




		Year:	7 - 11	Subject:	Tutorial	Autumn 1	Autumn 2	Spring 1		
Intent	<b>Subject Concepts (Substantive knowledge)</b>  	<b>Reading, oracy and writing</b>			PCAS focus Predict <ul style="list-style-type: none"> <li>Exploring a range of reading material</li> </ul> <u>Events</u> Read an e-book day National read a book day Black history month National poetry day World mental health day  Skills- making predictions about a text using the cover and blurb	<b>Prior Knowledge:</b> <ul style="list-style-type: none"> <li>Awareness of different types of genre</li> <li>Use of PCAS</li> </ul>	PCAS focus Clarify <ul style="list-style-type: none"> <li>Reading across the Curriculum</li> </ul> Non- Fiction <ul style="list-style-type: none"> <li>To explore subject specific vocabulary</li> </ul> <u>Events</u> Non-Fiction November Halloween World science day Remembrance Day Bonfire/ Guy Fawkes, Diwali Anti- bullying week World Kindness Day Human Rights Day . Skills- comprehension and use of subject specific vocabulary. Can communicate effectively, articulate ideas and thoughts.	<b>Prior Knowledge:</b> <ul style="list-style-type: none"> <li>Links to learning done throughout the curriculum and tutor programme, human rights, Black history month, Anti-Bullying week.</li> <li>Making predictions about the text</li> </ul>	PCAS focus Clarity/ Ask questions <ul style="list-style-type: none"> <li>Reading across the curriculum- Non –Fiction</li> <li>Reading more complex text</li> <li>Development of Oracy skills – expressing an opinion</li> </ul> <u>Events</u> Christmas and the festive season STEM challenge Holocaust Memorial Day Mental Health week  Skills- Express an opinion using evidence from the text to support	<b>Prior Knowledge:</b> <ul style="list-style-type: none"> <li>Making predictions about the text</li> <li>Comprehension of subject specific vocabulary</li> <li>express an opinion on reading material.</li> </ul>
					<b>Takeaway Learning:</b> <ul style="list-style-type: none"> <li>Make predictions based on a text’s cover and blurb.</li> <li>Express a clear opinion on different texts using evidence from the blurb or short extracts to support</li> </ul>	<b>Takeaway Learning:</b> <ul style="list-style-type: none"> <li>Clarify subject specific vocabulary</li> <li>Address misconceptions</li> <li>Make links to other subject areas.</li> <li>Development of the following skills describing/ exploring/ comparing/ contrasting/ evaluating</li> </ul>	<b>Takeaway Learning:</b> <ul style="list-style-type: none"> <li>Express a clear opinion about the text</li> <li>Comprehension of subject specific vocabulary</li> <li>Can use more complex vocabulary</li> <li>Development of describing/ exploring/ comparing/ contrasting/ evaluating</li> </ul>			
		<b>Global awareness</b>			Student council- what does an elected person do for us, how do they represent us within the school and local community- looking at democracy.  This will have a direct link to the House Manager application process in school.  One off lesson on road and bike safety.	<b>Prior Knowledge:</b> <ul style="list-style-type: none"> <li>Know what democracy is</li> <li>Identify the main political parties in the UK</li> <li>Challenges to democracy</li> <li>Know why it is important to identify a leader and the importance of having a voice</li> </ul>	Human Rights and social Justice.  Link to Black History Month in house assemblies.  Inclusion and diversity in school, local community and wider society.	<b>Prior Knowledge:</b> <ul style="list-style-type: none"> <li>Awareness that people experience discrimination based upon their culture, religion, wealth, gender and sexuality</li> <li>Awareness of basic human rights</li> </ul>	Modern world- what is happening in the world? Focus on global and social issues which are relevant	<b>Prior Knowledge:</b> <ul style="list-style-type: none"> <li>Geographical awareness of where countries are in the world.</li> <li>Cultures and beliefs of the people living in different countries.</li> <li>Understanding of climate change issues</li> </ul>
					<b>Takeaway Learning:</b> <ul style="list-style-type: none"> <li>How democracies work.</li> <li>How parliament is organised.</li> <li>Understand the implications of democracy and when that does/doesn’t work.</li> <li>Identify the importance of the school and house</li> </ul>	<b>Takeaway Learning:</b> <ul style="list-style-type: none"> <li>Recognise that people experience prejudice and discrimination based upon a range of factors</li> <li>That wealth and poverty are factors of discrimination (Inspector calls- English cross curricular links).</li> <li>Have an awareness of how to challenge discrimination and</li> </ul>	<b>Takeaway Learning:</b> <ul style="list-style-type: none"> <li>Identify and understand impacts of global and social issues. (Climate change, cost of living, youth gang culture/antisocial community issues).</li> <li>Identify possible solutions for global and social issues.</li> <li>Knowing how to become a better global citizen</li> </ul>			

