



CHANGE

Composure

Curriculum Intent

- Learner will develop a understanding of Ego-states: Parent; Adult; Child.
- Learners will be able to identify these ego states in action.
- Learners will understand how transactions take place between ego-states
- Learners will recognise these transactions
- Learners will learn the knowledge of 'script' and the 'cycle of development'. They will be introduced to how strokes can be used to support their development.
- Learners will be introduced to the knowledge of mindfulness. They will explore if mindfulness is a tool they can use and have the opportunity to explore this further at enrichment

What knowledge builds from this?

Throughout their time at MMHS, through all curriculum areas and PSHCE learners will recall and develop their knowledge of TA, Script, Cycle of development.

How does this Intent promote a Diverse, Equitable and Inclusive learning experience at MMHS?

Aspiration

Empathy - power of words and the lasting impact on others

What knowledge will learners gain?

Define Ego-states and be able to identify them in action
How to tell an EGO state is dictating a decision
Core knowledge of TA- Scrip, Cycle of development, Drama and Winners triangle

What cultural capital (including literacy) will be gained?

Understanding of impact of school, family and place on future development.

Challenge stereotypes and broaden horizons.

What knowledge do learners already have?

An understanding of themselves as learners; reflections from Primary school and home.

What knowledge in other subjects does this link to?

Science - theory of evolution / function of the brain, neural pathways / memory / how the central nervous system works.

How are the learners developing their understanding of CHANGE?

This is a key part of the knowledge and theory that underpins 'Composure' element of CHANGE.

[Link to key knowledge that must be covered](#)



CHANGE

High
Standards

Curriculum Intent

- Ron Berger - learners understand the theory of redrafting and acting on feedback to improve.
- Learner learn strategies to help them pursuit high quality writing and oracy (discourse marker, talking stems etc)
- Learner understand their script and how that links to their how 'High Standards'.

What knowledge builds from this?

Appreciation of the history of the English language
Appreciation of etymology and where words come from
Advanced spelling skills and knowledge

How does this Intent promote a Diverse, Equitable and Inclusive learning experience at MMHS?

Aspiration
Scholarliness - learners will be able to communicate with peers and external audiences
Empathy - power of words and the lasting impact on others

What knowledge will learners gain?

- Elements of the Oracy framework: **Oracy Linguistic; Oracy Cognitive:**
reflect and develop Metacognition; **Oracy Social/Emotional and the ABC** of speaking
- **Oracy Physical:**
Opportunity for **Oracy assessments**
Showcase Oracy skills: **presentation, vivas**

What cultural capital (including literacy) will be gained?

Oracy skills; confidence in how to present and speak to 'real' audience

What knowledge do learners already have?

Some understanding of the history of the English language
Some understanding of oracy.
Learners in primary school do oracy in class and class assemblies etc.

What knowledge in other subjects does this link to?

English - literacy/ oracy
All subjects in terms of supporting them in developing their Oracy

How are the learners developing their understanding of CHANGE?

- Numeracy and Literacy: Oracy understanding of what makes good oracy; confidence in how to present and speak to audience
- Agency - research and present as part of MMHS



CHANGE

Growth
Mindset

Curriculum Intent

- Learner will develop a understanding of mindset (myths and facts)
- Learners will recognised how script is formed.
- Learners will think about factors influencing their own script.
- Learners will recognise how to ensure they are making Adult decisions.

What knowledge builds from this?

- Cycle of development (identity and power stage)
Strokes

How does this Intent promote a Diverse, Equitable and Inclusive learning experience at MMHS?

Aspiration

Empathy - power of words and the lasting impact on others

What knowledge will learners gain?

- Define mindset and know when they have a fixed or growth mindset
- How to tell an EGO state is dictating a decision
- How script is formed.
- What influences script.
- How to make changes from an Adult Ego state.
- Attributes / Permissions
- Permission wheel

What cultural capital (including literacy) will be gained?

Understanding of impact of school, family and place on future development.

Challenge stereotypes and broaden horizons.

What knowledge do learners already have?

- Brain structure
- How the brain works
- How they can use this knowledge as a learner
- EGO states

What knowledge in other subjects does this link to?

Science - theory of evolution / function of the brain, neural pathways / memory / how the central nervous system works.

How are the learners developing their understanding of CHANGE?

This is a key part of the knowledge and theory that underpins 'Growth Mindset' element of CHANGE.



CHANGE

Agency

Curriculum Intent

Learner to develop an understanding of their agency by learning the following core knowledge:

- Transactional Analysis - Strokes, Drivers
- Shewhart Cycle (Deming): Learners learn about the different stages of the cycle and then learners use the cycle to complete piece of learning
- Oracy Framework: Physical - Voice and Body Language

What knowledge builds from this?

- Composure core knowledge - Transactional Analysis - Strokes, Drivers
- Oracy Framework core knowledge and how to develop presentation skill.

How does this Intent promote a Diverse, Equitable and Inclusive learning experience at MMHS?

Aspiration

Scholarliness - learners will be able to communicate with peers and external audiences
Leadership and collaboration skills

What knowledge will learners gain?

An understanding and recap of the following elements of core knowledge from CHANGE

- Transactional Analysis - Strokes, Drivers
- Shewhart Cycle (Deming): Learners learn about the different stages of the cycle and then learners use the cycle to complete piece of learning
- Oracy Framework: Physical - Voice and Body Language

What cultural capital (including literacy) will be gained?

Agency - what to do when they are 'stuck'
Oracy skills; confidence in how to present and speak to audience

What knowledge do learners already have?

