Key Stage 3 Curriculum Overview

						Year 7						
Autumn	Term 1A	Autumr	n Term 1B	Sprin	ng Term 2A	Sp	ring Term 2B	Summe	r Term 3A	Summer	Term 3B	
Big question: We begin and what beliefs?	/hen did Judaism are the key	Big question practice thei modern soci	•	develop ar	Christianity nd what are the	Christians	on: How do practice their modern society?	significant for Jews and Christians?		Bible signific	Big question: Why is the Bible significant for Jews and Christians?	
beliefs? Topics What is Judaism? How did Judaism begin? L3 Revision and assessment. Assessment 1 /25: Quiz and BBB. Pupils need to self- assess quiz. What are the Tanakh and Talmud?	Domains (Core knowledge and skills) Domains of knowledge (See SoL for lesson knowledge domains) When Judaism began approx. Who the message of Judaism was revealed to according to Jewish belief (Abraham) Different types of Jews e.g. Orthodox,	Topics What is Shabbat? What festivals are celebrat ed in Judaism? How are Importan t life events marked in Judaism? P What rituals do Jews	Domains (Core knowledge and skills) Domains of knowledge (See SoL for lesson knowledge domains) How and why Shabbat is observed Where Shabbat customs can take place How and why the following festivals are celebrated- Rosh Hashanah	develop ar key beliefs Topics What is Christianit y? Revision and Assessent 2 What was life like for the Early Church?		Topics What is the Bible? How far do you agree with the banning of the Church of England advert? Why might some people be critical of the way some Christians	modern society? Domains (Core knowledge and skills) Domains of knowledge (See SoL for lesson knowledge domains) Christian beliefs about the Bible and its significance The debates surrounding the Bible . The controversy related to the 2015 Church of England advert.	Revision and assessment 3 What are literal and liberal interpretations of the creation story? What are literal and liberal interpretations story of The Fall in the Old Testament?	Domains (Core knowledge and skills) Domains of knowledge (See SoL for lesson knowledge domains) The biblical story of creation and how it might influence Christians today Literal and liberal interpretations of the story of creation The story of Fall and how it might influence Christians today	Topics What is the New Testament? What is the story of the birth of Jesus in the New Testament? What is the story of the baptism and temptations of Jesus in the New Testament? What is the story of The Last Supper in the New Testament?	Domains (Core knowledge and skills) Domains of knowledge (See SoL for lesson knowledge domains) Similarities and differences in the story of the birth of Jesus in the book of Matthew and Luke Ways in which Jesus tried to resist the temptations	
	conservative, Reform and Liberal Jews. Key beliefs about Abraham, Jewish beliefs about God	perform during marriage and funeral ceremon ies?	Yom Kippur and Pesach Key rituals that take place during birth, circumcision. What the Bar and Bat Mitzvah are		The Early Church-definition and significance Why and how secrecy helped the Early Church to survive Key concepts:	behaved in the past?	Background info about 2015 C o E advert. Debate around whether the advert should or should not have got banned.		Key Skills: Reading Summarising Extended writing PEE	What is the story of the plot against Jesus in the New Testament?	of the devil when he went into the wilderness The story of Jesus' last supper and how it	

		1		
Jewish holy	and the	Influence	Links with historical	might still
book	significance		event of crusades.	influence
		Key Skills:	Ethical debates about	Christians
66. 6	Definition of	, ,	behaviour during the	today
Significance of		Paradia a		today
Abraham	the word	Reading	journeys.	
	persecution	Summarising		The story
		Extended writing		about the
Significance of	Persecution	PEE		
the three	events in	1.22		plot against
patriarchs			Key concepts	Jesus and
1	early time		, , , , , , , , , , , , , , , , , , , ,	the
	periods, the			influence it
Modern and	middle ages		Sacred texts	might have
traditional	and during			
beliefs about	The Holocaust			on
who the	The Holocaust		Secularisation	Christians
				today
Messiah is and	Key concepts		Key Skills:	,
future			Rey Skiiis.	
predictions	Religious			
about this			Reading	Key Skills:
	practice		Summarising	
figure			Extended writing PEE	Reading
	Key Skills:			
				Summarising
	Retrieval			Extended
				writing PEE
Jewish belief	Summarising			
that the most	text			
important				
section of the	Application of			
	knowledge to			
Tanakh is the				
Torah.	produce an			
	infographic			
	about			
	Shabbat			
Other	Dandina			
	Reading			
important				
writings such as				
the Midrash.				
Vou conscrete				
Key concepts				
Belief systems				
Delici Systems				
Denominations				

Key S	Skills:									
challe quest Appli acqui know an ex writir using Make predi	wledge to xtended ing question g PEE se dictions ut visual									
Prior Domains: Sandwell agreed syll	llabus:	Prior Domai	ns:		nains: Knowledge nty (beliefs).		ains: Knowledge of y (practices).	Prior Domains: Ki Christianity (belie	Prior Doma Knowledge o	
KS2:		Sandwell ag syllabus:	reed	Knowledge of Judaism from term one for comparisons/links.		Knowledge of Judaism from term one for comparisons/links.		Knowledge of Jud stories in the bible Judaism.	Christianity (practices. Kn Judaism (beli	owledge of
Where, how and wh	-	KS2:							stories in the	
Jewish people worsh	ship?	Use artefac	ts and						to beliefs iii s	Juuaisiii.
Pupils might have vis	isited a	pictures to	explore							
synagogue		ideas and promote ideas and pr								
Reasons for why Jew	wish	clean, and i	-							
people pray		place, facing	-							
Used words like thes	ese	preparing the praying alor								
before: Jewish Judai		others, usin								



Spiritual, Moral, Social Cultural (SMSC) seeds:

Spiritual:

- respect faiths, feelings and values:
- enjoy learning about oneself, others and the surrounding world;
- use imagination and creativity;
- reflect.

Moral:

offer reasoned views.

Social:

 appreciate diverse viewpoints

Cultural:

- appreciate cultural influences;
- understand, accept, respect and celebrate diversity.

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- participate. volunteer and cooperate;
- resolve conflict;

Cultural:

 appreciate cultural influences

British Values Links:

- develop self-knowledge, selfesteem and self-confidence:
- distinguish right from wrong
- acquire a broad general knowledge of and respect for

British Values Links:

- develop selfknowledge, self-esteem and self-confidence;
- accept responsibility for their behaviour, show initiative, and to

British Values Links:

 accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of

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- · accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the

British Values Links:

- develop self-knowledge, selfesteem and self-confidence:
- acquire a broad general knowledge of and respect for public institutions and services in England;

British Values Links:

