



Forward Planning

Long-Term Semester Planning

Academic Year: 2020-2021

Class:S2Subject:EthicsTeacher:Veronica PinchesNo. Students:21





Curriculum – Long-Term Planning 2020-2021

Date	Learning Objectives	Activities	Resources	Key Competences*	Learning Outcomes / Assessment
3 Weeks 3 rd -18 th September,2020	Learning how toLearnWelcome back toschool afterlockdownTo be able tounderstand thedifferent types oflearning.To be able toexpress ourfeelings both oraland in writtenform. (Hopes andfears of startingnew school)To be able to listenta other points of	Learning how to learn Activities will be differentiated in class through questioning, seating, and tasks Cross curricular link to Integrated Sciences Class discussions and activities based on learning how to learn. Masks – hinder or help us to learn Reflection on lockdown and working from home the positive and negative aspects. The types of listening/auditory memory, the biology and science behind hearing.	Powerpoint Paper Worksheets James Bond listening game	Personal, Social and Learning to Learn Literacy Cultural Awareness and Expression	Formative assessment Students will self and peer evaluate their work during class. Formative assessment will be used continuously To reflect, understand and demonstrate the different types of learning. To understand and define how best we individually learn. To express our feelings both orally
	to other points of	Visual learning – graphs,	Paper		





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	view	drawing, visual aids etc	Files, pens and	and in writing.)
	To be able to		pencils	
	respect differences	Kinaesthetic learners	Worksheets	To listen to other
	To be able show			points of view
	respect towards	Sensory – touch, scent, taste		To respect
	others	and the associations that we		differences
	To be able to be	make.		To show respect
	aware of their own			towards others
	responsibilities	How do we help ourselves		To be aware of their
	towards	when we haven't understood?		own responsibilities
	themselves and			towards themselves
	others.	Students in groups to write		and others.
	To be able to	and present their top study tips		
	understand that			
	their actions have			To understand that
	consequences.			their actions have
	• ono • quene • or			consequences.
				consequences.
		Authority and Obedience		
Authority and				
Obedience	Authority and			
	Obedience		Powerpoints	
4 Weeks			Paper	
$(21^{\text{st}} - 16^{\text{th}})$	(Cross Curricular link		Video clips	To define and
October, 2020)	to History analyses,	Class discussions and	News clips and	demonstrate what
	Law and Order)	activities based on and looking	articles	we mean by
	T 1 11 (at the different types of	ICT room	authority and
	To be able to	authority and obedience	Files, pens and	
	define and		^ 1	







demonstrate what	Examples: out of fear, self-	pencils		obedience.
we mean by	interest, conviction, respect,	Worksheets		
authority and	etc.) The limits of obedience			To understand and
obedience.				identify their
	Respecting other people's			different types of
To be able to	views, when we don't agree.			authority.
define and	,		Personal, Social	
demonstrate what	Links to topical current affairs		and Learning to	To define and
we mean by	- Black lives Matter and		Learn	demonstrate what
respect.	Lockdown		Citizenship	we mean by respect.
	Worksheets, groupwork etc		Cultural	
To be able to			Awareness and	To see the
understand and			Expression.	difference between
identify their				an opinion and
different types of				objective facts
authority.				
				To find arguments
To be able to see				and documents to
the difference				support their own
between an opinion				opinion.
and objective facts				1
To be able to find				
arguments and				To listen to other
documents to				points of view
support their own				To respect
opinion				differences
To be able to listen				To show respect
to other points of				towards others





