

Key Stage 3 Curriculum Overview

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

	<p>Jewish holy book</p> <p>Significance of Abraham</p> <p>Significance of the three patriarchs</p> <p>Modern and traditional beliefs about who the Messiah is and future predictions about this figure</p> <p>Jewish belief that the most important section of the Tanakh is the Torah.</p> <p>Other important writings such as the Midrash.</p> <p>Key concepts</p> <p>Belief systems</p> <p>Denominations</p>		<p>and the significance</p> <p>Definition of the word persecution</p> <p>Persecution events in early time periods, the middle ages and during The Holocaust</p> <p>Key concepts</p> <p>Religious practice</p> <p>Key Skills:</p> <p>Retrieval</p> <p>Summarising text</p> <p>Application of knowledge to produce an infographic about Shabbat</p> <p>Reading</p>		<p>Influence</p> <p>Key Skills:</p> <p>Reading</p> <p>Summarising</p> <p>Extended writing</p> <p>PEE</p>		<p>Links with historical event of crusades.</p> <p>Ethical debates about behaviour during the journeys.</p> <p>Key concepts</p> <p>Sacred texts</p> <p>Secularisation</p> <p>Key Skills:</p> <p>Reading</p> <p>Summarising</p> <p>Extended writing PEE</p>			<p>might still influence Christians today</p> <p>The story about the plot against Jesus and the influence it might have on Christians today</p> <p>Key Skills:</p> <p>Reading</p> <p>Summarising</p> <p>Extended writing PEE</p>
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	Key Skills: Constructing challenging questions Application of acquired knowledge to an extended writing question using PEE Make predictions about visual stimulus										
Prior Domains: Sandwell agreed syllabus: KS2: Where, how and why do Jewish people worship? Pupils might have visited a synagogue Reasons for why Jewish people pray Used words like these before: Jewish Judaism, G-d, sacred, prayer, belief		Prior Domains: Sandwell agreed syllabus: KS2: Use artefacts and pictures to explore ideas and practices of Muslim prayer: being clean, and in a clean place, facing Makkah, preparing the mind, praying alone or with others, using set words		Prior Domains: Knowledge of Christianity (beliefs). Knowledge of Judaism from term one for comparisons/links.		Prior Domains: Knowledge of Christianity (practices). Knowledge of Judaism from term one for comparisons/links.		Prior Domains: Knowledge of Christianity (beliefs and practices). Knowledge of Judaism (beliefs) as stories in the bible link to beliefs in Judaism.		Prior Domains: Knowledge of Christianity (beliefs and practices). Knowledge of Judaism (beliefs) as stories in the bible link to beliefs in Judaism.	

 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> • respect faiths, feelings and values; • enjoy learning about oneself, others and the surrounding world; • use imagination and creativity; • reflect. Moral: <ul style="list-style-type: none"> • offer reasoned views. Social: <ul style="list-style-type: none"> • appreciate diverse viewpoints Cultural: <ul style="list-style-type: none"> • appreciate cultural influences; • understand, accept, respect and celebrate diversity. 	 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> • Explore beliefs and experience; • enjoy learning about oneself, others and the surrounding world; • use imagination and creativity; • reflect. Moral: <ul style="list-style-type: none"> • Recognise right and wrong; • understand consequences; • offer reasoned views. Social: <ul style="list-style-type: none"> • participate, volunteer and cooperate; Cultural: <ul style="list-style-type: none"> • appreciate cultural influences; • understand, accept, respect and celebrate diversity. 	 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> • respect faiths, feelings and values; • enjoy learning about oneself, others and the surrounding world; Moral: <ul style="list-style-type: none"> • recognise right and wrong; • offer reasoned views. Social: <ul style="list-style-type: none"> • appreciate diverse viewpoints; Cultural: <ul style="list-style-type: none"> • appreciate cultural influences; • understand, accept, respect and celebrate diversity. 	 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> • Explore beliefs and experience; • respect faiths, feelings and values; • enjoy learning about oneself, others and the surrounding world; • use imagination and creativity; • reflect. Moral: <ul style="list-style-type: none"> • recognise right and wrong; • understand consequences; • offer reasoned views. Cultural: <ul style="list-style-type: none"> • appreciate cultural influences; • understand, accept, respect and celebrate diversity. 	 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> • enjoy learning about oneself, others and the surrounding world; • use imagination and creativity; • reflect. Moral: <ul style="list-style-type: none"> • understand consequences; • investigate moral and ethical issues; • offer reasoned views. Cultural: <ul style="list-style-type: none"> • understand, accept, respect and celebrate diversity. 	 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> • Explore beliefs and experience; • respect faiths, feelings and values; • enjoy learning about oneself, others and the surrounding world; • use imagination and creativity; • reflect. Moral: <ul style="list-style-type: none"> • Recognise right and wrong; • understand consequences; Social: <ul style="list-style-type: none"> • appreciate diverse viewpoints; • participate, volunteer and cooperate; • resolve conflict; Cultural: <ul style="list-style-type: none"> • appreciate cultural influences
British Values Links: <ul style="list-style-type: none"> • develop self-knowledge, self-esteem and self-confidence; • distinguish right from wrong • acquire a broad general knowledge of and respect for 	British Values Links: <ul style="list-style-type: none"> • develop self-knowledge, self-esteem and self-confidence; • accept responsibility for their behaviour, show initiative, and to 	British Values Links: <ul style="list-style-type: none"> • accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of 	British Values Links: <ul style="list-style-type: none"> • develop self-knowledge, self-esteem and self-confidence; • accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the 	British Values Links: <ul style="list-style-type: none"> • develop self-knowledge, self-esteem and self-confidence; • acquire a broad general knowledge of and respect for public institutions and services in England; 	British Values Links: <ul style="list-style-type: none"> • develop self-knowledge, self-esteem and self-confidence; • distinguish right from wrong and to