- develop selfknowledge, selfesteem and selfconfidence;
- distinguish right from wrong and to

public institutions and services in England	understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely; • acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people; and other cultures promoting tolerance • understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	those living and working in the locality of the school and to society more widely; • acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people; and other cultures promoting tolerance • understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and • understanding of the importance of identifying and combatting discrimination.	lives of those living and working in the locality of the school and to society more widely; • acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people; and other cultures promoting tolerance • encourage respect for democracy and support for participation in the democratic processes. • understanding of how citizens can influence decision-making through the democratic process; • appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; • acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and • understanding of the importance of identifying and combatting discrimination.	encourage respect for other people; and other cultures promoting tolerance encourage respect for democracy and support for participation in the democratic processes. understanding of how citizens can influence decision-making through the democratic process;	respect the civil and criminal law of England; • acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people; and other cultures promoting tolerance • understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
Reading, Speaking and Writing foci: Reading: Sentences; Paragraphs; Structure; Summarising material Writing: Sentences; Structure and paragraphs; Writing to	Reading, Speaking and Writing foci: Reading: Sentences; Paragraphs; Structure; Summarising material; Writing: Sentences; Structure and paragraphs;	Reading, Speaking and Writing foci: Reading: Sentences; Paragraphs; Structure Writing: Sentences; Structure and paragraphs; Writing to inform and	Reading, Speaking and Writing foci: Reading: Sentences; Paragraphs; Structure; Summarising material; Writing: Sentences; Structure and paragraphs; Tone and	Reading, Speaking and Writing foci: Reading: Sentences; Paragraphs; Structure; Summarising material Writing: Sentences; Structure and paragraphs; Tone and style; Formal and informal; Preparing and drafting; Writing to inform and explain;	Reading, Speaking and Writing foci: Reading: Sentences; Paragraphs; Structure; Summarising material; Writing: Sentences; Structure and

inform and explain; Writing to describe; Writing to review and comment; Writing to analyse Speaking: Speaking	Preparing and drafting; Writing to explain; narrative writing Speaking: Speaking; Debating and arguing;	explain; Writing to describe Speaking: Speaking; Debating and arguing	style; Formal and informal; Preparing and drafting; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to review and comment; Writing to analyse Speaking: Speaking; Debating and arguing	Writing to describe; Writing to persuade, Speaking: Debating and arguing;	paragraphs; Tone and style; Formal and informal; Preparing and drafting; Writing to inform and explain; Speaking: Speaking; Debating and arguing;
Numeracy foci: Handling information Numbers Key numeracy skills: Reasoning: being systematic, developing logical thinking, and predicting and checking. Problem-solving: identifying the information needed to carry out a task, breaking down a problem or task into smaller parts, interpreting solutions in context, and making mental estimates to check the reasonableness of an answer. Decision-making: identifying relevant information and choosing the right tools and equipment.	Numeracy foci: Handling information Numbers Key numeracy skills: Reasoning: being systematic, searching for patterns, developing logical thinking, and predicting and checking. Problem-solving: identifying the information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: identifying relevant information and choosing the right tools and equipment.	Numeracy foci: Handling information Numbers Key numeracy skills: Reasoning: searching for patterns, developing logical thinking Problem-solving: identifying the information needed to carry out a task, breaking down a problem or task into smaller parts Decision-making: choosing appropriate strategies, identifying relevant information	 Numeracy foci: Handling information Dates/chronology Key numeracy skills: Reasoning: identifying structures, being systematic, searching for patterns, developing logical thinking, and predicting and checking. Problem-solving: identifying the information needed to carry out a task, breaking down a problem or task into smaller parts, interpreting solutions in context, and making mental estimates to check the reasonableness of an answer. Decision-making: choosing appropriate strategies, identifying relevant information and choosing the right tools and 	Numeracy foci:	Numeracy foci: Handling information Space, shape and measurements Operations and calculations Numbers Key numeracy skills: Reasoning: identifying structures, being systematic, searching for patterns, developing logical thinking, and predicting and checking. Problem-solving: identifying the information needed to carry out a task, breaking down a problem or task into smaller parts, and Decision-making:
Inter-disciplinary links: English – Reading, writing, oracy Art- Drawing and sketching	Inter-disciplinary links: English – Reading, writing, oracy	Inter-disciplinary links: English — Reading, Writing and Speaking Maths and Geography- Pie chart showing the	equipment. Inter-disciplinary links: English – Reading, writing And speaking. The etymology of the word 'bible'. Interpreting biblical texts.	Inter-disciplinary links: English – Reading, writing and speaking. Literal and liberal interpretations of the bible.	choosing appropriate strategies, Inter-disciplinary links: English – Reading, writing

believed to have lived about 4000 years ago in L1 PSHE- Table showing population of Jewish population in 10 countries that have the highest population History- Dates/chronology e.g. BC, CE and AD festival PSHE- marria Histor Wistor persect the Ho word learn Timeli	vals E- life events such as riage and funerals ory- Topic on Jewish ecution touches on Holocaust and the key d anti-Semitism. Pupils in this in y9 History. Eline of persecution in Germany	History- in Lesson 1, pupils learn about the Christian denominations. In History, pupils need to know the difference between the Protestant and Catholic Church throughout KS3 and KS4 therefore this is a good chance for them to consolidate. Links between the Roman Empire at the time of Jesus's birth. How the Christian message was spread by Paul across the Roman Empire. Link between the Early Church and the Roman Empire- Nero blamed Christians for the fire in Rome. Many Romans persecuted Christians as they believe the religion would anger their Roman Gods. In Lesson 4, the word 'heresy' is introduced. This is a term used in KS3 and KS4 history.	theory of evolution was rejected by Christians who only followed the bible History- Key words such as Archbishop PSHE- L4- Sex Discrimination Act, gender roles	Art- Drawing and Sketching of historical Christian stories from bible History- Analysing historical events English- Biblical illusion is referenced in English years 7-11. Example the year tree in 'A Monster calls has a religious reference/interpretation'.	events when bible was established History- Link between biblical stories and the Roman Empire
Curriculum Product(s): Curric	iculum Product(s):	Curriculum Product(s):	Curriculum Product(s):	Curriculum Product(s):	Curriculum Product(s):

Regular quizzing	Assessment 1	Regular quizzing	Assessment 2	Regular quizzing	Assessment 3

		Year 8				
Autumn Term 1A	Autumn Term 1B	Spring Term 2A	Spring Term 2B	Summer Term 3A	Summer Term 3B	
Big question: When did Islam begin and what are the key beliefs?	Big question: How do Muslims practice their religion in modern society?	Big question: When did Hinduism begin and what are the key beliefs?	Big question: How do Hindus practice their religion in modern society?	Big question: How did Buddhism begin and what are the key beliefs?	Big question: How do Buddhists practice their religion in modern society?	
Topics Domains (Core knowledge and skills)	Topics Domains (Core knowledge and skills)	Topics Domains (Core knowledge and skills)	Topics Domains (Core knowledg e and skills)	Topics Domains (Core knowledg e and skills)	Topics Domains (Core knowledge and skills)	
What is Islam? How did Islam begin? Revision and Assessme nt 1 Who are the prophets in Islam? Who are the prophets of Islam? Who are the prophets in Islam? Who are the prophets in Islam? Beliefs about the Night of Power (revelation of Islamic message from God) How the message was spread around the world Significance of Ibrahim, Isa and Muhammad Key Skills: Choropleth map skills- Global	What are the five pillars of Islam? How do Muslims pray? Why are Ramadan and Eid ulfitr significant? Why is Hajj significant for Muslims? Why alims? Why are Ramadan and Eid ulfitr significant? We for Muslims? Why is Hajj significant for Muslims? What is Ramadan and what actions are associated with it How and why Eid is celebrated	What is Hinduis Mr? Revision Assessm ent 2 What are Hindu beliefs about Goddess es? How Hinduism Goddess es? Key beliefs About Hindu Goddess Es? Key beliefs About Hinduism Goddess Frey Revision Assessm Ent 2 What Hinduism is And When it Came into Existence Findu Frey Frey Key beliefs About Hinduism Goddess Es? Key beliefs About Hinduism Goddesses Frey Frey Key beliefs About Hinduism Goddesses Frey Frey Frey Frey Frey Frey Frey Frey	How and where do Hindus pray? Why are places of pilgrimag e importan t for Hindus? What festivals do Hindus celebrate Hindus celebrate? Wey Skills: Reading Retrieval Summarising	Revision and assessment What is Buddhism? What was the early life of Siddhartha Gautama? Whose and why Siddhartha Gautama was isolated from the outside world The four sights that Siddhartha experienced when he went into the world	What did Siddharth a see when he left the palace? How did Siddharth a achieve enlighten ment? How does the Eightfold Path guide Buddhists on how to live? How did Siddharth a achieve enlighten ment? How does the Eightfold Path guide Buddhists on how to live? How did Buddhism spread?	