<u>Fair Play</u> <u>(2nd-November</u> <u>18th</u> <u>December)</u>	view To be able to respect differences To be able to be aware of their own responsibilities towards themselves and others. To be able to understand that their actions have consequences. Fair Play To be able to define what we mean by fair play and the rules. To be able to reflect and understand what happens when there are no rules.	Fair PlayCross curricular link toEnglish and PE. Preparationfor Christmas Market.Activities with the 5emeInternational class about fairplay.In PE hall students told to useequipment withoutany rules.Discussion about theexperiences and relate tosociety without any rules.	Powerpoints Paper Video clips Files, pens and pencils Worksheets PE Hall	Personal, Social and Learning to Learn Citizenship Cultural Awareness and Expression Entrepernship	To be aware of their own responsibilities towards themselves and others. To understand that their actions have consequences. Summative assessment – written task To define what we mean by fair play and following the rules To reflect and understand what happens when there are no rules in society.
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	To be able show	Students in groups to play a			
	respect towards	game following the rules.			
	others	Students to compare			To listen to other
	To be able to be	experiences and to relate in			points of view
		-			-
	aware of their own	class to following the rules in			To respect
	responsibilities	society.			differences
	towards	Students to play a series of			To show respect
	themselves and	matches with 5eme students.			towards others
	others.	In groups to make up an			To be aware of their
	To be able to	Olympic sport. Students to			own responsibilities
	understand that	write a "Code of Conduct" and			towards themselves
	their actions have	rules for their game.			and others.
	consequences.	To present to the rest of the			To understand that
		class.			their actions have
					consequences.
		Rules for your own sport			Formative
		Preparing a stall for the			assessment:
		Christmas Market			Participating in
					teams.
					Code of conduct
					presentation
					Summative
					assessment in class
					Written task –Why
Bullying and		Bullying and Resileince			is authority and
Resilience		Cross curricular all subjects			following the rules
7 weeks	To be able to				in society
(4 th January –	respect differences	To define bullying Class	Powerpoints	Personal, Social	important?
19 th February).	To be able show	discussions and activities	Photographs	and Learning to	mpor cant.
17 1 cornury).		discussions and activities	1 notographs	and Learning to	





re	espect towards	based on the different types of	Paper	Learn	
	thers	bullying	Video clips	Citizenship	To show respect
Т	To be able to be		Files, pens and	Literacy	towards others
av	ware of their own		pencils	(reading and	To be aware of their
re	esponsibilities	Class to define bullying.	Worksheets	writing)	own responsibilities
to	owards	Exploring the different types	Scenario sheets		towards themselves
th	hemselves and	of bullying physical, verbal,			and others.
01	thers.	cyber, scoial, emotional and			To understand that
		indirect.			their actions have
Т	To be able to	Signs of bullying.			consequences.
u	nderstand that	What to do if you're being			_
th	heir actions have	bullied.			
co	onsequences.	Victims feelings - You tube			
		and class discussion			
Т	To be able to make	Peer to peer conflict and how			
so	ound and	it differs to bullying			
re	easonable moral	Group Work:			
ju	udgments based	Scenarios - "What would you			
01	n democratic and	do?" Students in groups to			To make sound and
h	umanistic values.	present their responses and			reasonable moral
		solutions.			judgments based on
		How to help someone being			democratic and
T	To be able to	bullied.			humanistic values.
de	efine and				
u	nderstand what	Resilience: (<i>February</i>) (linked			
-	esilience means	to previous work on bullying)			
th	hrough examples	To define what resilience is as			
		a class.			To define and
T	To be able to	Discussions: when we have			understand what





understand the importance of sharing a problemTo be able to identify people who can help us when we struggle with our mental and physical health.To be able to	 shown resilience in situations at home, school, sports and in our hobbies etc The importance of friendships How to get help when we feel low What we can do to help ourselves when we struggle. The importance of hobbies, sport, friendships, professionals etc Written individula work: How to help wavesalf guide 			resilience means through examples To understand the importance of sharing a problem To identify people who can help us when we struggle with our mental and
HealthyHealthy Eating and ExerciseEating and exerciseTo be able to identify key micro and macro nutrients and their	 to help yourself guide <u>Healthy Eating and Exercise</u> Cross curricular links to Integrated Science, geography and PE. Class discussion and activities based on the importance of healthy eating 	Powerpoints Photographs Paper	Personal, Social and Learning to Learn	physical health. To realise the importance of using our leisure time for hobbies Formative assessment: Group work: Scenario responses. Individual work: How to help yourself





