| | Term 1 | | Те | rm 2 | Term 3 | | |
|--------------------------|--|---|---|--|---|---|--|
| Weeks | 7 | 7 | 7 | 5 | 6 | 7 | |
| Core | Knowledge: | Knowledge: | Knowledge: | Knowledge: | Knowledge: | Knowledge: | |
| Knowledge | Students aim to have excellent knowledge | Students aim to have excellent | Students aim to have excellent | Students aim to have excellent | Students aim to have excellent | Students aim to have exceller | |
| skills and | and understanding of all activities | knowledge and understanding of | knowledge and understanding of | knowledge and understanding of | knowledge and understanding of | knowledge and understandin | |
| concepts | undertaken as part of the bronze award, | all activities undertaken as part of | all activities undertaken as part of | all activities undertaken as part of | all activities undertaken as part of | all activities undertaken as pa | |
| | developing their knowledge in a number of | the bronze award, developing | the bronze award, developing | the bronze award, developing | the bronze award, developing | the bronze award, developing | |
| | areas and deepening their understanding of | their knowledge in a number of | their knowledge in a number of | their knowledge in a number of | their knowledge in a number of | their knowledge in a number | |
| | key skills by engaging with a number of | areas and deepening their | areas and deepening their | areas and deepening their | areas and deepening their | areas and deepening their | |
| | adventurous learning opportunities. | understanding of key skills by | understanding of key skills by | understanding of key skills by | understanding of key skills by | understanding of key skills b | |
| | | engaging with a number of | engaging with a number of | engaging with a number of | engaging with a number of | engaging with a number of | |
| | Skills: | adventurous learning | adventurous learning | adventurous learning | adventurous learning | adventurous learning | |
| | Students are provided with opportunities | opportunities. | opportunities. | opportunities. | opportunities. | opportunities. | |
| | to broaden their horizons and develop skills | | | | | | |
| | and attributes in a number of areas, | Skills: | Skills: | Skills: | Skills: | Skills: | |
| | including but not limited to: | Students are provided with | Students are provided with | Students are provided with | Students are provided with | Students are provided with | |
| | | opportunities to broaden their | opportunities to broaden their | opportunities to broaden their | opportunities to broaden their | opportunities to broaden the | |
| | Self-management | horizons and develop skills and | horizons and develop skills and | horizons and develop skills and | horizons and develop skills and | horizons and develop skills a | |
| | Positive attitude to work and | attributes in a number of areas, | attributes in a number of areas, | attributes in a number of areas, | attributes in a number of areas, | attributes in a number of are | |
| | focussing Teamwork | including but not limited to: | including but not limited to: | including but not limited to: | including but not limited to: | including but not limited to: | |
| | Confidence | Self-management | Self-management | Self-management | Self-management | Self-management | |
| | Communicating with others | Positive attitude to work | Positive attitude to work | Positive attitude to work | Positive attitude to work | Positive attitude to v | |
| | Self-esteem | and focussing | and focussing | and focussing | and focussing | and focussing | |
| | • Leadership | Teamwork | Teamwork | Teamwork | Teamwork | Teamwork | |
| | Resilience | Confidence | Confidence | Confidence | Confidence | Confidence | |
| | | Communicating with | Communicating with | Communicating with | Communicating with | Communicating with | |
| | Taking responsibility | others | others | others | others | others | |
| | Team work | Self-esteem | Self-esteem | Self-esteem | Self-esteem | Self-esteem | |
| | Self-management | | | | | | |
| | Listening skills | • Leadership | • Leadership | • Leadership | • Leadership | • Leadership | |
| | Time management | Resilience | Resilience | Resilience | Resilience | Resilience | |
| | Showing initiative and drive | Taking responsibility | Taking responsibility | Taking responsibility | Taking responsibility | Taking responsibility | |
| | Patience | Team work | Team work | Team work | Team work | Team work | |