distribution of Muslims around the world Application of knowledge into an 'explain' style extended writing question Retrieval Summarising information into a flow chart Writing a balanced argument that is evidence based Layered reading Key concepts: Belief Denominations		How Muslims prepare for and perform Hajj Key Skills: Reading Retrieval Summarising Writing a balanced argument using a PEE structure		Hindu beliefs on how they can achieve Moksha (Escape from the continuous cycle of death and reincarnation) Key Skills: Reading Retrieval Summarising Writing a balanced argument using a PEE structure		Writing a balanced argument using a PEE structure		and how these changed his life forever Definition of enlightenme nt How Sidhartha Gautama eventually achieved enlightenme nt Key concepts Key Skills: Reading Retrieval Summarising Writing a balanced argument using a PEE structure		
Prior Domains:	Prior Domains:		Prior Doma	ains:	Prior Don	nains	Prior Domains:		Prior Dom	ains
Islamic beliefs and practices	Beliefs about Isla Sandwell agreed Use artefacts and explore ideas an Muslim prayer: k and in a clean pla Makkah, prepari praying alone or using set words	I KS2 Syllabus: d pictures to d practices of being clean, ace, facing ing the mind,	Links with	Islam as lots s converted m s system y- unequal	Social clas		Hinduism as Budd similar to Hinduis			n Hinduism are



Spiritual, Moral, Social Cultural (SMSC) seeds:

Spiritual:

- enjoy learning about people and the surrounding world;
- use imagination and creativity;
- reflect.

Moral:

- understand consequences;
- investigate moral and ethical issues;
- offer reasoned views.

Social:

- use a range of social skills;
- appreciate diverse viewpoints;
- resolve conflict;
- engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural:

- appreciate cultural influences;
- understand, accept, respect and celebrate diversity.

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- participate in culture opportunities;

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Reading, Speaking and Writing foci:	Reading, Speaking and Writing foci:	Reading, Speaking and Writing foci:	Reading, Speaking and Writing foci:	Reading, Speaking and Writing foci:	Reading, Speaking and Writing foci:

Reading: Sentences; Paragraphs; Structure; Summarising material; Writing: Sentences; Structure and paragraphs; Tone and style; Formal and informal; Preparing and drafting; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to analyse Speaking: Speaking; Debating and arguing Reading: Sentences; Paragraphs; Structure; Summarising material; Analysing persuasive texts Writing: Sentences; Structure and paragraphs; Preparing and drafting; Writing to inform and explain; Writing to describe; Writing to review and comment; Writing to analyse; Creative and narrative writing Speaking: Speaking; Debating and

Reading: Sentences: Paragraphs; Structure; Summarising material; Character: Atmosphere and Setting; Analysing persuasive texts Writing: Sentences; Structure and paragraphs; Tone and style; Formal and informal; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to review and comment; Writing to analyse;

writing **Speaking:** Speaking;
Debating and arguing

Creative and narrative

Reading: Sentences; Paragraphs; Structure; Summarising material; Analysing persuasive texts

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Reading: Sentences: Paragraphs; Structure; Summarising material; Character: Atmosphere and Setting; Analysing persuasive texts Writing: Sentences; Structure and paragraphs; Tone and style; Formal and informal; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to review and comment; Writing to analyse; Creative and narrative writing Speaking: Speaking; Debating and arguing

Numeracy foci:

- Handling information
- Numbers

Key numeracy skills:

- Reasoning: searching for patterns, developing logical thinking,
- Problem-solving: identifying the information needed to carry out a task, breaking down a problem or task into smaller parts, interpreting solutions in context,
- Decision-making: choosing appropriate strategies, identifying relevant information

Numeracy foci:

arguing

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Numeracy foci:

- Handling information
- Numbers

Key numeracy skills:

- Reasoning: being systematic, searching for patterns, developing logical thinking,
- Problem-solving: identifying the information needed to carry out a task, breaking down a problem or task into smaller parts,
- Decision-making: choosing appropriate strategies, identifying relevant information

Numeracy foci:

Debating and arguing

- Handling information
- Operations and calculations
- NumbersKey numeracy skills:
- Reasoning: identifying structures, being systematic, searching for patterns, developing logical thinking, and predicting and checking.
- Problem-solving: identifying the information needed to carry

Numeracy foci:

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- Numbers

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Inter-disciplinary links:	Inter-disciplinary links:	Inter-disciplinary links:	out a task, breaking down a problem or task into smaller parts, interpreting solutions in context, and making mental estimates to check the reasonableness of an answer. • Decision-making: choosing appropriate strategies, identifying relevant information and choosing the right tools and equipment. Inter-disciplinary	information and choosing the right tools and equipment. Inter-disciplinary links:	Inter-disciplinary links:
English – Reading, writing	English – See Reading, Writing		links:		
Maths – Dates and percentages of	and Speaking foci Maths – See Numeracy foci	English- Reading, writing and speaking	English- Reading,	English- Reading, writing and speaking	English – See Reading, Writing and Speaking
Muslims around the world	Others:	writing and speaking	writing and speaking	Speaking	
Geography- Choropleth map of global distribution of Muslims and compass directions. Map which shows where Islam began. MFL- Arabic words from Qur'an	PSHE Food and Nutrition; Healthy Lifestyles; Science – Food and Nutrition Catering – Food production - Chocolate	Geography- The word 'Hindu' comes from a river called the Indus that flowed through the area that Hinduism was developed. Concept of Karma, Samsara and Moksha are linked with inequality. Pupils learn the Unequal world topic therefore the examples of poverty, squatter settlements in Dharavi	PSHE- learning about Hindu festivals will encourage pupils to be more open minded and understand the diverse world. Geography- The caste system links with WRP Aut 1 (job	Geography- Map showing global distribution of Buddhists around the world	Geography- Global distribution map showing the countries where Theravada Buddhism is mainly practiced Art- Buddhist art

	and and an alpha
can help pupils better	sectors) and the
understand these	Unequal world topic
difficult concepts. It can	in year 8 Aut 2. In
also help them to put	the caste lesson
these difficult concepts	pupils learn about
into context with the	experiences of
real world.	workers in the Dalit
	or 'untouchables'
	caste in a slum area
	of Mumbai. They
	also learn how Dalit
	women in India use
	a bank designed to
	help rural people lift
	themselves out of
	poverty. Learning
	these topics in
	geography will help
	them to understand
	the nature of the
	caste system better
	through learning
	words such as they
	would have learnt
	words such as
	'slums' in
	geography.
	History- Gandhi
	helped to reinforce
	equality during the
	traditional Indian
	Caste system. He
	tried to support the
	Dalits or
	'untouchable' caste.
	He worked hard to
	end the

			discrimination that the Dalits faced. Pupils learn about how Gandhi tried to fight for equal rights in India during the British Empire topic in Spr 2.		
Curriculum Product(s):	Curriculum Product(s):	Curriculum Product(s):	Curriculum	Curriculum Product(s):	Curriculum Product(s):
Regular retrieval quizzes	Progress check / 25	Progress check / 25	Product(s): Regular retrieval quizzes	Progress check / 25	Regular retrieval quizzes