 effect on our	and exercise.	Video clips	Citizenship	To identify and
bodies?	"Nutrients Stations"	Files, pens and	Literacy	explain the effects
	The class to find answers to	pencils	(reading and	of what key micro
To be to plan a	questions based on	Worksheets	writing)	and macro nutrients
healthy meal,	information that is around the	Information sheet	Cultural	have on our bodies.
applying the	room in groups.	Paper plates	Awareness and	
knowledge learnt	Planning our own healthy		Expression	To plan a healthy
about nutrients.	balanced meal.			meal, applying the
	Plan and visit to the school			knowledge learnt
To be able to	canteen. Interview the school			about nutrients.
understand the	chef about meal planning and			
negative effects of	nutrition in our meals.			To understand the
food on our bodies	Links to geography			negative effects of
in relation to eating	curriculum with farming and			food on our bodies
disoders	climate change			in relation to eating
	Importance of exercise and			disorders
To be able to plan	effect of exercise and PE on			
a list of interview	our bodies.			
questions for the				To plan and write a
school chef?				list of interview
				questions for the
To be able to				school chef
realise and explain				
the importance of				To realise and
exercise on our				explain the
bodies.				importance of
				exercise on our
To be able to show				bodies.
 respect towards				To show respect





	others To be able to be aware of their own responsibilities towards themselves and others.				towards others To be aware of their own responsibilities towards themselves and others.
	To be able to understand that their actions have consequences.				
Environment and Pollution 4 weeks (5 th April- 21 st May, 2021).	Environment and Pollution To be able to understand and explain what is global warming? To be able to understand and explain what is the	Environment and Pollution Cross curricular links to the Stem project on recycling, Integrated Sciences, maths and geography Activities and discussions based on the topic. To include looking at graphs, drawing and labelling diagrams, google maps, vocabulary and definition matching. Linking back to healthy eating and	Powerpoints Photographs Graphs Ict room Paper Video clips	Personal, Social and Learning to Learn Citizenship Literacy (reading and	To understand and explain what is global warming?
	greenhouse effect? To be able to	exploring how much food waste there is in the school canteen. Written work to	Files, pens and pencils	writing) Digital	To understand and





under	stand and	include "How I can make a	Worksheets	explain what is the
explai		difference to the environment	vv of KSheets	greenhouse effect?
_	ent types of	in my life at home and		greennouse errect?
polluti		school". Students to make		To understand and
ponuti	1011 ?			
	11.	posters about recycling, saving		explain the different
	able to	water, eating local food or		types of pollution?
	stand and	reduced carbon footprint and		
	n the impact	air miles.		
-	lution on our			m 1 1 1
planet	?			To understand and
				explain the impact
	able to			of pollution on our
unders	stand and			planet?
	n what is			
	done on an			m 1 1 1
individ	dual, local,			To understand and
nation	al and			explain what is
interna	ational basis.			being done on an
				individual, local,
To be	able to show			national and
respec	t towards			international basis.
others	and our			
enviro	nment			
				To show respect
To be	able to be			towards others
aware	of their own			To be aware of their
respor	sibilities			own responsibilities
toward				towards themselves
	elves and			and others.