			<p>council for student voice.</p> <ul style="list-style-type: none"> <li>Identify the importance of student voice in impacting the way the school runs</li> </ul>		<p>support those who experience discrimination</p>		
	<b>Personal development</b>	<p>House Identity what does it mean to belong to the House system at The Radcliffe School, history of the Houses and how they fit into the school values. The circle of support available in and outside of school.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>The rationale of the House system within The Radcliffe School</li> <li>Self-regulation assemblies.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Have a strong identity with student's own House and the House system.</li> <li>Know what each of the four Houses represents and how this fit in with the school values.</li> <li>Take an active part in House competitions across the year to represent and support the House</li> <li>Team cohesion and support the ethos of the House within all aspects of school life</li> </ul>	<p>Safeguarding- keeping yourself safe.</p> <p>Social media and the impact of its use- how to keep safe, appropriate usage, age restrictions, how social media brings the world together. Appropriate interaction in relation to kindness and dangers at appropriate levels and how to report any concerns online.</p> <p>Dangers of participating in risky behaviours- social media trends, social gatherings/parties/celebrations and the ability to make appropriate and safe choices in the face of peer pressure (e.g. illicit substances/alcohol/vaping).</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Basic knowledge of social media and how it works.</li> <li>Recognise the dangers associated with social media and activities related with social gatherings.</li> <li>Self-care and circle of support within school.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Students know procedures for support / reporting concerns in and outside of school.</li> <li>Understand the importance of staying safe on social media (age restrictions, appropriate use, laws) around social media use.</li> <li>Describe how to respond to unsafe situations online and where to get help from</li> <li>Understand the short term and longer term dangers associated with risky behaviours.</li> </ul>	<p>Families and Gender equality: looking at the role of the family. LGBTQIA+ within school and wider community.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Share own family experiences.</li> <li>Acceptance of differences between cultures and family units</li> <li>Knowing it is ok to be proud of differences and celebrate them</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>The differences of how a family can be made up and how this varies from different cultures, and over time.</li> <li>Awareness of gender equality and inequality and prejudice and how this impacts individuals and communities, and how this has changed over time.</li> <li>Awareness of gender identity and respect for other people's identities.</li> </ul>
	<b>PiXL Edge (LORIC Skills)</b>	<p>Introduction to LORIC as a whole unit: introduce the elements and their importance within life skills</p> <p><u>Resilience</u> - Complete a series of activities that aim to make new students feel welcome in the school (year 7 transition)</p> <p><u>Leadership</u> - Write about, set up and conduct an experiment in science</p> <p><u>Organisation</u> – Take part in a Remembrance Day activity (Whole School- Poppy Art Work)</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Identify when they have used LORIC skills in the past and how these have assisted them</li> <li>Identify situations in life where LORIC is important</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Identify each component of LORIC and recognise its importance.</li> <li>Use PiXL Edge to start/continue to gain evidence for accreditation.</li> <li>Identify how LORIC supports students, both within, and out of school</li> <li>Implement LORIC skills across the curriculum.</li> </ul>	<p><u>Organisation</u> - Create a poster on how to stay safe online.</p> <p><u>Leadership</u> - Produce a summary findings about 'dream job'</p> <p><u>Initiative</u> - Write a Personal Statement or a CV</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Awareness of the use of social media and the internet.</li> <li>Awareness of how to stay safe online.</li> <li>Understand there are a range of careers</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Describe the dangers posed online and explain how to deal with any concerns.</li> <li>Describe specific skills, qualities needed for and the work carried out in a specific career</li> <li>Develop an awareness of the skills and qualities a student has.</li> <li>Can identify how to develop leadership skills</li> </ul>	<p><u>Initiative</u> - Create a revision quiz for peers.