				Year 9						
Autumn Term	1A	Autumn Term 1B	Spring	g Term 2A	Spring Ter	m 2B	Summer 1	erm 3A	Summe	r Term 3B
Big question: When did S begin and what are the k	key beliefs? prac	question: How do Sikhs ctice their religion in dern society?	Big question: \philosophy of		Big question: Who philosophy of relig		Big question: H ethical debates the way people	influence	Big Question ethical debinfluence the people thir	ne way
1. How did Sikhism	owledge d skills) mains of owledge (See L for lesson owledge mains) 1.Ret and asses 2.Ho	(Core knowledge and skills)	1.How did Plato think we can know the truth?	Domains (Core knowledge and skills) Domains of knowledge (See SoL for lesson knowledge domains)	1.Was God the first cause of everything? 2.Can you believe in God	Domains (Core knowledg e and skills) Domains of knowledge (See SoL for lesson knowledge domains)	1.What is ethics? 2.Are Goodness	Domains (Core knowledg e and skills) Domains of knowledge (See SoL for lesson knowledge domains)	1.What should we do with the runaway	Domains (Core knowledg e and skills) Domains of knowledge (See SoL for lesson knowledge domains)
spread and beg message ? The dist Sikhs	nat Sikhism is d when it gan 3.Wh signi	ran, Man and Dhan- forms of Sewa. Example of Sikh charity-	2. Why did Descartes doubt everything? 3. Revision and	Definition of the word philosophy Plato's beliefs about truth	and evolution? 3. Why did Marx compare religion to a drug?	Definition of 'first cause'	and pleasure the same? 3. Assessment	Definition of ethics How to know what is right and wrong in	train? 2.How ethical is artificial intellige nce?	Phillipa Foot's concept of thought experiments - the Runaaway

believe	The mire de of	4.How did Sikhism	Importance of Vaisakhi, Bandi	assessment	Criticisms about	How the	the context	2.4	train- discussion
about God?	The miracle of the blood and	become an	Chhor Diwas,	2	Plato's beliefs about truth	First Cause and Design	of UK society	3.Are animals	about moral
4. What do	milk	established	Hola Mahalla and Gurpurpbs			arguments		as	decisions
Sikhs		religion in the UK?	and Gurpurpus		Who Descartes	are used to	Utilitarianis	importa	Definition of
believe	Establishment	the ox:	The first Sikh		is	argue that God is the	m vs relativism	nt to	artificial
happens	of Katarpur		in the UK Gurdwaras		Descartes' view	ultimate	TCIacivisiii	humans?	intelligence
after	Nanak's death		Interfaith		on truth	first cause			The Turing
death?	Nallak S death		marriage				Key Skills:	4. What	test
	The law of		controversy The future		Perspectives on	Criticisms	Reading, writing in	is the Banality	The Chinese
	karma and the				Descartes'	of both theories	full	of evil?	Room
	cycle of		Key Skills:		views on truth	tricorres	sentences.	or cvii.	thought experiment
	life/death		Key Skills.				Summarisi		схретинент
	Sikh funerals		Reading				ng Extended		Arguments
	and how they		Summarising Assessing		Reasons for why	Debates as	writing		for and against the
	link to believes		Extended		people believe	to whether			creation of
	about death		Writing		in God	people can			superintellig ence
					Key Skills:	believe in			CHCC
	Key Skills:				,	God and evolution			Speciesism-
	Pooding				Reading,	(science)			prejudice or discriminati
	Reading Summarising				writing in full sentences.				on towards
	Assess				Summarising	Debates about			animals
	arguments				Extended	whether			Arguments
					writing	Genesis is			for and
						a 'myth'			against Peter
						Reasons			Singer's
						for why			idea of Speciesism
						Marx			·
						thinks			Arguments for and
						religion is like a drug			against the
						Key Skills:			idea that
						Reading,			God is no longer
						writing in			necessary
						full sentences.			
						Jentences.			

			Summarisi ng Extended writing		Key Skills: Reading, writing in full sentences. Summarisi ng Extended writing
Prior Domains:	Prior Domains:	Prior Domains:	Prior Domains:	Prior Domains:	Prior Domains:
Sikh beliefs	Sikh beliefs	Creation story in bible- can make comparison between the arguments and the bible story	Story of Genesis- learn about it in Y7 Sum 3a Hindu Caste system links with the concept of social class in L3 Marx The concept of revolution will be discussed. Pupils learnt about revolutions in year 8 History.		Christian morality linked to Genesis- learnt about Genesis in Y7 Sum 2
Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world;	Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: enjoy learning about oneself, others and the surrounding world; use imagination and creativity; Moral: recognise right and	Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world;	Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world;	Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world;	Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: enjoy learning about oneself, others and the surrounding world Moral: understand consequences;
Moral: recognise right and wrong; respect the law; understand consequences;	wrong; • respect the law; • understand consequences; Social:	Moral:recognise right and wrong;understand consequences;	Moral: • understand consequences;	use imagination and creativity;reflect.Moral:	 offer reasoned views. Social: appreciate diverse viewpoints;

offer reasoned views.

Social:

- use a range of social skills;
- appreciate diverse viewpoints:
- engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural:

- appreciate cultural influences;
- understand, accept, respect and celebrate diversity.

- use a range of social skills;
- engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural:

- appreciate cultural influences;
- understand, accept, respect and celebrate diversity.

- investigate moral and ethical issues;
- offer reasoned views.

Social:

- appreciate diverse viewpoints;
- resolve conflict;

Cultural:

• understand, accept, respect and celebrate diversity.

- investigate moral and ethical issues;
- offer reasoned views.

Social:

- use a range of social skills;
- appreciate diverse viewpoints;
- resolve conflict;

Cultural:

- appreciate cultural influences;
- understand, accept, respect and celebrate diversity.

- recognise right and wrong;
- understand consequences;
- investigate moral and ethical issues;
- offer reasoned views.

Social:

- use a range of social skills;
- appreciate diverse viewpoints;
- resolve conflict;
- engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural:

- appreciate cultural influences;
- appreciate the role of Britain's parliamentary system;
- participate in culture opportunities;
- understand, accept, respect and celebrate diversity.

 engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural:

 understand, accept, respect and celebrate diversity.

British Values Links:

- develop self-knowledge, selfesteem and self-confidence;
- distinguish right from wrong and to respect the civil and criminal law of England;
- accept responsibility for their behaviour, show initiative, and to understand how they can contribute

British Values Links:

- acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and other cultures promoting tolerance

British Values Links:

- develop self-knowledge, selfesteem and self-confidence;
- accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in

British Values Links:

- develop self-knowledge, self-esteem and selfconfidence;
- acquire an appreciation of and respect for their own and other cultures;

British Values Links:

- develop self-knowledge, self-esteem and selfconfidence:
- accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of