<u>Just say no!</u> 5 weeks (24 th May -25 th June 2021).	others Just say no! To be able to identify and explain the dangers of smoking, drinking alcohol and taking drugs. To be able to understand about effects of addictions on our bodies and mental health. To be able to understand organisations and professionals who can help us. Ethics with the	Just say no! Cross curricular links to Integrated Science, geography and PE. Links with healthy eating, exercise and resilience. A talk and discussion with the school nurse about addictions and the dangers of smoking, drinking alcohol and taking drugs. Group project work to research one topic on the subject to present to the rest of the class.	Powerpoints Photographs Graphs Paper Video clips Files, pens and pencils Worksheets Ict room	Personal, Social and Learning to Learn Citizenship Literacy (reading and writing) Digital technology	 Formative assessment. Written work and oral discussions and debates about the environment. To identify and explain the dangers of smoking, drinking alcohol and taking drugs. To understand about effects of addictions on our bodies and mental health. To understand organisations and professionals who can help us.
	Ethics with the International Section To be able to make sound and	Ethics with the International Section			Formative assessment Group presentation



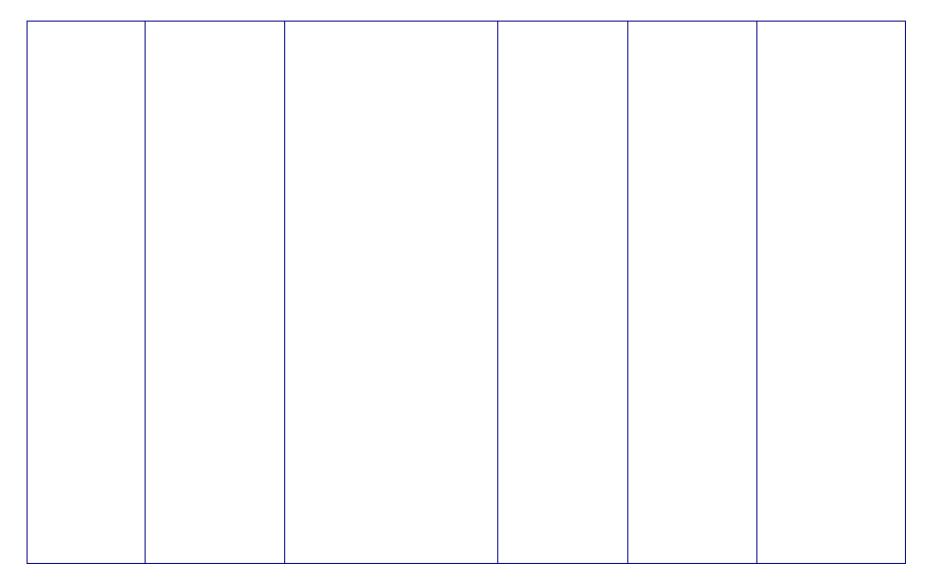


reasonable moral judgments based on democratic and humanistic values. 	Learning to work in groups and not just friendship groups Team games in the PE hall. Combined projects on ant bullying, healthy eating and recycling	Personal, Social and Learning to Learn Citizenship Literacy (reading and writing)	To make sound and reasonable moral judgments based on democratic and humanistic values. To respect differences To show respect towards others To be aware of their
themselves and others. To be able to understand that their actions have consequences.			own responsibilities towards themselves and others. To understand that their actions have consequences. Formative assessment based on individual work and contributions to class and group discussions





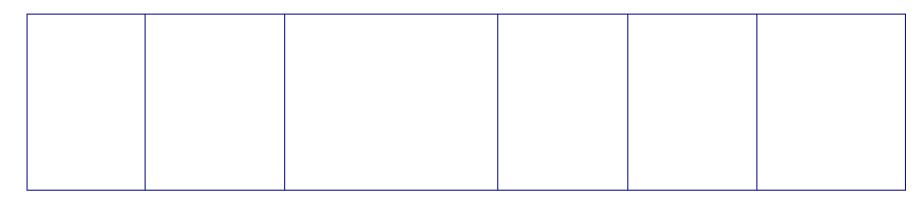












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Link to 8 key competences:

- 1. Literacy (reading and writing)
- 2. Multilingualism





- 3. Mathematics, Science, Technology and Engineering
- 4. Digital
- 5. Personal, Social and Learning to Learn
- 6. Citizenship
- 7. Entrepreneurship
- 8. Cultural Awareness and Expression