</p> <p><u>Communication</u> - Create a film or power point to present to the tutor group about a topic that interests you</p> <p><u>Resilience</u> - Identify three top study skills and stick to them for two weeks, showing how successful this was (diary or checklist)</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Know revision is important to be successful in learning.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Be able to create a revision resource independently.</li> <li>Explain the skills needed to be a successful student.</li> <li>Able to speak to the class/small group about a topic that interests them.</li> <li>Understand the concept of initiative and demonstrate its application</li> <li>The importance of being able to communicate successfully with others</li> <li>Develop strategies to employ to improve their resilience in differing situations.</li> </ul>

				<ul style="list-style-type: none"> <li>Awareness of the processes in the school and key locations to enable new students to be successful</li> <li>Describe how by independently carrying out a science experiment students can showing leadership skills</li> <li>Awareness of remembrance day and contribute to the whole school act of remembrance.</li> <li>Can identify how to develop leadership skills</li> <li>Develop strategies to employ to improve their resilience in differing situations</li> <li>Access and implement organisational skills</li> </ul>		<ul style="list-style-type: none"> <li>Access and implement organisational skill to help them</li> <li>Understand the concept of initiative and demonstrate its application</li> </ul>		
	<b>Assembly and House Charities</b>	Introduction / reintroduction of: House Teams, House Charities, routines, CLEAR Values, Circle of Support, MKMHST.	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>House and tutor group structure.</li> <li>Role of Head student team and house mangers.</li> <li>Understanding the impact of the CLEAR values.</li> <li>Understand what a charity is.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>What it means to be part of the wider school community.</li> <li>How students and tutor groups will be able to contribute to raising money/awareness of the House Charity.</li> </ul>	<p>Human Rights and social Justice.</p> <p>Link to Black History Month (October) and Anti-Bullying Week “Make A Noise About Bullying” (13<sup>th</sup>-17<sup>th</sup> Nov) in house assemblies and tutorial sessions.</p> <p>Inclusion and diversity in school, local community and wider society.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Awareness that people experience discrimination based upon their culture, religion, wealth, gender and sexuality</li> <li>Awareness of basic human rights</li> <li>Understanding of House systems and equality.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Have an awareness of how to challenge discrimination and support those who experience discrimination</li> <li>Understand the meaning of ‘bullying’ and the wider impact of bullying.</li> </ul>	<p>Community and social issues- wider world issues (link to global awareness), families and gender equality (LGBTQIA+). Link to house charities.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Understanding of where students fit in society</li> <li>Awareness of basic human rights</li> <li>Understanding of house systems and equality.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Understanding of the meaning of LGBTQIA+ and tolerance of the views of all groups within society.</li> <li>Identify a range of global issues and challenges faced by different groups of people.</li> <li>Awareness of a range of different family make-ups that are not necessarily in fitting with more traditional views.</li> </ul>	

<b>Implementation</b>	<b>Common Misconceptions</b>		<p><b>Reading, Oracy and Writing</b></p> <ul style="list-style-type: none"> <li>Reading takes many forms.</li> </ul> <p><b>Global Awareness</b></p> <ul style="list-style-type: none"> <li>Cultural capital- political awareness, concepts of community and society.</li> </ul> <p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>PiXL Edge (LORIC Skills)</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Assembly</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Reading, Oracy and Writing</b></p> <ul style="list-style-type: none"> <li>Tier 2 vocabulary which has different meanings across different subjects</li> </ul> <p><b>Global Awareness</b></p> <ul style="list-style-type: none"> <li>Concept of culture</li> <li>Historical prior knowledge (Black History Month).</li> </ul> <p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>PiXL Edge (LORIC Skills)</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Assembly</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Reading, Oracy and Writing</b></p> <ul style="list-style-type: none"> <li>Tier 2 vocabulary which has different meanings across different subjects</li> </ul> <p><b>Global Awareness</b></p> <ul style="list-style-type: none"> <li>Geographical context of location in the world.</li> </ul> <p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>Negative bias towards LGBTQIA+ community.</li> </ul> <p><b>PiXL Edge (LORIC Skills)</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Assembly</b></p> <ul style="list-style-type: none"> <li></li> </ul>