public institutions and services in England	<p>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;</p> <ul style="list-style-type: none"> • 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. 	<p>those living and working in the locality of the school and to society more widely;</p> <ul style="list-style-type: none"> • 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. 	<p>lives of those living and working in the locality of the school and to society more widely;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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; 	<p>respect the civil and criminal law of England;</p> <ul style="list-style-type: none"> • 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
<p>Reading, Speaking and Writing foci:</p> <p>Reading: Sentences; Paragraphs; Structure; Summarising material</p> <p>Writing: Sentences; Structure and paragraphs; Writing to</p>	<p>Reading, Speaking and Writing foci:</p> <p>Reading: Sentences; Paragraphs; Structure; Summarising material;</p> <p>Writing: Sentences; Structure and paragraphs;</p>	<p>Reading, Speaking and Writing foci:</p> <p>Reading: Sentences; Paragraphs; Structure</p> <p>Writing: Sentences; Structure and paragraphs; Writing to inform and</p>	<p>Reading, Speaking and Writing foci:</p> <p>Reading: Sentences; Paragraphs; Structure; Summarising material;</p> <p>Writing: Sentences; Structure and paragraphs; Tone and</p>	<p>Reading, Speaking and Writing foci:</p> <p>Reading: Sentences; Paragraphs; Structure; Summarising material</p> <p>Writing: Sentences; Structure and paragraphs; Tone and style; Formal and informal; Preparing and drafting; Writing to inform and explain;</p>	<p>Reading, Speaking and Writing foci:</p> <p>Reading: Sentences; Paragraphs; Structure; Summarising material;</p> <p>Writing: Sentences; Structure and</p>

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: <ul style="list-style-type: none"> • Handling information • Numbers Key numeracy skills: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Handling information • Numbers Key numeracy skills: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Handling information • Numbers Key numeracy skills: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Handling information • Dates/chronology Key numeracy skills: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Handling information • Numbers Key numeracy skills: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Handling information • Space, shape and measurements • Operations and calculations • Numbers Key numeracy skills: <ul style="list-style-type: none"> • 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: choosing appropriate strategies,
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	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.	Inter-disciplinary links: English – Reading, writing

Regular quizzing	Assessment 1	Regular quizzing	Assessment 2	Regular quizzing	Assessment 3
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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 knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
What is Islam?	Domains of knowledge (See SoL for lesson knowledge domains) When and how Islam came into existence The global distribution of Muslims around the world 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?	Domains of knowledge (See SoL for lesson knowledge domains) What the five pillars are and how beliefs about these are practiced through actions Methods and reasons for why Muslims pray Key features of a mosque Prayer in a mosque What is Ramadan and what actions are associated with it How and why Eid is celebrated	What is Hinduism?	Domains of knowledge (See SoL for lesson knowledge domains) What Hinduism is and when it came into existence The significance of the four Vedas to Hindus How Hinduism develop over time Key beliefs about Hindu gods and goddesses The significance of Hindu symbols	How and where do Hindus pray?	Domains of knowledge (See SoL for lesson knowledge domains) How and where Hindus pray How and why Hindus complete pilgrimage How and why Hindus celebrate Diwali, Thaipusam and The Ratha Yatra Key Skills: Reading Retrieval Summarising	Revision and assessment	Domains of knowledge (See SoL for lesson knowledge domains) What Buddhism is and when it is believed to come into existence How and why Siddhartha Gautama was isolated from the outside world The four sights that Siddhartha experienced when he went into the world	What did Siddhartha see when he left the palace?	Domains of knowledge (See SoL for lesson knowledge domains) Key concepts: Key Skills: Reading Retrieval Summarising Writing a balanced argument using a PEE structure
How did Islam begin?		How do Muslims pray?		Revision and Assessment 2		Why are places of pilgrimage important for Hindus?		What is Buddhism?		How did Siddhartha achieve enlightenment?	
Revision and Assessment 1		Why are Ramadan and Eid ul-Fitr significant?		What are Hindu beliefs about Gods and Goddesses?		What festivals do Hindus celebrate?		What was the early life of Siddhartha Gautama?		How does the Eightfold Path guide Buddhists on how to live?	
Who are the prophets in Islam?		Why is Hajj significant for Muslims?		?						How did Buddhism spread?	

