

# Scheme of Work 2014

Subject- Life Skills			Year: 2014-2015	
Teacher: Julia VanEllis-Hammond				
Year Group: 7+8				
Date / wk	Class Title	Topic & Learning Activities <i>Include varied &amp; differentiated activities and promote equality &amp; diversity and every child matters themes whenever possible</i>	How will learning be checked?	Resources
1	<b>‘Dealing With Bullying’</b>  Understand bullying, what it is, why it happens and how you can deal with it.	<i>Group Discussion and Class Writing</i>  <ul style="list-style-type: none"> <li>• <i>What do you think that bullying has to do with Human Rights?</i></li> <li>• <i>If a friend told you that they were being bullied, what would you advise them to do</i></li> <li>• <i>What does our school do if someone is being bullied?</i></li> </ul>	Books will be marked and feedback will be given during class discussions	Pen, Pencil, Ruler, Exercise Book. Homework Diary.
2	<b>What are Human Rights?</b>  What they are, where they come from and what is their purpose?	<i>Group Discussion in a Q&amp;A style followed by class writing.</i>  <ul style="list-style-type: none"> <li>• <i>What are Human Rights?</i></li> <li>• <i>Who decides what rights we should have?</i></li> <li>• <i>How human rights have developed over the years.</i></li> </ul>	Books will be marked and feedback will be given during class discussions	Pen, Pencil, Ruler, Exercise Book. Homework Diary.
3	<b>The History of Human Rights.</b>	<i>Class writing followed by individual research</i>  <i>A brief look at the four main historical documents.</i> <ul style="list-style-type: none"> <li>• <i>The Magna Carta (1215) – What is it? Where it originated and why it is important.</i></li> <li>• <i>The United Nations Universal Declaration of Human Rights (1948) Where is originated etc..</i></li> </ul> <i>The class will be divided into small groups and will be given a research project on the other two historical documents.</i>	Books will be marked and feedback will be given during class discussions	Pen, Pencil, Ruler, Exercise Book. Homework Diary. Laptop, Notebook, or Ipad.
4	<b>The History of Human Rights.</b>	<i>The class will have class time to continue their research project on</i>  <ul style="list-style-type: none"> <li>• <i>The American Declaration of Independence (1776)</i></li> <li>• <i>The Declaration of the Rights of Man (France, 1789)</i></li> </ul>	Books will be marked and feedback will be given during class discussions	Pen, Pencil, Ruler, Exercise Book. Homework Diary. Laptop, Notebook, or Ipad.

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5	Presentation	<i>The class will present their research projects to each other in class. This will be followed by a Q&amp;A</i>	Books will be marked and feedback will be given during class discussions	Pen, Pencil, Ruler, Exercise Book. Homework Diary.
6	<b>Rights and Responsibilities in School and at Home.</b>  Knowing your rights and how it applies to your everyday lives. Taking responsibility for these rights.	<i>Class Discussion followed by class writing.</i>  <i>What are your rights in school</i> <i>What are your responsibilities in school</i> <i>The principles on which your school rules are based.</i> <i>What rules and punishments aim to achieve?</i> <i>What are SETS school rules?</i> <i>Do these rights and responsibilities apply at home? Why?</i>	Books will be marked and feedback will be given during class discussions	Pen, Pencil, Ruler, Exercise Book. Homework Diary.
7	<b>Home and Family Life</b>  Looking at different types of families, how they have changed and why we have them.	<i>Theory Class with Group Discussion</i>  <i>Brainstorm reasons for having families and their importance. Separate the practical and emotional reasons.</i> <i>Discussing families and family issues that have made the headlines.</i> <i>A look at how family life has changed over the past decade.</i>	Books will be marked and feedback will be given during class discussions	Pen, Pencil, Ruler, Exercise Book. Homework Diary.

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