

CNS KS3 Curriculum Overview – Humanities (Geography, History, Philosophy, Religion and Ethics)

Geography

Year 7	Unit/ Topic:	1. About the UK	Unit/ Topic:	2. Maps, mapping and map skills.	Unit/ Topic:	3. How are populations changing.
	Notes on Sequencing and Progression: <ul style="list-style-type: none"> Builds upon KS2 geography, developing knowledge and enquiry relating to human and physical environments of the UK. Interweaves with weather and climate, and the economy in Year 9. 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> An introduction to using maps and mapping as these are integrated within all KS3 topics. Map skills include use of atlases and longitude and latitude, GIS and O/S maps. 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> Students' will explore world population distribution and change, as well as how countries attempt to control population change. Students will also learn about the different types of migration, urbanisation and how cities evolve – interweaving with development in Year 9. Population is studied here as distribution and change is contextualised for future topics, including Africa and Asia. 	
	Assessment: <ul style="list-style-type: none"> Hinge point – UK countries and capitals. 'About the UK' is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress. 		Assessment: <ul style="list-style-type: none"> Hinge point – 4 and 6-figure grid referencing. 'Maps, mapping and map skills' is a skills based summative 'test' and is not progress described – marked out of 40. 		Assessment: <ul style="list-style-type: none"> Hinge point – population migration. 'How are populations changing' is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress. Knowledge and skills are assessed. 	
	Unit/ Topic:	4. Is the Earth running out of natural resources?	Unit/ Topic:	5. Climate change and Earth's future	Unit/ Topic:	6. CNS Environmental investigation
	Notes on Sequencing and Progression: <ul style="list-style-type: none"> Students' will explore how we use our planet as a natural resource – exploring rocks and soil, biomes (the tropical rainforest), as well as how people use the Earth's natural resources such as water, oil and energy. Distinguishing the difference between renewable and non-renewable resources interweaves with the next topic on climate change. 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> Climate change and Earth's future, and the previous topic on natural resources is a cumulative exploration of our impact on Earth, deepening knowledge. The unit looks at the evidence of climate change, the causes and consequences and options for the future. 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> Introduction to geographical enquiry, laying foundations for future enquiry, whilst further familiarising students with their local environment. 	
	Assessment: <ul style="list-style-type: none"> Hinge point – tropical rainforest resources. 'Is the Earth running out of natural resources' is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress. Knowledge and skills are assessed. 		Assessment: <ul style="list-style-type: none"> Hinge point – greenhouse effect. 'Climate change and Earth's future' is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress. Knowledge and skills are assessed. 		Assessment: <ul style="list-style-type: none"> Formative assessment that is skills based. 	

Unit/ Topic:	7. What are the opportunities and challenges facing Africa?	Unit/ Topic:	8. Can we ever know enough about earthquakes?	Unit/ Topic:	9. How is Asia being transformed?
Notes on Sequencing and Progression: <ul style="list-style-type: none">The Year 8 programme of study commences with ‘Africa’, linking to History & Black History Month.The unit addresses colonisation as well as the present-day barriers hindering Africa’s development.Interweaves with subsequent topics on earthquakes and glaciation.Deepens understanding of physical and human environments.		Notes on Sequencing and Progression: <ul style="list-style-type: none">Tectonic hazards has been split into two sections – earthquakes at the beginning of Year 8 and volcanoes at the beginning of Year 9 to create a cumulative learning experience aiding retention and retrieval.Using Japan and Nepal as detailed examples links to subsequent unit on Asia, as well as considering differing levels of economic development.		Notes on Sequencing and Progression: <ul style="list-style-type: none">Extends understanding of physical and human environments.Interweaves with development, globalisation and China in Year 9.	
Assessment: <ul style="list-style-type: none">Hinge point – biome and climate.‘What are the opportunities and challenges facing Africa’ is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress.Knowledge and skills are assessed.		Assessment: <ul style="list-style-type: none">Hinge point – conservative plate boundary.‘Can we ever know enough about earthquakes’ is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress.Knowledge and skills are assessed.		Assessment: <ul style="list-style-type: none">Hinge point – deforestation.‘How is Asia being transformed’ is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress.Knowledge and skills are assessed.	
Unit/ Topic:	10. How does ice change the world?	Unit/ Topic:	11. What happens when land meets sea?		
Notes on Sequencing and Progression: <ul style="list-style-type: none">Extends understanding of physical environments.Interweaves with previous unit on Asia and future learning in Year 9 with weather and climate.		Notes on Sequencing and Progression: <ul style="list-style-type: none">Takes place towards the end of the year for the opportunity of coastal fieldwork.Types of erosion will be needed in Year 9 for unit on rivers and links back to glaciation.			
Assessment: <ul style="list-style-type: none">Hinge point – corrie formation.‘How does ice change the world’ is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress.Knowledge and skills are assessed.		Assessment: <ul style="list-style-type: none">Hinge point – coastal erosion.‘What happens when land meets the sea’ is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress.Knowledge and skills are assessed.			