	<p>distribution of Muslims around the world</p> <p>Application of knowledge into an 'explain' style extended writing question</p> <p>Retrieval</p> <p>Summarising information into a flow chart</p> <p>Writing a balanced argument that is evidence based</p> <p>Layered reading</p> <p>Key concepts: Belief Denominations</p>		<p>How Muslims prepare for and perform Hajj</p> <p>Key Skills: Reading Retrieval Summarising Writing a balanced argument using a PEE structure</p>		<p>Hindu beliefs on how they can achieve Moksha (Escape from the continuous cycle of death and reincarnation)</p> <p>Key Skills: Reading Retrieval Summarising Writing a balanced argument using a PEE structure</p>		<p>Writing a balanced argument using a PEE structure</p>		<p>and how these changed his life forever</p> <p>Definition of enlightenment</p> <p>How Sidhartha Gautama eventually achieved enlightenment</p> <p>Key concepts</p> <p>Key Skills: Reading Retrieval Summarising Writing a balanced argument using a PEE structure</p>		
<p>Prior Domains:</p> <p>Islamic beliefs and practices</p>		<p>Prior Domains:</p> <p>Beliefs about Islam Sandwell agreed KS2 Syllabus: Use artefacts and pictures to explore ideas and practices of Muslim prayer: being clean, and in a clean place, facing Makkah, preparing the mind, praying alone or with others, using set words</p>		<p>Prior Domains:</p> <p>Links with Islam as lots of Muslims converted to Hinduism</p> <p>Social class system Geography- unequal world topic in year 8 Aut 2</p>		<p>Prior Domains:</p> <p>Social class system Geography- unequal world topic in year 8 Aut 2</p>		<p>Prior Domains:</p> <p>Hinduism as Buddhism is similar to Hinduism</p>		<p>Prior Domains:</p> <p>Practices in Hinduism are similar to those in Buddhism</p>	

 Spiritual, Moral, Social Cultural (SMSC) seeds: <p>Spiritual:</p> <ul style="list-style-type: none"> • enjoy learning about people and the surrounding world; • use imagination and creativity; • reflect. <p>Moral:</p> <ul style="list-style-type: none"> • understand consequences; • investigate moral and ethical issues; • offer reasoned views. <p>Social:</p> <ul style="list-style-type: none"> • 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. <p>Cultural:</p> <ul style="list-style-type: none"> • appreciate cultural influences; • understand, accept, respect and celebrate diversity. 	 Spiritual, Moral, Social Cultural (SMSC) seeds: <p>Spiritual:</p> <ul style="list-style-type: none"> • respect faiths, feelings and values; • enjoy learning about oneself, others and the surrounding world; • use imagination and creativity; • reflect. <p>Moral:</p> <ul style="list-style-type: none"> • understand consequences; • investigate moral and ethical issues; • offer reasoned views. <p>Social:</p> <ul style="list-style-type: none"> • use a range of social skills; • appreciate diverse viewpoints; • participate, volunteer and cooperate; • resolve conflict; <p>Cultural:</p> <ul style="list-style-type: none"> • appreciate cultural influences; • understand, accept, respect and celebrate diversity. 	 Spiritual, Moral, Social Cultural (SMSC) seeds: <p>Spiritual:</p> <ul style="list-style-type: none"> • Explore beliefs and experience; • respect faiths, feelings and values; • enjoy learning about oneself, others and the surrounding world; • use imagination and creativity; • reflect. <p>Moral:</p> <ul style="list-style-type: none"> • recognise right and wrong; • understand consequences; • investigate moral and ethical issues; • offer reasoned views. <p>Social:</p> <ul style="list-style-type: none"> • use a range of social skills; • participate in the local community; • appreciate diverse viewpoints; • resolve conflict; <p>Cultural:</p> <ul style="list-style-type: none"> • appreciate cultural influences; • participate in culture opportunities; 	 Spiritual, Moral, Social Cultural (SMSC) seeds: <p>Spiritual:</p> <ul style="list-style-type: none"> • respect faiths, feelings and values; • enjoy learning about oneself, others and the surrounding world; • use imagination and creativity; • reflect. <p>Moral:</p> <ul style="list-style-type: none"> • recognise right and wrong; • understand consequences; • investigate moral and ethical issues; • offer reasoned views. <p>Social:</p> <ul style="list-style-type: none"> • use a range of social skills; • participate in the local community; • appreciate diverse viewpoints; • participate, volunteer and cooperate; • resolve conflict; • engage with the 'British values' of democracy, the rule of law, liberty, 	 Spiritual, Moral, Social Cultural (SMSC) seeds: <p>Spiritual:</p> <ul style="list-style-type: none"> • respect faiths, feelings and values; • enjoy learning about oneself, others and the surrounding world; • use imagination and creativity; • reflect. <p>Moral:</p> <ul style="list-style-type: none"> • recognise right and wrong; • understand consequences; • investigate moral and ethical issues; • offer reasoned views. <p>Social:</p> <ul style="list-style-type: none"> • use a range of social skills; • participate in the local community; • appreciate diverse viewpoints; • participate, volunteer and cooperate; • resolve conflict; • engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. <p>Cultural:</p> <ul style="list-style-type: none"> • understand, accept, respect and celebrate diversity. 	 Spiritual, Moral, Social Cultural (SMSC) seeds: <p>Spiritual:</p> <ul style="list-style-type: none"> • Explore beliefs and experience; • respect faiths, feelings and values; • enjoy learning about oneself, others and the surrounding world; • use imagination and creativity; • reflect. <p>Moral:</p> <ul style="list-style-type: none"> • recognise right and wrong; • understand consequences; • investigate moral and ethical issues; • offer reasoned views. <p>Social:</p> <ul style="list-style-type: none"> • use a range of social skills; • participate in the local community; • appreciate diverse viewpoints; • resolve conflict; <p>Cultural:</p> <ul style="list-style-type: none"> • appreciate cultural influences; • participate in culture opportunities;
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[illegible]