British Values Links:

 accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality

positively to the lives of those living	 encourage respect for 	the locality of the school and to	 encourage respect for other 	those living and working in	of the school and to
and working in the locality of the	democracy and support for	society more widely;	people; and other cultures	the locality of the school	society more widely;
school and to society more widely;	participation in the	acquire an appreciation of and	promoting tolerance	and to society more widely;	acquire an
 acquire an appreciation of and 	democratic processes.	respect for their own and other	 encourage respect for 	 acquire a broad general 	appreciation of and
respect for their own and other		cultures;	democracy and support for	knowledge of and respect	respect for their own
cultures;		 encourage respect for other 	participation in the	for public institutions and	and other cultures;
 encourage respect for other 		people; and other cultures	democratic processes.	services in England;	 encourage respect
people; and other cultures		promoting tolerance	 understanding of how 	 acquire an appreciation of 	for other people; and
promoting tolerance		 understanding of how citizens 	citizens can influence	and respect for their own	other cultures
 understanding that the freedom to 		can influence decision-making	decision-making through the	and other cultures;	promoting tolerance
choose and hold other faiths and		through the democratic	democratic process;	 encourage respect for 	
beliefs is protected in law;		process;	 appreciate that living under 	other people; and other	
acceptance that other people		 understanding that the 	the rule of law protects	cultures promoting	
having different faiths or beliefs to		freedom to choose and hold	individual citizens and is	tolerance	
oneself (or having none) should be		other faiths and beliefs is	essential for their wellbeing	 encourage respect for 	
accepted and tolerated, and should		protected in law;	and safety;	democracy and support for	
not be the cause of prejudicial or		 acceptance that other people 	understanding that the	participation in the	
discriminatory behaviour; and		having different faiths or beliefs	freedom to choose and hold	democratic processes.	
 understanding of the importance 		to oneself (or having none)	other faiths and beliefs is	 understanding of how 	
of identifying and combatting		should be accepted and	protected in law;	citizens can influence	
discrimination.		tolerated, and should not be the	acceptance that other	decision-making through	
		cause of prejudicial or	people having different faiths	the democratic process;	
		discriminatory behaviour; and	or beliefs to oneself (or having	 understanding that the 	
		 understanding of the 	none) should be accepted and	freedom to choose and hold	
		importance of identifying and	tolerated, and should not be	other faiths and beliefs is	
		combatting discrimination.	the cause of prejudicial or	protected in law;	
			discriminatory behaviour; and	 acceptance that other 	
			 understanding of the 	people having different	
			importance of identifying and	faiths or beliefs to oneself	
			combatting discrimination.	(or having none) should be	
				accepted and tolerated, and	
				should not be the cause of	
				prejudicial or discriminatory	
				behaviour.	
Reading, Speaking and Writing foci:	Reading, Speaking and	Reading, Speaking and Writing	Reading, Speaking and	Reading, Speaking and	Reading, Speaking and
Reading: Sentences; Paragraphs;	Writing foci:	foci:	Writing foci:	Writing foci:	Writing foci:
Structure; Summarising material;	Reading: Sentences	Reading: Sentences;	Reading: Sentences;	Reading: Sentences;	Reading: Sentences;
Character; Atmosphere and Setting;	;Paragraphs; Structue;	Paragraphs; Structure;	Paragraphs; Structure;	Paragraphs; Structure;	Paragraphs; Structure;
Analysing persuasive texts	Summarising material	Summarising material	Summarising material;	Summarising material;	Summarising material;
Writing: Sentences; Structure and	Writing: Sentences;	Writing: Sentences; Structure	Analysing persuasive texts	Analysing persuasive texts	Analysing persuasive
paragraphs; Tone and style; Formal	Structure and paragraphs;	and paragraphs; Formal and	Writing: Sentences; Structure	Writing: Sentences;	texts
and informal; Preparing and	Formal and informal;	informal; Preparing and	and paragraphs; Tone and	Structure and paragraphs;	

drafting; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to review and comment; Writing to analyse; Creative and narrative writing

Speaking: Speaking; Debating and arguing; Drama

Preparing and drafting; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to analyse **Speaking:** Speaking Debating and arguing drafting; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to review and comment; Writing to analyse; Creative and narrative writing **Speaking:** Speaking; Debating and arguing

style; Formal and informal; Preparing and drafting; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to review and comment; Writing to analyse; Creative and narrative writing **Speaking:** Speaking; Debating and arguing Tone and style; Formal and informal; Preparing and drafting; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to review and comment; Writing to analyse; Creative and narrative writing

Speaking: Speaking;
Debating and arguing;
Oracy; Drama

Writing: Sentences: Structure and paragraphs; Tone and style: Formal and informal: Preparing and drafting; Writing to inform and explain; Writing to describe: Writing to persuade, argue and advise; Writing to review and comment; Writing to analyse; Creative and narrative writing **Speaking:** Speaking; Debating and arguing

Numeracy foci:

- Handling information Key numeracy skills:
- Reasoning: identifying structures, being systematic, searching for patterns, developing logical thinking, and predicting and checking.
- Problem-solving: identifying the information needed to carry out a task, breaking down a problem or task into smaller parts, interpreting solutions in context, and making mental estimates to check the reasonableness of an answer.
- Decision-making: choosing appropriate strategies, identifying relevant information and choosing the right tools and equipment.

Numeracy foci:

- Handling information
- Numbers

Key numeracy skills:

- Reasoning: searching for patterns, developing logical thinking, and predicting and checking.
- Problem-solving: identifying the information needed to carry out a task, breaking down a problem or task into smaller parts,
- Decision-making: choosing appropriate strategies

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 identifying the
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 problem or task into
 smaller parts,
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 mental estimates to
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 answer.

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 interpreting solutions in
 context, and making
 mental estimates to
 check the
 reasonableness of an
 answer.
- Decision-making: choosing appropriate strategies, identifying relevant information and

Numeracy foci:

- Handling information
- Numbers
 Key numeracy skills:
- Reasoning: developing logical thinking and predicting and checking.
- Problem-solving: identifying the information needed and making mental estimates to check the reasonableness of an answer.
- Decision-making: choosing appropriate strategies and choosing the right tools and equipment.

		Decision-making:	choosing the right tools	choosing the right tools	
		choosing appropriate	and equipment.	and equipment.	
		strategies, identifying			
		relevant information			
		and choosing the right			
		tools and equipment.			
Inter-disciplinary links:	Inter-disciplinary links:	Inter-disciplinary links:	Inter-disciplinary links:	Inter-disciplinary links:	Inter-disciplinary links:
English – Reading, writing,	English – See Reading,	English – See Reading, Writing	English – See Reading, Writing	English – See Reading,	English – See Reading,
comprehension	Writing and Speaking foci	and Speaking foci	and Speaking foci	Writing and Speaking foci	Writing and Speaking
Maths – Interpreting statistical data	Maths – See Numeracy	Maths – See Numeracy foci	Maths – See Numeracy foci,	Maths – See Numeracy	foci
in a table Others:	foci	Others:	line graphs and bar charts,	foci	Maths – See Numeracy
PSHE- Citizenship and respecting	History – Growth of	History- Most Historians agree	measures of average	Others:	foci
differences	•	that a man named Jesus lived	Science- theory of evolution	Others.	STEM – Irrigation
Geography- Table showing to 10	global population over	and was killed on a cross. But	Psychology- Sigmund Freud		systems
countries in the world with the	time, change in urban	Historians disagree as to	Sociology- Marx is a key	History- The Holocaust as	
highest Sikh population	population throughout	whether the Gospels are a	sociological thinker. Pupils will	an example of 'appalling'	
Map interpretation- Map showing	history	reliable source of information	learn lots of sociological	behaviour	
India, Pakistan and Bangladesh			terms.		
			History- Vladimir Lenin		
			because the first leader of the		
			Soviet Union (USSR). He tried		
			to replace religion with		
			atheist in the Soviet Union		
Curriculum Product(s):	Curriculum Product(s):	Curriculum Product(s):	Curriculum Product(s):	Curriculum Product(s):	Curriculum Product(s):
Assessment /25	Regular quizzing	Assessment /25	Regular quizzing	Assessment /25	Regular quizzing