Year 9	Unit/ Topic:	12. Can we ever know enough about volcanoes?	Unit/ Topic:	13. What is development and globalisation?	Unit/ Topic:	14. What is weather and climate?
	Notes on Sequencing and Progression: <ul style="list-style-type: none">Having studied earthquakes in Year 8, students have an understanding of plate tectonics which is extended through volcanoes creating a cumulative learning experience aiding retention and retrieval.Deepens understanding of how and why tectonic plates move.		Notes on Sequencing and Progression: <ul style="list-style-type: none">Interweaves with subsequent topic on the economy and links back to learning on Africa and Asia – cumulative learning on development.		Notes on Sequencing and Progression:. <ul style="list-style-type: none">Having studied the UK weather in Year 7, this unit deepens understanding of the causes of weather and climate in the UK.Climate variations around the world supports knowledge required at GCSE.	
	Assessment: <ul style="list-style-type: none">Hinge point – convergent plate boundary.‘Can we ever know enough about volcanoes’ is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress. Links back to plate boundaries in Year 8.Knowledge and skills are assessed.		Assessment: <ul style="list-style-type: none">Hinge point – causes of poverty.‘What is development and globalisation’ is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress.Knowledge and skills are assessed.		Assessment: <ul style="list-style-type: none">Hinge point – rain formation.‘What is weather and climate’ is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress. Links back to ‘About the UK’ in Year 7.Knowledge and skills are assessed.	
	Unit/ Topic:	15. What is an economy?	Unit/ Topic:	16. Why are rivers so important?		
	Notes on Sequencing and Progression: <ul style="list-style-type: none">Extends understanding of development and globalisation through employment sectors and trade.		Notes on Sequencing and Progression: <ul style="list-style-type: none">Takes place towards the end of the year for the potential opportunity of fluvial fieldwork.Cumulative learning on erosion processes from glaciation and coasts.			
	Assessment: <ul style="list-style-type: none">Hinge point – employment sectors.‘What is an economy’ is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress.Knowledge and skills are assessed.		Assessment: <ul style="list-style-type: none">Hinge point – river erosion.‘Why are rivers important’ is a dual assessment – both formative and summative – students respond to feedback to address misconceptions and a progress descriptor is captured to monitor progress.Knowledge and skills are assessed.			

History

	Components – What new knowledge/content do we introduce? How is it diagnostically assessed?					
	Autumn		Spring		Summer	
Year 7 - How was power gained and lost in Medieval & Early Modern Society?	Unit/ Topic: 1	Anglo-Norman England: Why did William win the battle of Hastings?	Unit/ Topic: 3	Medieval England – Pt1: What was important in Medieval society? Pt2: How did power change hands in Medieval England?	Unit/ Topic: 5	Tudors - Who was the most powerful Tudor monarch?
	Notes on Sequencing and Progression: <ul style="list-style-type: none"> Introduction to Anglo-Norman England. This is an extension of topics covered on the KS2 curriculum and so offers a chance of a more meaningful baseline for our students in the first half term, as we are building on prior knowledge. This also means that the baseline can be tailored towards the historical skill of ‘evidence’ rather than just knowledge acquisition. This unit covers a great change in English history, 1066 was England’s most recent conquering. Anglo-Saxon life is covered initially so that we can build on this work in the following half term, by assessing the change and continuity that occurred as England transitioned from Anglo-Saxon to Norman after 1066. 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> This unit also advances students understanding of chronology. All units at Y7 follow each other chronologically, helping establish a framework that students can build from. Students here will have to immerse themselves in a world very different to their own and will be able to compare to what extent issues such as daily life, entertainment and religion in Medieval England differ from their own lives. This topic can be considered separate in content from the two units so far, though themes such as power and monarchy will continue, alongside another focus on the second order concept of change and continuity. This will enable students to demonstrate progress over time and chart improvement by having an extended focus on this concept over two successive half terms. 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> In this unit, students return to a breadth study, focusing on all 5 Tudor monarchs, and learning how to assess their significance. This is a topic and second order concepts that students have not addressed at CNS yet, although once more this is on the KS2 curriculum and so in most cases students will have prior knowledge on this topic. Students will be taught how to assess significance, using a framework such as Christine Counsell’s 5 R’s. This will be built upon in future topics at KS3, namely the Y8 unit ‘what impact did the British Empire have?’, and the Y9 unit ‘Why is WW1 considered the ‘great war’?’. Students will then be able to demonstrate progress in this historical second order concept across KS3. 	
	Assessment: <ul style="list-style-type: none"> Hinge – William Source Assessment – Hastings sources 		Assessment: <ul style="list-style-type: none"> Hinge – Why did people go on Crusade? Assessment – Why did the peasants’ revolt? 		Assessment: <ul style="list-style-type: none"> TBC new SOW 	
	Unit/ Topic: 2	Anglo-Norman England: How significant were William’s changes to England?	Unit/ Topic: 4	Richard III - How far does Richard III deserve his reputation?	Unit/ Topic: 6	Revolutions - How similar were the revolutions in England and France?
	Notes on Sequencing and Progression: <ul style="list-style-type: none"> This unit is focused on the aftermath of the 1066 invasion of England and allows students to formulate judgements on the elements of the country that changed under William I’s reign, alongside aspects of Anglo-Saxon rule that remained. 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> This unit has students focus in depth on one particular monarch from History, rather than the breadth studies in units 1-3. This will give students a chance to look in detail at this monarch. Students will build on the historical skill of evidence in this unit, building on the work that they completed 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> The final unit in Y7 is once more focused on the historical concept of change and continuity, alongside the skill of causation. This will enable students to chart progress by assessing impact of revolutions in both England and France, as well as 	

	<ul style="list-style-type: none"> Forming judgements based on prior learning from our first unit's work, as well as developing the second order concept of change and continuity will help our students to work like Historians. 		<p>in unit 1. This will encompass source work, alongside an introduction to the skill of interpretation, so that students can begin to assess different views of Richard III over several centuries, charting how his popularity has risen and fallen due to who is holding the strings of power in England.</p>		<p>reaching judgements on the reasons for the revolutions happening.</p> <ul style="list-style-type: none"> Causation is a skill that students will build on in future units in KS3 such as Y8 unit 1 'what impact did the British Empire have?' and Y8 unit 6 'why did the world go to war in 1914?' The topic of 'revolution' also builds on prior learning, as students will have covered a different revolution in unit 3 of there Y7 journey, when the Peasants Revolt is covered in detail. 	
	Assessment: <ul style="list-style-type: none"> Hinge – impact of castles Assessment - Impacts of Norman Invasion 		Assessment: <ul style="list-style-type: none"> Hinge - Richard interpretation Assessment Richard III 		Assessment: <ul style="list-style-type: none"> Hinge – Personal Rule as cause of civil war Assessment - Causes of the ECW 	
Year 8 - How was society challenged by new ideas?	Unit/ Topic: 1	What impact did the British Empire have?	Unit/ Topic: 3	How successful were campaigns for freedom in the C20th?	Unit/ Topic: 5	How did Britain become more democratic in the 19 th and 20 th centuries?
	Notes on Sequencing and Progression: <ul style="list-style-type: none"> This topic introduces a Y8 unit on changing and challenging new ideas. The unit covers the topic of the British Empire and the positive and negative impacts of this Empire across the world. Students get to make judgements on the impact of Empire, weighing evidence to reach conclusions. These can also be debated in class. Second order concepts that are assessed include both Causation and Significance and gives students a chance to develop and improve on these skills, having covered them already in Y7. 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> This unit enables students to chronologically see what happened after the abolition of slavery covered in Unit 2. Assessing the next 100 years of progress in the American Civil Rights campaign so that judgements can be made on the impact of key individuals such as presidents and civil rights activists. Students will also assess the impact of different types of protest utilised during this period. Links will be drawn here to ongoing civil rights activism such as the BLM movement, to show students that this is an ongoing struggle, whilst also allowing students pinpoint areas for success over the past 100 years. 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> This unit enables students to build on knowledge gained on Victorian England through Y8 Unit 4, before seeing how political reform happened during and following this period. The unit also builds on the concept of 'civil rights' which students have tackled in Y8 Unit 3, though this time in a British context. Focusing on the Chartist Movement, Peterloo Massacre and Women's Suffrage. Links will be made here to women in History, with icons such as Emily Davidson focused on, as well as an opportunity to explore the lives of 'ordinary' women – with an attempt to lift their stories from the pages of History. 	
	Assessment: <ul style="list-style-type: none"> Hinge – impacts on Australia Assessment - Impacts on India 		Assessment: <ul style="list-style-type: none"> Hinge – Changes in laws of 1950s Assessment – Change and continuity of civil rights 		Assessment: <ul style="list-style-type: none"> Hinge – role of Suffragette campaigns Assessment – women's suffrage 	