<p>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</p>	<p>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 arguing</p>	<p>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</p>	<p>Reading: Sentences; Paragraphs; Structure; Summarising material; Analysing persuasive texts 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</p>	<p>Reading: Sentences; Paragraphs; Structure; Summarising material; Analysing persuasive texts 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</p>	<p>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</p>
<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information • Numbers <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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 	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information; • Numbers <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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. 	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information • Numbers <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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 	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information • Operations and calculations • Numbers <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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 	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information • Numbers <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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 	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information • Numbers <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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







			<p>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.</p> <ul style="list-style-type: none"> • Decision-making: choosing appropriate strategies, identifying relevant information and choosing the right tools and equipment. 	<p>information and choosing the right tools and equipment.</p>	
<p>Inter-disciplinary links:</p> <p>English – Reading, writing</p> <p>Maths – Dates and percentages of Muslims around the world</p> <p>Geography- Choropleth map of global distribution of Muslims and compass directions. Map which shows where Islam began.</p> <p>MFL- Arabic words from Qur'an</p>	<p>Inter-disciplinary links:</p> <p>English – See Reading, Writing and Speaking foci</p> <p>Maths – See Numeracy foci</p> <p>Others:</p> <p>PSHE Food and Nutrition; Healthy Lifestyles;</p> <p>Science – Food and Nutrition</p> <p>Catering – Food production - Chocolate</p>	<p>Inter-disciplinary links:</p> <p>English- Reading, writing and speaking</p> <p>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</p>	<p>Inter-disciplinary links:</p> <p>English- Reading, writing and speaking</p> <p>PSHE- learning about Hindu festivals will encourage pupils to be more open minded and understand the diverse world.</p> <p>Geography- The caste system links with WRP Aut 1 (job</p>	<p>Inter-disciplinary links:</p> <p>English- Reading, writing and speaking</p> <p>Geography- Map showing global distribution of Buddhists around the world</p>	<p>Inter-disciplinary links:</p> <p>English – See Reading, Writing and Speaking</p> <p>Geography- Global distribution map showing the countries where Theravada Buddhism is mainly practiced</p> <p>Art- Buddhist art</p>

		<p>can help pupils better understand these difficult concepts. It can also help them to put these difficult concepts into context with the real world.</p>	<p>sectors) and the Unequal world topic in year 8 Aut 2. In the caste lesson pupils learn about experiences of 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.</p> <p>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</p>		
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			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): Regular retrieval quizzes	Curriculum Product(s): Progress check / 25	Curriculum Product(s): Progress check / 25	Curriculum Product(s): Regular retrieval quizzes	Curriculum Product(s): Progress check / 25	Curriculum Product(s): Regular retrieval quizzes

Year 9											
Autumn Term 1A		Autumn Term 1B		Spring Term 2A		Spring Term 2B		Summer Term 3A		Summer Term 3B	
Big question: When did Sikhism begin and what are the key beliefs?		Big question: How do Sikhs practice their religion in modern society?		Big question: What is the philosophy of religion?		Big question: What is the philosophy of religion?		Big question: How do ethical debates influence the way people think?		Big Question: How do ethical debates influence the way people think?	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
1. How did Sikhism begin? 2. How did Nanak spread his message ? 3. What do Sikhs	Domains of knowledge (See SoL for lesson knowledge domains) What Sikhism is and when it began The Global distribution of Sikhs around the world	1.Revision and assessment 2.How do Sikhs serve others? 3.What is the significance of Sikh festivals?	Domains of knowledge (See SoL for lesson knowledge domains) Tan, Man and Dhan- forms of Sewa. Example of Sikh charity- Khalsa Aid	1.How did Plato think we can know the truth? 2. Why did Descartes doubt everything? 3. Revision and	Domains of knowledge (See SoL for lesson knowledge domains) Definition of the word philosophy Plato's beliefs about truth	1.Was God the first cause of everything? 2.Can you believe in God and evolution? 3. Why did Marx compare religion to a drug?	Domains of knowledge (See SoL for lesson knowledge domains) Definition of 'first cause'	1.What is ethics? 2.Are Goodness and pleasure the same? 3. Assessment	Domains of knowledge (See SoL for lesson knowledge domains) Definition of ethics How to know what is right and wrong in	1.What should we do with the runaway train? 2.How ethical is intelligence?	Domains of knowledge (See SoL for lesson knowledge domains) Phillipa Foot's concept of thought experiments - the Runaway

<p>believe about God?</p> <p>4. What do Sikhs believe happens after death?</p>	<p>The miracle of the blood and milk</p> <p>Establishment of Katarpur</p> <p>Nanak's death</p> <p>The law of karma and the cycle of life/death</p> <p>Sikh funerals and how they link to beliefs about death</p> <p>Key Skills:</p> <p>Reading Summarising Assess arguments</p>	<p>4.How did Sikhism become an established religion in the UK?</p>	<p>Importance of Vaisakhi, Bandi Chhor Diwas, Hola Mahalla and Gurburpbs</p> <p>The first Sikh in the UK</p> <p>Gurdwaras</p> <p>Interfaith marriage controversy</p> <p>The future</p> <p>Key Skills:</p> <p>Reading Summarising Assessing Extended Writing</p>	<p>assessment 2</p>	<p>Criticisms about Plato's beliefs about truth</p> <p>Who Descartes is</p> <p>Descartes' view on truth</p> <p>Perspectives on Descartes' views on truth</p> <p>Reasons for why people believe in God</p> <p>Key Skills:</p> <p>Reading, writing in full sentences. Summarising Extended writing</p>		<p>How the First Cause and Design arguments are used to argue that God is the ultimate first cause</p> <p>Criticisms of both theories</p> <p>Debates as to whether people can believe in God and evolution (science)</p> <p>Debates about whether Genesis is a 'myth'</p> <p>Reasons for why Marx thinks religion is like a drug</p> <p>Key Skills:</p> <p>Reading, writing in full sentences.</p>		<p>the context of UK society</p> <p>Utilitarianism vs relativism</p> <p>Key Skills:</p> <p>Reading, writing in full sentences. Summarising Extended writing</p>	<p>3.Are animals as important to humans?</p> <p>4. What is the Banality of evil?</p>	<p>train-discussion about moral decisions</p> <p>Definition of artificial intelligence</p> <p>The Turing test</p> <p>The Chinese Room thought experiment</p> <p>Arguments for and against the creation of superintelligence</p> <p>Speciesism-prejudice or discrimination towards animals</p> <p>Arguments for and against Peter Singer's idea of Speciesism</p> <p>Arguments for and against the idea that God is no longer necessary</p>
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							Summarising Extended writing				Key Skills: Reading, writing in full sentences. Summarising Extended writing
Prior Domains: Sikh beliefs		Prior Domains: Sikh beliefs		Prior Domains: Creation story in bible- can make comparison between the arguments and the bible story		Prior Domains: 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.		Prior Domains:		Prior Domains: Christian morality linked to Genesis- learnt about Genesis in Y7 Sum 2	
 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; Moral: <ul style="list-style-type: none"> recognise right and wrong; respect the law; understand consequences; 		 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> enjoy learning about oneself, others and the surrounding world; use imagination and creativity; Moral: <ul style="list-style-type: none"> recognise right and wrong; respect the law; understand consequences; Social:		 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; Moral: <ul style="list-style-type: none"> recognise right and wrong; understand consequences; 		 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; Moral: <ul style="list-style-type: none"> understand consequences; 		 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Moral:		 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> enjoy learning about oneself, others and the surrounding world Moral: <ul style="list-style-type: none"> understand consequences; offer reasoned views. Social: <ul style="list-style-type: none"> appreciate diverse viewpoints; 	

<ul style="list-style-type: none"> offer reasoned views. <p>Social:</p> <ul style="list-style-type: none"> use a range of social skills; appreciate diverse viewpoints; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. <p>Cultural:</p> <ul style="list-style-type: none"> appreciate cultural influences; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> use a range of social skills; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. <p>Cultural:</p> <ul style="list-style-type: none"> appreciate cultural influences; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> investigate moral and ethical issues; offer reasoned views. <p>Social:</p> <ul style="list-style-type: none"> appreciate diverse viewpoints; resolve conflict; <p>Cultural:</p> <ul style="list-style-type: none"> understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> investigate moral and ethical issues; offer reasoned views. <p>Social:</p> <ul style="list-style-type: none"> use a range of social skills; appreciate diverse viewpoints; resolve conflict; <p>Cultural:</p> <ul style="list-style-type: none"> appreciate cultural influences; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. <p>Social:</p> <ul style="list-style-type: none"> 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. <p>Cultural:</p> <ul style="list-style-type: none"> appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. 	<ul style="list-style-type: none"> engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. <p>Cultural:</p> <ul style="list-style-type: none"> understand, accept, respect and celebrate diversity.
<p>British Values Links:</p> <ul style="list-style-type: none"> develop self-knowledge, self-esteem 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 	<p>British Values Links:</p> <ul style="list-style-type: none"> acquire an appreciation of and respect for their own and other cultures; encourage respect for other people; and other cultures promoting tolerance 	<p>British Values Links:</p> <ul style="list-style-type: none"> develop self-knowledge, self-esteem 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 	<p>British Values Links:</p> <ul style="list-style-type: none"> develop self-knowledge, self-esteem and self-confidence; acquire an appreciation of and respect for their own and other cultures; 	<p>British Values Links:</p> <ul style="list-style-type: none"> develop self-knowledge, self-esteem and self-confidence; accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of 	<p>British Values Links:</p> <ul style="list-style-type: none"> 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







<p>positively to the lives of those living and working in the locality of the school and to society more widely;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • encourage respect for democracy and support for participation in the democratic processes. 	<p>the locality of the school and to society more widely;</p> <ul style="list-style-type: none"> • acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people; and other cultures promoting tolerance • understanding of how citizens can influence decision-making through the democratic process; • 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. 	<ul style="list-style-type: none"> • 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; 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. 	<p>those living and working in the locality of the school and to society more widely;</p> <ul style="list-style-type: none"> • 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 • encourage respect for democracy and support for participation in the democratic processes. • understanding of how citizens can influence decision-making through the democratic process; • 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. 	<p>of the school and to society more widely;</p> <ul style="list-style-type: none"> • acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people; and other cultures promoting tolerance
<p>Reading, Speaking and Writing foci: Reading: Sentences; Paragraphs; Structure; Summarising material; Character; Atmosphere and Setting; Analysing persuasive texts Writing: Sentences; Structure and paragraphs; Tone and style; Formal and informal; Preparing and</p>	<p>Reading, Speaking and Writing foci: Reading: Sentences ;Paragraphs; Structure; Summarising material Writing: Sentences; Structure and paragraphs; Formal and informal;</p>	<p>Reading, Speaking and Writing foci: Reading: Sentences; Paragraphs; Structure; Summarising material Writing: Sentences; Structure and paragraphs; Formal and informal; Preparing and</p>	<p>Reading, Speaking and Writing foci: Reading: Sentences; Paragraphs; Structure; Summarising material; Analysing persuasive texts Writing: Sentences; Structure and paragraphs; Tone and</p>	<p>Reading, Speaking and Writing foci: Reading: Sentences; Paragraphs; Structure; Summarising material; Analysing persuasive texts Writing: Sentences; Structure and paragraphs;</p>	<p>Reading, Speaking and Writing foci: Reading: Sentences; Paragraphs; Structure; Summarising material; Analysing persuasive texts</p>