Key Stage 4 Curriculum Overview

	Year 10										
Autumn T	erm 1A	Autumn Term 1B		Spring Term 2A		Spring Term 2B		Summe	Term 3A	Summer Term 3B	
Big question: W	/hat are	Big question: What	are religious	Big question: What do world		Big question: B		Big question: What do		Big question What do world	
religious attitud	es towards	attitudes towards cr	ime and	religions believe	about peace and			world religio	ns believe	religions believ	e about the value
Crime and punis	shment?	punishment?		conflict?				about relatio	nships and	of life?	
								family?			
Topics	Domains of	Topics	Domains of	Topics	Domains of	Topics	Domains of	Topics	Domains of	Topics	Domains of
	knowledge		knowledge (See		knowledge (See		knowledge		knowledge		knowledge
	(See SoL for		SoL for lesson	What are	SoL for lesson		(See SoL for	What are	(See SoL for		(See SoL for
What are	lesson	What are religious	knowledge	religious	knowledge		lesson	religious	lesson		lesson
religious	knowledge	attitudes towards	domains)	attitudes	domains)		knowledge	attitudes	knowledge		knowledge
attitudes	domains)	suffering and		towards			domains)	towards	domains)		domains)
towards law		causing suffering	Christian, Islamic,	reasons for	Definition of			marriage?			
breakers and		to others?	Hindu and	war?	war/conflict				Definition of		
crimes?			Buddhist beliefs	wai:					marriage		Key Skills:

Definition of about	t how	Religious attitudes			What are	(legal vs		Reading
crime and crimin	nals should What are	towards on fighting			religious	religious)		Speaking
laws be trea	eated religious	wars and			attitudes			Interpreting
	attitudes	acceptable			towards	Religious		Evaluating
	ition of towards	situations			family?	views on		
definition forgive	veness violence,	(emphasise that all				importance		
	violent protest	religions prefer war	•			of marriage		
	ous views	to be used as a						
categories of about	t forgiveness terrorism?	solution when it is				Types of		
crimes		only a last resort)				families in		
	ition of					the UK.		
Buddhist, forgive	reness	Definition of				Religious		
Jewish,		protests/examples				views on		
	ous views	of historical and				ideal family		
	t forgiveness	current protests				and		
about	Len.	Deliate de la constitue de				role/purpos		
lawbreakers Key Sk	KIIIS:	Religious attitudes				e of family		
and different	in a	towards violence,				Vou Chille		
types of crime Readin		violent protest and				Key Skills:		
Speak		terrorism?				Reading		
Evalua	oreting					Speaking Interpreting		
Evalua	atting	Definitions of				Evaluating		
Key Skills:		nuclear war and				Lvaluating		
Reading		weapons of mass						
Speaking		destruction						
Interpreting								
Evaluating		Religious views on						
		weapons of mass						
		destruction						
		Key Skills:						
		Reading						
		Speaking						
		Interpreting						
		Evaluating						
Orier Demains	Dulay Days size		rior Domoino:		Drior Domo-	nc	Drior Domeir	
Prior Domains: Prior Domains:	Prior Domains	. Pi	rior Domains:		Prior Domai	115:	Prior Domain	15.
Judaism Y7 Y7- Judaism/Christinity	V7 Judaiam /Ch	aristinity V-	7 Judaism/Chaist	inity	V7 Judaiana	/Christinity	V7 Judaiana //	Christinity
· · · · · · · · · · · · · · · · · · ·	Y7- Judaism/Ch	-	7- Judaism/Christ	-	Y7- Judaism,	-	Y7- Judaism/(-
Christianity Y7 Y8- Islam/Hinduism Islam Y8 Y9- Buddhism/Sikhism	Y8- Islam/Hind	uism Y8	8- Islam/Hinduisn	n l	Y8- Islam/Hi	nauism	Y8- Islam/Hin	auism
	Y9- Buddhism/		9- Buddhism/Sikh		Y9- Buddhis		Y9- Buddhism	

Buddhism Y9 Hinduism Y9	Y9- Banality of evil according to				
Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: enjoy learning about people and the surrounding world; use imagination and creativity; reflect. Moral: understand consequences; investigate moral and ethical issues; offer reasoned views. Social: use a range of social skills; appreciate diverse viewpoints; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Cultural: appreciate cultural influences; understand, accept, respect and celebrate diversity.	Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: enjoy learning about people and the surrounding world; use imagination and creativity; reflect. Moral: understand consequences; investigate moral and ethical issues; offer reasoned views. be empathetic and have an understanding of the issues faced by people in less fortunate parts of the world. Social: use a range of social skills; appreciate diverse viewpoints; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Cultural: appreciate cultural influences; understand, accept, respect and celebrate diversity.	Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: enjoy learning about people and the surrounding world; use imagination and creativity; reflect. Moral: understand consequences; investigate moral and ethical issues; offer reasoned views. be empathetic and understand how tectonic hazards have severe implications for people in less developed parts of the world. Social: use a range of social skills; appreciate diverse viewpoints; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Cultural: appreciate cultural influences; understand, accept, respect and celebrate diversity.	Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: enjoy learning about people and the surrounding world; use imagination and creativity; reflect. Moral: understand consequences; investigate moral and ethical issues; offer reasoned views. be empathetic and understand how tectonic hazards have severe implications for people in less developed parts of the world. Social: use a range of social skills; appreciate diverse viewpoints; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Cultural: appreciate cultural influences; understand, accept, respect and celebrate diversity.	Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual:	Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: enjoy learning about people and the surrounding world; use imagination and creativity; reflect. Moral: understand consequences; investigate moral and ethical issues; Offer reasoned views. Understand the importance of environmental stewardship. Social: use a range of social skills; appreciate diverse viewpoints; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Cultural: appreciate cultural influences; understand, accept, respect and celebrate diversity.

