents and deaths on the road/ transport. Which age group is most at risk and why?	Definition of transport. Watch the video. https://www.youtube.com/watch?v=sv_Sz6kViuA Write down the risks you see when on public transport b) What other risks do you know? Main- create a campaign warning people of the risks on public transport (using the busses, crossing the road etc.). Add consequences and strategies for reducing the risk.	Self-assessment of campaign against success criteria.	Revise the staying safe topic for a mid-unit assessment next lesson.	Write a 30 second speech to explain the following: Describe the different forms of public transport Explain why each form of public transport can be dangerous. Justify using reasons why we need to help keep others safe.
(If time)	KQ: How can I revise for the latest assessment in CZ?	To be able to track knowledge on the latest topic. To be able to take away one revision resource. To be able to show a full knowledge and understanding of the topic.	Learners to mind-map everything they can remember about the topic.	Learners to complete revision activities.		Revise for end of unit test. Must bring in a revision resource.	Pop quiz on topic.
5	KQ: How can I show my knowledge on the latest topic?	All will be able to answer a question on the latest topic. Most will be able to explain their answers using PPE. Some will be able to describe why people may disagree with their view point.	Set assessment protocol.	Students to complete assessment.		Pupils to research one world religious view on the importance of forgiveness and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.



6	KQ: How can I improve on my latest assessment?	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question. Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each other's work for ideas on how to improve their own.
7	How can you stay safe in your local area?	All- will be able to identify risks in the community. Most- will be able to make a plan to ensure risks are reduced. Some- will be able to evaluate these.	Starter- identify who is more at risk and why.	Read through Amir Khan's tips on how to keep yourself and your belongings safe. Main- sketch your route home (including any transport you can take). Highlight areas of risk, and create a plan of how to make your route safer. Use the P.L.A.N. to do this. GCSE discussion question.	GCSE question based on the discussion.	Pupils to research a person who has stood up to racism.	Pupils pick a GCSE question based around the L.OS to answer. State ways in which we could avoid risks. Explain how we could make our journey home safer. Evaluate ways in which we could prevent risks.