<p>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</p> <p>Speaking: Speaking; Debating and arguing; Drama</p>	<p>Preparing and drafting; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to analyse</p> <p>Speaking: Speaking; Debating and arguing</p>	<p>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</p> <p>Speaking: Speaking; Debating and arguing</p>	<p>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</p> <p>Speaking: Speaking; Debating and arguing</p>	<p>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</p> <p>Speaking: Speaking; Debating and arguing; Oracy; Drama</p>	<p>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</p> <p>Speaking: Speaking; Debating and arguing</p>
<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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. 	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information • Numbers <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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 	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information • Numbers <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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. 	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information • Numbers <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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 	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information • Numbers <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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 	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information • Numbers <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> Decision-making: choosing appropriate strategies, identifying relevant information and choosing the right tools and equipment. 	choosing the right tools and equipment.	choosing the right tools and equipment.	
Inter-disciplinary links: English – Reading, writing, comprehension Maths – Interpreting statistical data in a table Others: PSHE - Citizenship and respecting differences Geography - Table showing to 10 countries in the world with the highest Sikh population Map interpretation- Map showing India, Pakistan and Bangladesh	Inter-disciplinary links: English – See Reading, Writing and Speaking foci Maths – See Numeracy foci History – Growth of global population over time, change in urban population throughout history	Inter-disciplinary links: English – See Reading, Writing and Speaking foci Maths – See Numeracy foci Others: History - Most Historians agree that a man named Jesus lived and was killed on a cross. But Historians disagree as to whether the Gospels are a reliable source of information	Inter-disciplinary links: English – See Reading, Writing and Speaking foci Maths – See Numeracy foci, line graphs and bar charts, measures of average Science - theory of evolution Psychology - Sigmund Freud Sociology - Marx is a key sociological thinker. Pupils will learn lots of sociological terms. History - Vladimir Lenin because the first leader of the Soviet Union (USSR). He tried to replace religion with atheist in the Soviet Union	Inter-disciplinary links: English – See Reading, Writing and Speaking foci Maths – See Numeracy foci Others: History- The Holocaust as an example of ‘appalling’ behaviour	Inter-disciplinary links: English – See Reading, Writing and Speaking foci Maths – See Numeracy foci STEM – Irrigation systems
Curriculum Product(s): Assessment /25	Curriculum Product(s): Regular quizzing	Curriculum Product(s): Assessment /25	Curriculum Product(s): Regular quizzing	Curriculum Product(s): Assessment /25	Curriculum Product(s): Regular quizzing

Key Stage 4 Curriculum Overview

Year 10											
Autumn Term 1A		Autumn Term 1B		Spring Term 2A		Spring Term 2B		Summer Term 3A		Summer Term 3B	
Big question: What are religious attitudes towards Crime and punishment?		Big question: What are religious attitudes towards crime and punishment?		Big question: What do world religions believe about peace and conflict?		Big question:		Big question: What do world religions believe about relationships and family?		Big question: What do world religions believe about the value of life?	
Topics	Domains of knowledge (See SoL for lesson knowledge domains)	Topics	Domains of knowledge (See SoL for lesson knowledge domains)	Topics	Domains of knowledge (See SoL for lesson knowledge domains)	Topics	Domains of knowledge (See SoL for lesson knowledge domains)	Topics	Domains of knowledge (See SoL for lesson knowledge domains)	Topics	Domains of knowledge (See SoL for lesson knowledge domains)
What are religious attitudes towards law breakers and crimes?		What are religious attitudes towards suffering and causing suffering to others?	Christian, Islamic, Hindu and Buddhist beliefs	What are religious attitudes towards reasons for war?	Definition of war/conflict			What are religious attitudes towards marriage?	Definition of marriage		Key Skills:





Buddhism Y9 Hinduism Y9	Y9- Banality of evil according to philosophy				
 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> enjoy learning about people and the surrounding world; use imagination and creativity; reflect. Moral: <ul style="list-style-type: none"> understand consequences; investigate moral and ethical issues; offer reasoned views. Social: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> appreciate cultural influences; understand, accept, respect and celebrate diversity. 	 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> enjoy learning about people and the surrounding world; use imagination and creativity; reflect. Moral: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> appreciate cultural influences; understand, accept, respect and celebrate diversity. 	 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> enjoy learning about people and the surrounding world; use imagination and creativity; reflect. Moral: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> appreciate cultural influences; understand, accept, respect and celebrate diversity. 	 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> enjoy learning about people and the surrounding world; use imagination and creativity; reflect. Moral: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> appreciate cultural influences; understand, accept, respect and celebrate diversity. 	 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> enjoy learning about people and the surrounding world; use imagination and creativity; reflect. Moral: <ul style="list-style-type: none"> understand consequences; investigate moral and ethical issues; offer reasoned views. be empathetic and have an understanding of the issues face by people in less fortunate parts of the country. Social: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> appreciate cultural influences; understand, accept, respect and celebrate diversity. 	 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual: <ul style="list-style-type: none"> enjoy learning about people and the surrounding world; use imagination and creativity; reflect. Moral: <ul style="list-style-type: none"> understand consequences; investigate moral and ethical issues; offer reasoned views. Understand the importance of environmental stewardship. Social: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> appreciate cultural influences; understand, accept, respect and celebrate diversity.

[illegible]

<p>Reading: Sentences; Paragraphs; Structure; Summarising material;</p> <p>Writing: Sentences; Structure and paragraphs; Writing to inform and explain; Writing to describe; Writing to persuade, argue and advise; Writing to analyse, assess, evaluate and to justify.</p> <p>Speaking: Speaking; Debating and arguing.</p>	<p>Reading: Sentences; Paragraphs; Structure; Summarising material;</p> <p>Writing: Sentences; Structure and paragraphs; 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.</p> <p>Speaking: Speaking; Debating and arguing.</p>	<p>Reading: Sentences; Paragraphs; Structure; Summarising material;</p> <p>Writing: Sentences; Structure and paragraphs; Tone and style; Formal and informal; Preparing and drafting; Writing to inform and explain; Writing to persuade, argue and advise; Writing to analyse, assess, evaluate and to justify.</p> <p>Speaking: Speaking; Debating and arguing.</p>	<p>Reading: Sentences; Paragraphs; Structure; Summarising material;</p> <p>Writing: Sentences; Structure and paragraphs; Tone and style; Formal and informal; Preparing and drafting; Writing to inform and explain; Writing to persuade, argue and advise; Writing to analyse, assess, evaluate and to justify.</p> <p>Speaking: Speaking; Debating and arguing.</p>	<p>Reading: Sentences; Paragraphs; Structure; Summarising material;</p> <p>Writing: Sentences; Structure and paragraphs; Tone and style; Formal and informal; Preparing and drafting; Writing to inform and explain; Writing to persuade, argue and advise; Writing to analyse, assess, evaluate and to justify.</p> <p>Speaking: Speaking; Debating and arguing.</p>	<p>Reading: Sentences; Paragraphs; Structure; Summarising material;</p> <p>Writing: Sentences; Structure and paragraphs; Tone and style; Formal and informal; Preparing and drafting; Writing to inform and explain; Writing to persuade, argue and advise; Writing to analyse, assess, evaluate and to justify.</p> <p>Speaking: Speaking; Debating and arguing.</p>
<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information; <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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, <p>Decision-making: choosing appropriate strategies, identifying relevant information.</p>	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information; <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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, <p>Decision-making: choosing appropriate strategies, identifying relevant information.</p>	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information; <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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, <p>Decision-making: choosing appropriate strategies, identifying relevant information.</p>	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information; <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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, <p>Decision-making: choosing appropriate strategies, identifying relevant information.</p>	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information; <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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, <p>Decision-making: choosing appropriate strategies, identifying relevant information.</p>	<p>Numeracy foci:</p> <ul style="list-style-type: none"> • Handling information; <p>Key numeracy skills:</p> <ul style="list-style-type: none"> • 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, <p>Decision-making: choosing appropriate strategies, identifying relevant information.</p>
<p>Inter-disciplinary links:</p> <p>English – Interpretation of religious scripture</p> <p>Maths – See Numeracy foci</p> <p>Others:</p>	<p>Inter-disciplinary links:</p> <p>English – Interpretation of religious scripture</p> <p>Maths – See Numeracy foci</p> <p>Others:</p>	<p>Inter-disciplinary links:</p> <p>English – See Reading, Writing and Speaking foci</p> <p>Maths – See Numeracy foci</p> <p>Others:</p>	<p>Inter-disciplinary links:</p> <p>English – See Reading, Writing and Speaking foci</p> <p>Maths – See Numeracy foci</p> <p>Others:</p>	<p>Inter-disciplinary links:</p> <p>English – See Reading, Writing and Speaking foci</p> <p>Maths – See Numeracy foci</p> <p>Others:</p>	<p>Inter-disciplinary links:</p> <p>English – See Reading, Writing and Speaking foci</p> <p>Maths – See Numeracy foci</p> <p>Others:</p>

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 times- children 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 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 world religions believe about the value of life?		What do world religions believe about the value of life?			
Topics	Domains of knowledge (See SoL for lesson knowledge domains) Key Skills: Reading Speaking Interpreting Evaluating	Topics	Domains of knowledge (See SoL for lesson knowledge domains) Key Skills: Reading Speaking Interpreting Evaluating	Topics	Domains of knowledge Definition and laws on euthanasia Religious views on euthanasia Definition and laws on abortion Religious views on abortion	Topics	Domains (Core knowledge and skills) Religious and scientific views on creation Religious attitudes on how the environment should be treated		
What are religious attitudes towards prejudice and discrimination?				What do world religions believe about euthanasia?		What are religious attitudes towards the origins of human life?			
What are religious attitudes towards the status and	Definitions of prejudice and discrimination			What do world religions believe about abortion?		What are religious attitudes towards the use and			