	<b>Enabling or Adapting the Curriculum</b>	<b>SEND Students</b>	<p>Clear, calm and consistent classroom routines. Give Positive direction and use praise. Consider paired reading with more able students. Define key words, explain and model how they can be used.</p>	<p>Clear, calm and consistent classroom routines. Give Positive direction and use praise. Consider paired reading with more able students. Define key words, explain and model how they can be used. Use visual and audio aides to explain key and complex ideas.</p>	<p>Clear, calm and consistent classroom routines. Give Positive direction and use praise. Consider paired reading with more able students. Define key words, explain and model how they can be used. Buddy students with different abilities.</p>

			Buddy students with different abilities. Set ground rules in paired/group discussions. Give students specific roles or adapt groupings to meet the needs of students.	Buddy students with different abilities. Set ground rules in paired/group discussions. Give students specific roles or adapt groupings to meet the needs of students.	Set ground rules in paired/group discussions. Give students specific roles or adapt groupings to meet the needs of students. Share case studies. Use step by step instructions and questioning, especially at the end of each task/slide. Explain rationale behind sensitive topics.
	<b>Disadvantaged Students</b>		Check with House teams for resources that might be needed. Promote ethos of high aspirations and achievement. Be sensitive and aware that some students might be experiencing some hardship. Buddy students with the most able students. Share examples of how all students can achieve through the Circle of support. Cultural gaps – Understanding the importance of education and how it can change one’s life and open opportunities.	Check with House teams for resources that might be needed. Promote ethos of high aspirations and achievement. Share examples of how all students can achieve through the Circle of support. Be sensitive and aware that some students might be experiencing similar hardships to the ones discussed. Buddy students with the most able students. Remind students the Circle of support is at hand for them. Explain rationale behind sensitive topics. Cultural gaps – knowing and understanding about the rich and diverse British identity and how it stems from our history with colonialism and empire.	Check with House teams for resources that might be needed. Promote ethos of high aspirations and achievement. Share examples of how all students can achieve through the Circle of support. Be sensitive and aware that some students might be experiencing similar hardships to the ones discussed. Buddy students with the most able students. Remind students the Circle of support is at hand for them. Explain rationale behind sensitive topics. Cultural gaps – Knowing what is happening in the world outside the form room, classroom and knowing what is happening in the world and the impact it has on us.
	<b>More Able Students</b>		Leadership opportunities and positions within each house. Pixl Edge and LORIC. Encourage students to act as mentors for younger students or students who need some peer-to-peer support. Challenge students to offer alternative concepts, views and ideas and how they would affect our school community and the Wolverton community.	Leadership opportunities and positions within each house. Pixl Edge and LORIC. Encourage students to act as mentors for younger students or students who need some peer-to-peer support. Challenge students to offer alternative concepts, views and ideas and how they would affect our school community and the Wolverton community.	Leadership opportunities and positions within each house. Pixl Edge and LORIC. Encourage students to act as mentors for younger students or students who need some peer-to-peer support. Challenge students to offer alternative concepts, views and ideas and how they would affect our school community and the Wolverton community.
	<b>Literacy/Numeracy Skills</b> 	<b>Vocabulary:</b>	Clarify terms	Subject specific vocabulary	Subject specific vocabulary
		<b>Reading:</b>	Reading a range of material Make predictions about the text	Reading Non- fiction – reading across the curriculum	<ul style="list-style-type: none"> <li>Reading Non- fiction – across the curriculum</li> <li>More complex text</li> </ul>
		<b>Writing:</b>			
		<b>Oracy:</b>	Express opinions	Express opinions	Express opinions
		<b>Numeracy:</b>			
	<b>Digital Strategy</b> 				
	<b>Home Learning</b>				
<b>Impact</b>	<b>Composite Assessment</b>	Date:	Content:	Date:	Content: