

# Central Hub Brighton – Curriculum Topic Information Sheet

Subject	Year	Term
Humanities	KS3	Half term 6 May - July
Topic/s		
Environment		
Content (Intent)		
Prior Learning (Topic/s):		
<ul style="list-style-type: none"> <li>• Historical Voices</li> <li>• Civil War</li> <li>• Cultures and Religions</li> <li>• Propaganda</li> <li>• Ancient World</li> </ul>		
Future Learning (Topic/s):		
End of annual curriculum cycle – (No Future Learning Available)		
What Knowledge or Skills will be Taught? (Implementation)	How will your Understanding be Assessed and Recorded (Impact)	
Knowledge	On Going Assessment	
<ul style="list-style-type: none"> <li>• Using the broad topic of ‘Environment’ to inform History and Geography based tasks (Industrial Revolution, pollution, deforestation, over farming, extreme weather)</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	
Skills	Formal Assessment	
<ul style="list-style-type: none"> <li>• SEMH skills-based development</li> </ul>	<ul style="list-style-type: none"> <li>• SEMH skills-based development</li> </ul>	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development	
<ul style="list-style-type: none"> <li>• Active participation</li> <li>• Calm disposition</li> <li>• Attentive listening</li> <li>• Appropriate social register</li> <li>• Self-restraint</li> <li>• Turn taking</li> <li>• Following adult-led direction</li> <li>• Multi-contribution exchanges</li> <li>• Reciprocity</li> </ul>	<ul style="list-style-type: none"> <li>• Reach to Teach Electronic Assessment</li> <li>• SALT Social Communication evidencing</li> <li>• Art Therapy Exit Profile Evidence</li> <li>• Key Work Exit Profile Evidence</li> <li>• SIMs Achievement/Behaviour log</li> </ul>	
How Can Families Help at Home?		
<ul style="list-style-type: none"> <li>• Reciprocal weekly dialogue with Form Tutor pertaining to efforts and achievements</li> <li>• Parent/Carer <i>buy in</i>, with regards to the rules and expectations of the school</li> <li>• Free flow of information between Parents/Carers</li> </ul>		

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