






Curriculum Overview for Personal Development Year 8

<p><u>Half Term 1: Law & Order and Crime & Influence</u></p> <p>Substantive Knowledge: What are rules What make rules fair Differences between rules and laws Benefits and disadvantages of rules Four sources of laws in England How Parliament creates new laws Merits of a potential bill What is a bill Most common crimes in England Why crimes occur Roles in the police force Role of the Crown Prosecution Service What cases go to court Different types of courts in England Linking courts to their hearing of crimes Differences between courts Who are the key influences Factors affecting decisions Impact on influential people Stereotype perceptions on gangs Why people join a gang</p> <p>Disciplinary Knowledge: Analyse data (graphs and tables) Analyse sources Using evidence to make informed decision Reading comprehension Developing and sustaining argument Drawing upon empathy to argue both sides Evaluating significance</p>		Key words explicitly taught and reinforced But, because, so Modelling to unpick source information Skim reading Reading comprehension Discussion of big picture questions
		Rules Law Bill Legislation Crime Statistics Prosecution Court Offences Influence Gang
		Ipsative assessment.
		Research task. Ipsative assessment.
<p><u>Half Term 2: Crime & Influence</u></p> <p>Substantive Knowledge: Laws around possession of knives Incidents of knife crime across England Consequences of knife crime What is county lines</p>		Key words explicitly taught and reinforced But, because, so Modelling to unpick source information Skim reading Reading comprehension



<p>Indicators someone is involved in county lines</p> <p>How modern slavery laws linked to county lines</p> <p>The process of grooming</p> <p>Indicators of grooming</p> <p>Examples of grooming behaviours</p> <p>What is extremism and terrorism</p> <p>Why people become involved in extremist groups</p> <p>Examples of hate crimes</p> <p>The benefits of awareness campaigns</p> <p>Disciplinary Knowledge:</p> <p>Analyse data (graphs and tables)</p> <p>Analyse sources</p> <p>Using evidence to make informed decision</p> <p>Reading comprehension</p> <p>Developing and sustaining argument</p> <p>Drawing upon empathy to argue both sides</p> <p>Evaluating significance</p>		Discussion of big picture questions
		<p>Knife</p> <p>Consequence</p> <p>County Lines</p> <p>Grooming</p> <p>Manipulation</p> <p>Nudes</p> <p>Consent</p> <p>Extremism</p> <p>Terrorist</p> <p>Hate</p> <p>Hate Crime</p>
		<p>Ipsative assessment.</p> <p>End of term 1 assessment - how can I share information.</p>
		<p>Ipsative assessment.</p> <p>Revision.</p>