| | Problem-solving, decision making | Self-management | Self-management | Self-management | Self-management | Self-management | |
| | and dealing with the | Listening skills | Listening skills | Listening skills | Listening skills | Listening skills | |
| | consequences; | Time management | Time management | Time management | Time management | Time management | |
| | , | Showing initiative and | Showing initiative and | Showing initiative and | Showing initiative and | Showing initiative ar | |
| | All of which are increasingly important for | drive | drive | drive | drive | drive | |
| | excelling post 16. | Patience | Patience | Patience | Patience | Patience | |
| | | Problem-solving, decision | Problem-solving, decision | Problem-solving, decision | Problem-solving, decision | Problem-solving, de- | |
| | | making and dealing with | making and dealing with | making and dealing with | making and dealing with | making and dealing | |
| | | the consequences; | the consequences; | the consequences; | the consequences; | the consequences; | |
| | | All of which are | All of which are increasingly | All of which are increasingly | All of which are increasingly | All of which are increasingly | |
| | | increasingly important for | important for excelling post 16. | important for excelling post 16. | important for excelling post 16. | important for excelling post | |
| | | excelling post 16. | portant for executing post 10. | portant for execuring post 10. | portant for executing post 10. | portante for executing post | |
| How will it be assessed? | Assessment takes place for each activity unde | | urgh Bronze award and regular verba | Il feedback is given by the teacher. | | | |
| ne assesseu! | Students' knowledge is constantly assessed organically as their knowledge and understanding deepens through varied activities. Teachers use questioning techniques and retrieval practice activities to ensure that key know | | | | | | |
| | and skills are successfully embedded in the lo | ong-term memory. | | | | | |
| | | | | | hey must be knowledgeable and exp | | |

| | Students complete additional assess | ments in a Duke of Edinburgh work hoo | sklet, which is marked by the Assessor du | ring the school's marking cycle | | | | | | |
|-----------|---|--|--|------------------------------------|--|-------------------------------------|--|--|--|--|
| | Students complete additional assess | ments in a Duke of Lumburgh work boo | intet, willer is marked by the Assessor do | illing the school's marking cycle. | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| Rationale | The why and future learning. | | | | | | | | | |
| Rationale | The why and future learning: The Bronze Award curriculum aims t | o enable students to deenen their learn | ning through developing their knowledge | and skills through real life exper | riences. The Duke of Edinburgh Bronze curr | iculum aims to specifically support | | | | |
| | | | | = - | ely and harmoniously with other people.' T | | | | | |
| | | • | • | | dinburgh teaching should provide the found | • | | | | |
| | experiences in life and employment. | experiences in life and employment. It should also provide opportunities for them to demonstrate their knowledge and skills, practically whilst learning new ways of thinking. | | | | | | | | |
| | | | | | | | | | | |
| | Links to previous learning: | a award is the starting point for our stur | dents the feets on developing soft skills | is vary much a stanning stand fr | om many areas of the Key Stage 2 and 3 Na | tional Curriculum whilst responding | | | | |
| | S | . | | , | d in the Key Stage 2 and 3 National Curricul | | | | | |
| | | | ce to excel in a broad range of physical a | | · - | arri, meraamig marrieracy skins, | | | | |
| Weekly | Weaselling | Fishing | Golf Range and Football Pool | Swimming | | | | | | |
| Focus | | | | Football/Basketball | Crab Fishing | Formby Beach walk | | | | |
| | Gorge Walk | Kayaking/Archery | Full Day Walk | Climbing | | | | | | |
| | | ,, | | Archery | Kayaking | Full day walk and BBQ skills | | | | |
| | | | | | | | | | | |
| | Fishing | Full Day walk | Gym | Full Day walk | | | | | | |
| | | | Orienteering | | Swimming outdoors | Gorge walk | | | | |
| | Vavaking/Archany | Cym | Climbing /Archary | Tunnel walk | | | | | | |
| | Kayaking/Archery Football/ basketball | Gym Orienteering | Climbing /Archery | Cooking | Paddleboarding | Outdoor Swimming pool | | | | |