Writing foci:	5 5	Writing foci:	foci:	Writing foci:	Writing foci:
Reading, Speaking and	Reading, Speaking and Writing foci:	Reading, Speaking and	Reading, Speaking and Writing	Reading, Speaking and	Reading, Speaking and
Denaviour,				behaviour;	
prejudicial or discriminatory behaviour;		behaviour;		prejudicial or discriminatory	
should not be the cause of		prejudicial or discriminatory		not be the cause of	
accepted and tolerated, and		should not be the cause of	discriminatory behaviour;	tolerated, and should	behaviour;
(or having none) should be		accepted and tolerated, and	cause of prejudicial or	should be accepted and	prejudicial or discriminatory
faiths or beliefs to oneself		(or having none) should be	and should not be the	oneself (or having none)	should not be the cause of
people having different		faiths or beliefs to oneself	accepted and tolerated,	faiths or beliefs to	accepted and tolerated, and
acceptance that other	discriminatory behaviour;	people having different	(or having none) should be	people having different	(or having none) should be
tolerance	not be the cause of prejudicial or	acceptance that other	faiths or beliefs to oneself	acceptance that other	faiths or beliefs to oneself
cultures promoting	accepted and tolerated, and should	cultures promoting tolerance	people having different	tolerance	people having different
other people; and other	oneself (or having none) should be	other people; and other	acceptance that other	cultures promoting	 acceptance that other
 encourage respect for 	having different faiths or beliefs to	 encourage respect for 	own and other cultures;	other people; and other	tolerance
and other cultures;	acceptance that other people	and other cultures;	of and respect for their	 encourage respect for 	cultures promoting
and respect for their own	promoting tolerance	and respect for their own	acquire an appreciation	in England;	other people; and other
• acquire an appreciation of	people; and other cultures	 acquire an appreciation of 	services in England;	institutions and services	 encourage respect for
services in England;	encourage respect for other	services in England;	for public institutions and	and respect for public	services in England;
for public institutions and	cultures;	public institutions and	knowledge of and respect	general knowledge of	for public institutions and
knowledge of and respect	respect for their own and other	knowledge of and respect for	acquire a broad general	acquire a broad	knowledge of and respect
 acquire a broad general 	acquire an appreciation of and	acquire a broad general	more widely;	to society more widely;	 acquire a broad general
and to society more widely;	institutions and services in England;	to society more widely;	the school and to society	locality of the school and	to society more widely;
the locality of the school	knowledge of and respect for public	the locality of the school and	working in the locality of	living and working in the	the locality of the school an
those living and working in	acquire a broad general	those living and working in	lives of those living and	to the lives of those	those living and working in
positively to the lives of	school and to society more widely;	positively to the lives of	contribute positively to the	can contribute positively	positively to the lives of
how they can contribute	and working in the locality of the	how they can contribute	understand how they can	understand how they	how they can contribute
initiative, and to understand	positively to the lives of those living	initiative, and to understand	initiative, and to	show initiative, and to	initiative, and to understan
their behaviour, show	understand how they can contribute	their behaviour, show	their behaviour, show	for their behaviour,	their behaviour, show
 accept responsibility for 	behaviour, show initiative, and to	 accept responsibility for 	 accept responsibility for 	 accept responsibility 	 accept responsibility for
confidence;	 accept responsibility for their 	confidence;	confidence;	and self-confidence;	confidence;
self-esteem and self-	esteem and self-confidence;	self-esteem and self-	self-esteem and self-	knowledge, self-esteem	self-esteem and self-
• develop self-knowledge,	develop self-knowledge, self-	 develop self-knowledge, 	develop self-knowledge,	develop self-	 develop self-knowledge,
British Values Links:	British Values Links:	British Values Links:	British Values Links:	British Values Links:	British Values Links:
				diversity.	
				and celebrate	
				accept, respect	
				 understand, 	
				influences;	
				appreciate cultural	

	I	I		1	I
Reading: Sentences;	Reading: Sentences; Paragraphs;	Reading: Sentences;	Reading: Sentences; Paragraphs;	Reading: Sentences;	Reading: Sentences;
Paragraphs; Structure;	Structure; Summarising material;	Paragraphs; Structure;	Structure; Summarising material;	Paragraphs; Structure;	Paragraphs; Structure;
Summarising material;	Writing: Sentences; Structure and	Summarising material;	Writing: Sentences; Structure	Summarising material;	Summarising material;
Writing: Sentences;	paragraphs; Preparing and drafting;	Writing: Sentences;	and paragraphs; Tone and style;	Writing: Sentences;	Writing: Sentences;
Structure and paragraphs;	Writing to inform and explain;	Structure and paragraphs;	Formal and informal; Preparing	Structure and	Structure and paragraphs;
Writing to inform and	Writing to describe; Writing to	Tone and style; Formal and	and drafting; Writing to inform	paragraphs; Tone and	Tone and style; Formal and
explain; Writing to describe;	persuade, argue and advise; Writing	informal; Preparing and	and explain; Writing to describe;	style; Formal and	informal; Preparing and
Writing to persuade, argue	to analyse, assess, evaluate and to	drafting; Writing to inform	Writing to persuade, argue and	informal; Preparing and	drafting; Writing to inform
and advise; Writing to	justify.	and explain; Writing to	advise; Writing to analyse,	drafting; Writing to	and explain; Writing to
analyse, assess, evaluate	Speaking: Speaking; Debating and	describe; Writing to	assess, evaluate and to justify.	inform and explain;	describe; Writing to
and to justify.	arguing.	persuade, argue and advise;	Speaking: Speaking; Debating	Writing to describe;	persuade, argue and advise;
Speaking: Speaking;		Writing to analyse, assess,	and arguing.	Writing to persuade,	Writing to analyse, assess,
Debating and arguing.		evaluate and to justify.		argue and advise;	evaluate and to justify.
		Speaking: Speaking;		Writing to analyse,	Writing reports and
		Debating and arguing.		assess, evaluate and to	interpretations.
				justify.	Speaking: Speaking;
				Speaking: Speaking;	Debating and arguing.
				Debating and arguing.	
Numeracy foci:	Numeracy foci:	Numeracy foci:	Numeracy foci:	Numeracy foci:	Numeracy foci:
Handling	 Handling information; 	Handling	 Handling information; 	Handling	Handling
information;	Key numeracy skills:	information;	Key numeracy skills:	information;	information;
Key numeracy skills:	Reasoning: searching for	Key numeracy skills:	Reasoning: searching for	Key numeracy skills:	Key numeracy skills:
Reasoning: searching for	patterns, developing logical	Reasoning: searching for	patterns, developing logical	Reasoning: searching	Reasoning: searching for
patterns, developing	thinking;	patterns, developing	thinking;	for patterns,	patterns, developing
logical thinking;	Problem-solving : identifying	logical thinking;	Problem-solving : identifying	developing logical	logical thinking;
Problem-solving:	the information needed to carry	Problem-solving:	the information needed to	thinking;	Problem-solving:
identifying the	out a task, breaking down a	identifying the	carry out a task, breaking	Problem-solving:	identifying the
information needed to	I -	/ 0	, , , , , , , , , , , , ,		
	l problem or task into smaller	information needed to	down a problem or task into	identifying the	I
carry out a task.	problem or task into smaller parts.	information needed to carry out a task, breaking	down a problem or task into smaller parts.	identifying the information needed	information needed to
carry out a task,	parts,	carry out a task, breaking	smaller parts,	information needed	information needed to carry out a task,
breaking down a	parts, Decision-making: choosing	carry out a task, breaking down a problem or task	smaller parts, Decision-making: choosing	information needed to carry out a task,	information needed to carry out a task, breaking down a
breaking down a problem or task into	parts, Decision-making: choosing appropriate strategies, identifying	carry out a task, breaking down a problem or task into smaller parts,	smaller parts, Decision-making: choosing appropriate strategies,	information needed to carry out a task, breaking down a	information needed to carry out a task, breaking down a problem or task into
breaking down a problem or task into smaller parts,	parts, Decision-making: choosing	carry out a task, breaking down a problem or task into smaller parts, Decision-making : choosing	smaller parts, Decision-making: choosing	information needed to carry out a task, breaking down a problem or task into	information needed to carry out a task, breaking down a problem or task into smaller parts,
breaking down a problem or task into smaller parts, Decision-making: choosing	parts, Decision-making: choosing appropriate strategies, identifying	carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies,	smaller parts, Decision-making: choosing appropriate strategies,	information needed to carry out a task, breaking down a problem or task into smaller parts,	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing
breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies,	parts, Decision-making: choosing appropriate strategies, identifying	carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant	smaller parts, Decision-making: choosing appropriate strategies,	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making:	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies,
breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant	parts, Decision-making: choosing appropriate strategies, identifying	carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies,	smaller parts, Decision-making: choosing appropriate strategies,	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant
breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies,	parts, Decision-making: choosing appropriate strategies, identifying	carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant	smaller parts, Decision-making: choosing appropriate strategies,	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies,
breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information.	parts, Decision-making: choosing appropriate strategies, identifying relevant information.	carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information.	smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information.	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information.	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information.
breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links:	parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links:	carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links:	smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links:	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links:	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links:
breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – Interpretation of	parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – Interpretation of religious	carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – See Reading,	smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – See Reading, Writing	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – See Reading,	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – See Reading,
breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – Interpretation of religious scripture	parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – Interpretation of religious scripture	carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – See Reading, Writing and Speaking foci	smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – See Reading, Writing and Speaking foci	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – See Reading, Writing and Speaking	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – See Reading, Writing and Speaking foci
breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – Interpretation of	parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – Interpretation of religious	carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – See Reading,	smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – See Reading, Writing	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – See Reading,	information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information. Inter-disciplinary links: English – See Reading,

