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| **Year 9 Unit 2** | **Road Map** |
| In this unit you will investigate methods to keep yourself healthy**LG1**: Knowledge**LG2**: Application**LG3**: Skills | Assessment Grades |  |  |
| Pre topic assessment |  |
| Post topic assessment |  |
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| **Themes** | **Learning Goals/Outcomes/Content** | R | A | G |
| What does the law say about drugs? | LG1: Correctly identify the penalties and fines for Class A, B and C drugs in the UK.LG2: Describe our opinions on current UK law after studying source evidence and government legislation. Describe the short and long term risks of illegal drug use.LG3: Explain any issues faced by current UK legislation in relation to medical evidence as well as the legal and health risks posed by illegal drug use in the UK. |  |  |  |
| How does the law deal with young offenders? | LG1: Describe some ways in which young offenders are treated differently to adults and what punishments there are for young offenders. LG2: Be able to explain the difference between the way young offenders and adults are treated and what happens when young people commit crimes. LG3: Be able to apply knowledge and create arguments explaining your opinion about the way young people are treated by the law.  |  |  |  |
| Citizenship: British Values Day.How does our Criminal Justice System work? | LG1: Demonstrate an understanding that several different organisations make up the Criminal Justice System LG2: Be able to discuss some of the different arms of the Criminal Justice system and begin explain what they do LG3: Have a developed understanding of the Criminal Justice System and be able to confidently explain the roles of different organisations |  |  |  |
| What are county lines?  | LG1: Identify how criminals exploit young people, how County Lines works and where you can get help if you think someone is involved.LG2: Describe in detail what is happening in a range of criminal case studies and how young people are groomed by gangs to get involved with County Lines.LG3: Explain exactly how County Lines and grooming works, how young people are trapped and then exploited and respond to case studies articulately using new key terminology. |  |  |  |