| | Tootbally basketball | Offenteering | | Tent building | 1 addicbodianig | outdoor Swiffining poor | | | | |
| | Full Day Walk | Ice Skating | Full Day Walk | Gym | | | | | | |
| | | | | | | | | | | |
| | | | | Orientaering | Blackpool Beach walk | Archery/Volunteering | | | | |
| | | | | Orienteering | Blackpool Beach walk | Archery/Volunteering | | | | |
| | Cours Mally | Full Day Well: | Cura | Orienteering | Blackpool Beach walk | Archery/Volunteering | | | | |
| | Gorge Walk | Full Day Walk | Gym | Orienteering | | | | | | |
| | Gorge Walk | Full Day Walk | Gym Orienteering | Orienteering | Manchester Beach and walk near | Archery/Volunteering Paddleboarding | | | | |
| | Gorge Walk SUP/Archery | Full Day Walk Christmas Markets Walk | , | Orienteering | | | | | | |

| Veeks | | Term 1 | | rm 2 | Term 3 | |
|--------------------------------------|---|---|---|---|---|---|
| Sama (K., a., .) a al a a al .; [] a | 7 | 7 | 6 | 6 | 6 | 7 |
| Core Knowledge skills and concepts | Knowledge: Students aim to have excellent knowledge and understanding of all activities undertaken as part of the silver award, developing their knowledge in a number of areas and deepening their understanding of key skills by engaging with a number of adventurous learning opportunities. Skills: Students are provided with opportunities to broaden their horizons and develop skills and attributes in a number of areas, including but not limited to: Self-management Positive attitude to work and focussing Teamwork Confidence Communicating with others Self-esteem Leadership Resilience Taking responsibility Team work Self-management Listening skills Time management Showing initiative and drive Patience Problem-solving, decision making and dealing with the consequences; All of which are | Knowledge: Students aim to have excellent knowledge and understanding of all activities undertaken as part of the silver award, developing their knowledge in a number of areas and deepening their understanding of key skills by engaging with a number of adventurous learning opportunities. Skills: Students are provided with opportunities to broaden their horizons and develop skills and attributes in a number of areas, including but not limited to: Self-management Positive attitude to work and focussing Teamwork Confidence Communicating with others Self-esteem Leadership Resilience Taking responsibility Team work Self-management Listening skills Time management Showing initiative and drive Patience Problem-solving, decision making and dealing with the consequences; All of which are | Knowledge: Students aim to have excellent knowledge and understanding of all activities undertaken as part of the silver award, developing their knowledge in a number of areas and deepening their understanding of key skills by engaging with a number of adventurous learning opportunities. Skills: Students are provided with opportunities to broaden their horizons and develop skills and attributes in a number of areas, including but not limited to: Self-management Positive attitude to work and focussing Teamwork Confidence Communicating with others Self-esteem Leadership Resilience Taking responsibility Team work Self-management Listening skills Time management Showing initiative and drive Patience Problem-solving, decision making and dealing with the consequences; All of which are increasingly | Knowledge: Students aim to have excellent knowledge and understanding of all activities undertaken as part of the silver award, developing their knowledge in a number of areas and deepening their understanding of key skills by engaging with a number of adventurous learning opportunities. Skills: Students are provided with opportunities to broaden their horizons and develop skills and attributes in a number of areas, including but not limited to: Self-management Positive attitude to work and focussing Teamwork Confidence Communicating with others Self-esteem Leadership Resilience Taking responsibility Team work Self-management Listening skills Time management Showing initiative and drive Patience Problem-solving, decision making and dealing with the consequences; All of which are increasingly | Knowledge: Students aim to have excellent knowledge and understanding of all activities undertaken as part of the silver award, developing their knowledge in a number of areas and deepening their understanding of key skills by engaging with a number of adventurous learning opportunities. Skills: Students are provided