PSHE – British laws and types of crimes History –Crime and Punishment is learnt in y10 GCSE	PSHE - Empathy and understanding of why people forgive.	PSHE – Prevent training/misconceptions about 'holy war' History – Examples of historical protests English- Year 10 Macbeth links with theme of war victims.	PSHE – Prevent training/misconceptions about 'holy war' Geography- learn about the war conflict in Sudan, the impact this has on the country's development and the solutions (aid).	Maths – See Numeracy foci Others: PSHE –marriage, sex and relationships History – Sex before marriage in early timeschildren used to be called illegitimate/'bastards'	PSHE – relationships and families History – In year 7, pupils learn about monarchs and the requirement of legitimate marriages to pass on the throne. Pupils also learn about the Tudors in Y7. Catholic views on divorce. Henry VIII had to break away from the Catholic Church and created a denomination-Protestantism so that he can divorce.
Curriculum Product(s): Application tasks/quizzes	Curriculum Product(s): Application task/quizzes	Curriculum Product(s): Application task/quizzes	Curriculum Product(s): Application task/quizzes	Curriculum Product(s): Application task/quizzes	Curriculum Product(s): Application task/quizzes

		Year 11				
Autumn Term 1A	Autumn Term 1B	Spring Term 2A	Spring 7	Term 2B	Summer Term 3A	Summer Term 3B
Big question: What are religious attitudes towards human rights and social justice?	Big Question:	Big question: What do religions believe about value of life?		· ·		
Topics What are religious attitudes towards prejudice and discrimination? What are religious attitudes towards prejudice and discrimination? What are religious attitudes towards the status and	Topics Domains of knowledge (See SoL for lesson knowledge domains) Key Skills: Reading Speaking Interpreting Evaluating	Topics What do world religions believe about euthanasia? What do world religions believe about areligions believe about about abortion? What do world religions believe about abortion?	What are religious attitudes towards the origins of human life? and ortion What are	Domains (Core knowledge and skills) Religious and scientific views on creation Religious attitudes on how the environment should be treated		

	D-li-i				Dolinious views		Deligious	
roles of	Religious			What do	Religious views on death and	abuse of the	Religious attitudes on	
women?	attitudes				afterlife	environment?	abuse of the	
	towards			world	u.terme		environment	
What are	prejudice and			religions		NA/In a London		
religious	discrimination			believe	Key Skills:	What are	Definition of	
attitudes				about	Reading	religious	animal rights	
towards	- II -			death and	Speaking	attitudes		
exploitation?	Religious			the	Interpreting	towards	Religious	
ехріонаціон.	attitudes towards the			afterlife?	Evaluating	animals?	views on the treatment of	
							animals	
	roles and status						aiiiiiais	
	of women						Key skills	
							Reading	
	5 II I						Speaking	
	Religious						Interpreting	
	attitudes						Evaluating	
	towards							
	exploitation							
	17 1 111							
	Key skills:							
	Danding.							
	Reading Speaking							
	Interpreting							
	Evaluating							
Prior Domains		Prior Domains	•	Prior Domain	ns:	Prior Domains:		
Y7- Judaism/Chris	tinity	Y7- Judaism/Chr	istinitv	Y7- Judaism/C	hristinitv	Y7- Judaism/Chri	istinity-	
Y8- Islam/Hinduis	=	Y8- Islam/Hindu	•	Y8- Islam/Hind		Creation	.,	
Y9- Buddhism/Sik		Y9- Buddhism/S		Y9- Buddhism,		Y8- Islam/Hindui	sm	
Y9- Banality of ev		Y9- Banality of e			evil according to	Y9- Buddhism/Si		
philosophy	ii according to	philosophy		philosophy	, , , , , , , , , , , , , , , , , , ,	Y9- Banality of ev		
prinosopriy		p,				philosophy		
<i>></i>		<i>L</i>) Spirit	ual, Moral, Social	Spiritua	l, Moral,	
•	Moral, Social	-	Moral, Social		ral (SMSC) seeds:	Social C	ultural	
Cultural (SMSC)	seeds:	Cultural (SMSC	C) seeds:	Spiritual:	· -	(SMSC) seeds:		
Spiritual:		Spiritual:			learning about	Spiritual:		
 enjoy lea 	arning about people				le and the			
and the	surrounding world;			1	unding world;			
•		l		34110		1		I

- use imagination and creativity;
- reflect.

Moral:

- understand consequences;
- investigate moral and ethical issues;
- offer reasoned views.
- be empathetic and have an understanding of the issues faced by people in different parts of the UK.

Social:

- use a range of social skills;
- appreciate diverse viewpoints;
- resolve conflict;
- engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural:

 appreciate cultural influences:

understand, accept, respect and celebrate diversity.

- enjoy learning about people and the surrounding world;
- use imagination and creativity;
- reflect.

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- offer reasoned views.
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- be empathetic and have an understanding of the issues faced by people in less fortunate parts of the world.

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Cultural:

appreciate cultural influences;

understand, accept, respect and celebrate diversity.

British Values Links:

British Values Links: British Values Links:

British Values Links:

- develop self-knowledge, selfesteem and self-confidence;
- accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- acquire a broad general knowledge of and respect for public institutions and services in England;
- acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and other cultures promoting tolerance
- acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;

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- encourage respect for other people; and other cultures promoting tolerance
- acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;

Reading, Speaking and Writing foci:

Reading: Sentences; Paragraphs; Structure; Summarising material; Writing: Sentences; Structure and paragraphs; Tone and style; Formal and informal; Preparing and drafting; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to analyse, assess, evaluate and to justify.

Speaking: Speaking; Debating and arguing.

Reading, Speaking and Writing foci:

Reading: Sentences; Paragraphs; Structure; Summarising material; Writing: Sentences; Structure and paragraphs; Tone and style; Formal and informal; Preparing and drafting; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to analyse, assess, evaluate and to justify.

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Reading: Sentences; Paragraphs; Structure; Summarising material;

Writing: Sentences; Structure and paragraphs; Tone and style; Formal and informal; Preparing and drafting; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to analyse, assess, evaluate and to justify.

Numeracy foci:	Numeracy foci:	Numeracy foci:	Speaking: Speaking; Debating and arguing. Numeracy foci: • Handling information; Key numeracy skills: • Reasoning: searching for patterns, developing logical thinking; • Problem-solving: identifying the information needed to carry out a task, breaking down a problem or task into smaller parts, Decision-making: choosing appropriate strategies, identifying relevant information.
Inter-disciplinary links: English – See Reading, Writing and Speaking foci Maths – See Numeracy foci Others: History: Link to Magna Carta	Inter-disciplinary links: English – See Reading, Writing and Speaking foci Maths – See Numeracy foci	Inter-disciplinary links: English – See Reading, Writing and Speaking foci Maths – See Numeracy foci Others:	Inter-disciplinary links: English – See Reading, Writing and Speaking foci Maths – See Numeracy foci Others: Geography- Environmental abuse/issues
Curriculum Product(s): Application task/quizzes	Curriculum Product(s): Application task/quizzes	Curriculum Product(s): Application task/quizzes	Curriculum Product(s): Application task/quizzes