Some understanding of the core knowledge of CHANGE from the Composure element.

What knowledge in other subjects does this link to?

English - literacy/ oracy
All subjects in terms of supporting them in developing their Oracy; collaboration and leadership skills.

How are the learners developing their understanding of CHANGE?

Building the core knowledge of Composure and Numeracy and literacy (Oracy)



CHANGE

**Numeracy &
Literacy
(Numeracy)**

Curriculum Intent

Learners will understand that numeracy
Is not just doing arithmetic
but applying it to life.

- Involves problem solving, logical thinking, spatial awareness, mental maths
- Is something everyone can get better at

What knowledge builds from this?

Learners will use the knowledge in all other subjects in school for the remainder of their time at MMHS and beyond.

How does this Intent promote a Diverse, Equitable and Inclusive learning experience at MMHS?

There are different levels of challenge within the tasks.

Examples are given from various vocations as to how numeracy is involved.

What knowledge will learners gain?

Learners will improve their problem solving skills and logical processing.

They will also improve in their knowledge of time calculations, interpretation of data and mental arithmetic.

What cultural capital (including literacy) will be gained?

Learners will be introduced to the story of Andrew Wiles and how he solved Fermat's last theorem.

Learners will be introduced to fiction and nonfiction books that are centred around maths and numeracy.

What knowledge do learners already have?

Some knowledge of telling the time and working out simple time differences.
Learners should be familiar with Bar charts and tally charts.

What knowledge in other subjects does this link to?

Interpreting data representations in Geography. (Population pyramids)

Bar charts and calculations in Maths.

Numeracy skills in general are transferable to all subjects.

How are the learners developing their understanding of CHANGE?

The Numeracy lesson promote Growth Mindset by dispelling the myth of the "Maths Brain"



CHANGE

Literacy

Curriculum Intent

- To explore the history of the English language
- To explore etymology and where words come from
- To develop spelling skills and knowledge, by practising a range of spelling strategies

What knowledge builds from this?

- Appreciation of the history of the English language
- Appreciation of etymology and where words come from
- Advanced spelling skills and knowledge

How does this Intent promote a Diverse, Equitable and Inclusive learning experience at MMHS?

- Aspiration
- Scholarliness - learners will have to revise spellings
- Literacy - meaning of words, empowerment
- Empathy - power of words and the lasting impact on others

What knowledge will learners gain?

- The history of the English language
- Etymology and where words come from, including root words, prefixes and suffixes
- Spelling skills and knowledge

What cultural capital (including literacy) will be gained?

- The history of the English language
- Etymology and where words come from, including root words, prefixes and suffixes
- Latin and Greek
- Spelling skills and knowledge

What knowledge do learners already have?

- Some understanding of the history of the English language
- Some understanding of etymology and where words come from
- Some spelling skills and knowledge

What knowledge in other subjects does this link to?

English - literacy, etymology, spelling
All other subjects - literacy, etymology, spelling

How are the learners developing their understanding of CHANGE?

By developing an understanding of literacy from the Numeracy and literacy element



CHANGE

Oracy

Curriculum Intent

- To be introduced and understand elements of the Oracy framework: **Oracy Linguistic; Oracy Cognitive: To understand the Physical oracy:**

What knowledge builds from this?

- Appreciation of the history of the English language
- Appreciation of etymology and where words come from
- Advanced spelling skills and knowledge

How does this Intent promote a Diverse, Equitable and Inclusive learning experience at MMHS?

- Aspiration
- Scholarliness - learners will be able to communicate with peers and external audiences
- Empathy - power of words and the lasting impact on others

What knowledge will learners gain?

- Elements of the Oracy framework: **Oracy Linguistic; Oracy Cognitive:** reflect and develop Metacognition; **Oracy Social/Emotional** and the ABC of speaking
- **Oracy Physical:** Opportunity for **Oracy assessment**
- Showcase Oracy skills: Bettkulture presentation; Viva.

What cultural capital (including literacy) will be gained?

Oracy skills; confidence in how to present and speak to audience

What knowledge do learners already have?

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How are the learners developing their understanding of CHANGE?

Numeracy and Literacy: Oracy understanding of what makes good oracy; confidence in how to present and speak to audience

Agency - research and present as part of MMHS



CHANGE

Empathy

Curriculum Intent

- To understand what empathy is and what being empathetic means.
- To build TA knowledge focused on the 'Windows on the world'; 'Drama' triangle and 'winners' triangle
- To look at elements of ethics

What knowledge builds from this?

-KS3/Ks4 subjects when they link to empathy in CHANGE
- PSHCE

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How does this Intent promote a Diverse, Equitable and Inclusive learning experience at MMHS?

- Aspiration
- Scholarliness - learners will be able to communicate with peers and external audiences
- Empathy - power of words and the lasting impact on others

What knowledge will learners gain?

What empathy is and what it is not

TA knowledge - Windows on the world, drama and winners triangle

Ethics

What cultural capital (including literacy) will be gained?

Final presentation 'museum of empathy' give learners a opportunity to showcase their year 7 Learning and engage with a 'real' audience

What knowledge do learners already have?

- Some understanding empathy and when they have been empathetic
- TA - Ego-states / Script etc

What knowledge in other subjects does this link to?

English - literacy/ oracy
All subjects in terms of supporting Empathy

How are the learners developing their understanding of CHANGE?

- Numeracy and Literacy: Oracy understanding of what makes good oracy; confidence in how to present and speak to audience
- Agency - research and present as part of MMHS