<p>roles of women?</p> <p>What are religious attitudes towards exploitation?</p>	<p>Religious attitudes towards prejudice and discrimination</p> <p>Religious attitudes towards the roles and status of women</p> <p>Religious attitudes towards exploitation</p> <p>Key skills:</p> <p>Reading Speaking Interpreting Evaluating</p>			<p>What do world religions believe about death and the afterlife?</p>	<p>Religious views on death and afterlife</p> <p>Key Skills: Reading Speaking Interpreting Evaluating</p>	<p>abuse of the environment?</p> <p>What are religious attitudes towards animals?</p>	<p>Religious attitudes on abuse of the environment</p> <p>Definition of animal rights</p> <p>Religious views on the treatment of animals</p> <p>Key skills Reading Speaking Interpreting Evaluating</p>		
<p>Prior Domains</p> <p>Y7- Judaism/Christinity Y8- Islam/Hinduism Y9- Buddhism/Sikhism Y9- Banality of evil according to philosophy</p>		<p>Prior Domains:</p> <p>Y7- Judaism/Christinity Y8- Islam/Hinduism Y9- Buddhism/Sikhism Y9- Banality of evil according to philosophy</p>		<p>Prior Domains:</p> <p>Y7- Judaism/Christinity Y8- Islam/Hinduism Y9- Buddhism/Sikhism Y9- Banality of evil according to philosophy</p>		<p>Prior Domains:</p> <p>Y7- Judaism/Christinity- Creation Y8- Islam/Hinduism Y9- Buddhism/Sikhism Y9- Banality of evil according to philosophy</p>			
 <p>Spiritual, Moral, Social Cultural (SMSC) seeds:</p> <p>Spiritual:</p> <ul style="list-style-type: none"> enjoy learning about people and the surrounding world; 		 <p>Spiritual, Moral, Social Cultural (SMSC) seeds:</p> <p>Spiritual:</p>		 <p>Spiritual, Moral, Social Cultural (SMSC) seeds:</p> <p>Spiritual:</p> <ul style="list-style-type: none"> enjoy learning about people and the surrounding world; 		 <p>Spiritual, Moral, Social Cultural (SMSC) seeds:</p> <p>Spiritual:</p>			

<ul style="list-style-type: none"> • use imagination and creativity; • reflect. <p>Moral:</p> <ul style="list-style-type: none"> • 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. <p>Social:</p> <ul style="list-style-type: none"> • 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. <p>Cultural:</p> <ul style="list-style-type: none"> • appreciate cultural influences; <p>understand, accept, respect and celebrate diversity.</p>	<ul style="list-style-type: none"> • enjoy learning about people and the surrounding world; • use imagination and creativity; • reflect. <p>Moral:</p> <ul style="list-style-type: none"> • 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. <p>Social:</p> <ul style="list-style-type: none"> • 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. <p>Cultural:</p> <ul style="list-style-type: none"> • appreciate cultural influences; <p>understand, accept, respect and celebrate diversity.</p>	<ul style="list-style-type: none"> • use imagination and creativity; • reflect. <p>Moral:</p> <ul style="list-style-type: none"> • 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. <p>Social:</p> <ul style="list-style-type: none"> • 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. <p>Cultural:</p> <ul style="list-style-type: none"> • appreciate cultural influences; <p>understand, accept, respect and celebrate diversity.</p>	<ul style="list-style-type: none"> • enjoy learning about people and the surrounding world; • use imagination and creativity; • reflect. <p>Moral:</p> <ul style="list-style-type: none"> • 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. <p>Social:</p> <ul style="list-style-type: none"> • 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. <p>Cultural:</p> <ul style="list-style-type: none"> • appreciate cultural influences; <p>understand, accept, respect and celebrate diversity.</p>		
British Values Links:	British Values Links:	British Values Links:	British Values Links:		

<ul style="list-style-type: none"> • develop self-knowledge, self-esteem 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; 	<ul style="list-style-type: none"> • develop self-knowledge, self-esteem 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; 	<ul style="list-style-type: none"> • develop self-knowledge, self-esteem 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; 	<ul style="list-style-type: none"> • develop self-knowledge, self-esteem 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; 		
<p>Reading, Speaking and Writing foci:</p> <p>Reading: Sentences; Paragraphs; Structure; Summarising material;</p> <p>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.</p> <p>Speaking: Speaking; Debating and arguing.</p>	<p>Reading, Speaking and Writing foci:</p> <p>Reading: Sentences; Paragraphs; Structure; Summarising material;</p> <p>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.</p> <p>Speaking: Speaking; Debating and arguing.</p>	<p>Reading, Speaking and Writing foci:</p> <p>Reading: Sentences; Paragraphs; Structure; Summarising material;</p> <p>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.</p> <p>Speaking: Speaking; Debating and arguing.</p>	<p>Reading, Speaking and Writing foci:</p> <p>Reading: Sentences; Paragraphs; Structure; Summarising material;</p> <p>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.</p>		

			Speaking: Speaking; Debating and arguing.		
Numeracy foci: <ul style="list-style-type: none"> • Handling information; Key numeracy skills: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Handling information; Key numeracy skills: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Handling information; Key numeracy skills: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Handling information; Key numeracy skills: <ul style="list-style-type: none"> • 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		