with opportunities to broaden their horizons and develop skills and attributes in a number of areas, including but not limited to: Self-management Positive attitude to work and focussing Teamwork Confidence Communicating with others Self-esteem Leadership Resilience Taking responsibility Team work Self-management Listening skills Time management Showing initiative and drive Patience Problem-solving, decision making and dealing with the consequences; All of which are increasingly | Knowledge: Students aim to have excellent knowledge and understanding of all activities undertaken as part of the silver award, developing their knowledge in a number of areas and deepening their understanding of key skills by engaging with a number of adventurous learning opportunities. Skills: Students are provided with opportunities to broaden their horizons and develop skills and attributes in a number of areas, including but not limited to: Self-management Positive attitude to work and focussing Teamwork Confidence Communicating with others Self-esteem Leadership Resilience Taking responsibility Team work Self-management Listening skills Time management Showing initiative and drive Patience Problem-solving, decision making and dealing with the consequences; All of which are increasingly |

| How will it be assessed? | Assessment takes place for each activity undertaken as part of the Duke of Edinburgh Silver award and regular verbal feedback is given by the teacher. | | | | | | | | | |
|--------------------------|--|-----------------------------------|--|-----------------------------------|---|----------------------------------|--|--|--|--|
| | Students' knowledge is constantly assessed organically as their knowledge and understanding deepens through varied activities. Teachers use questioning techniques and retrieval practice activities to ensure that knowledge and skills are successfully embedded in the long-term memory. | | | | | | | | | |
| | To achieve the Duke of Edinburgh Silver award, students' activities are assessed by an internal staff member. This person is known as the 'Assessor' and they must be knowledgeable and experienced in a participant chosen activity so they can offer appropriate guidance. All assessors understand the requirements of the Silver award. | | | | | | | | | |
| | Students complete additional assessments in a Duke of Edinburgh work booklet, which is marked by the Assessor during the school's marking cycle. | | | | | | | | | |
| Rationale | The why and future learning: The Silver Award curriculum aims to enable students to deepen their learning through developing their knowledge and skills through real life experiences. The Duke of Edinburgh Silver curriculum aims to further support soft skills covered as part of the Bronze award.' They're the non-academic, non-technical skills – the attributes and attitude that an influence how successful students are in their personal and working lives, post 16. The Duke of Edinburgh teaching should provide the foundation for successful future experiences in life and employment. It should also provide opportunities for them to demonstrate their knowledge and skills, practically whilst learning new ways of thinking. | | | | | | | | | |
| | National Curriculum whilst respo | onding to students' needs and ove | ercoming potential barriers for individual | s and groups of students. The Sil | s skills is very much a stepping stone from m lver award further develops knowledge incl nge of physical activities, supporting them to | uded in the Key Stage 3 National | | | | |
| Weekly Focus | Introduction to Silver award Basketball/Football | Mixed Martial Arts Snooker | Golf Range and Football Pool | Mixed Martial Arts Snooker | Crab Fishing | Formby Beach walk | | | | |
| | Gorge Walk Full Day | Kayaking/Archery | Full Day Walk | Climbing/Archery | Kayaking | Full day walk and BBQ skills | | | | |
| | Mixed Martial Arts Snooker | Full Day Walk | Mixed Martial Arts Snooker | Full Day Walk | Swimming outdoors | Gorge walk | | | | |
| | Kayaking/Archery | Mixed Martial Arts Snooker | Climbing/Archery | Mixed Martial Arts Snooker | Paddleboarding | Outdoor Swimming pool | | | | |
| | Full Day Walk | Ice Skating | Full Day Walk | Full Day Walk | Blackpool Beach walk | Archery/Volunteering | | | | |
| | | | | | | | | | | |
| | Mixed Martial Arts Snooker | Full Day Walk | Mixed Martial Arts Snooker | | Manchester Beach and walk near Hollingworth Lake | Paddleboarding | | | | |