	Unit/ Topic: 2	How far were individuals responsible for the end of slavery in Britain?	Unit/ Topic: 4	How did Victorian society develop?	Unit/ Topic: 6	Why did the world go to war in 1914?
	Notes on Sequencing and Progression: <ul style="list-style-type: none"> This unit on the slave trade builds on ideas in Unit 1 regarding Britain's impact across the world. Students are encouraged to explore questions around how the slave trade came to be accepted, and links will be drawn with Empire unit through exploring themes such as economic gain and an idea of social hierarchy. 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> This unit builds on the exploration of sources from Units 1+4 in Y7, providing students with a platform to develop their skills in this area. The focus of the study is on the lives of Victorian people, and changes that occurred in society as a result of changing technology, rights and revolutions. Students will make links here to the industrial revolution, and the impact they have already seen this have on the rise of British Empire covered in Unit 1. 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> The final unit of Y8 takes the students forwards chronologically once more, with students moving from the Suffrage movement of the early 1900's, to the outbreak of War in 1914. This also moves students from British, to World History at this time, and widens their understanding of British History within World events. The unit also acts as a bridge between Y8 and Y9, when students will begin the year by following two enquiry questions that stem from the First World War. The second order concept that students are assessed on is Causation, as students are tasked with making decisions on the main reasons for the outbreak of WW1. 	
	Assessment: <ul style="list-style-type: none"> Hinge – Equiano interpretation Assessment – interpretations of abolition 		Assessment: <ul style="list-style-type: none"> Hinge – Gressenhall source Assessment – Victorian sources 		Assessment: <ul style="list-style-type: none"> Hinge – none Assessment - Reasons for the beginning of WW1 (Causation) 	
Year 9 How far should the 20 th Century be remembered for its conflict?	Unit/ Topic: 1	Pt 1: Why is WWI considered the 'Great War'? Pt 2: How far did the positive consequences of WW1 outweigh the negatives?	Unit/ Topic: 3	How did Norwich share in the British experience of WW2?	Unit/ Topic: 5	Why were people so scared in the Cold War?
	Notes on Sequencing and Progression: <ul style="list-style-type: none"> This unit follows immediately on from Unit 6 of Y8 and means that there is an opportunity to build on prior work rather than start fresh at the beginning of a new year. Much of the Y8 curriculum has helped students to form a picture of what the world was like by the outbreak of the First World War, and this will enable contextual understanding to form part of their 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> This unit gives students an opportunity to explore WW2 with a local lens, studying the impact on Norwich and the area around CNS. This unit will develop ideas of Hitler that have been explored in Y9 Unit 2. 		Notes on Sequencing and Progression: <ul style="list-style-type: none"> Students have a chance here to revisit Stalin, a dictator explored in Y9 Unit 3. World superpowers, USA and USSR are explored, along with the ideological differences between capitalism and communism. Cause and consequence is the second order historical skill which students will be assessed on. 	

	<p>reasoning when forming answers to the two enquiry questions that make up this unit.</p> <ul style="list-style-type: none"> Second order concepts differ in this unit, as there are two distinct components, the first is focused on Significance (as students have done before in Y7 Unit 5 and Y8 Unit 1) and the second is focused on Consequence. 				
	<p>Assessment:</p> <ul style="list-style-type: none"> Hinge – Haig interpretation Assessment – Haig interpretations Hinge – impact of medical changes Assessment – Impacts of WW1 		<p>Assessment:</p> <ul style="list-style-type: none"> Hinge – Dunkirk source analysis Assessment – WW2 Source analysis (Evidence) 	<p>Assessment:</p> <ul style="list-style-type: none"> Hinge – end of Cuban missile Crisis Assessment – Withdrawal from Vietnam 	
	<p>Unit/ Topic: 2</p>	<p>Were the dictatorships of M, S & H purely ruled by terror?</p>	<p>Unit/ Topic: 4</p>	<p>How far was post-war Britain transformed?</p>	
	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> This unit gives students the opportunity to compare and contrast 3 examples of dictatorships from the 20th Century, exploring the theme of control, and how each dictator was able to attain control. Students will be introduced to Stalin prior to study in Y9 Unit 5. The second order concept that students focus on in this unit is Interpretations, and students are able to chart their progress on this skill after Y7 Unit 5 and Y8 Units 2 and 3. 		<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> This second order concept that students will focus on here is Change and Continuity. This builds on a skill that students have developed in Y7 Units 2 and 6, and Y8 unit 5. Students will use knowledge acquired in the Y9 to assess the impacts of WW2, and how Britain emerged after the war with key social developments. 		
	<p>Assessment:</p> <ul style="list-style-type: none"> Hinge – Stalin’s propaganda Assessment - Why were dictatorships effective at controlling people? 		<p>Assessment:</p> <ul style="list-style-type: none"> Hinge – Changes in British culture Assessment – Changes in British society 		

Philosophy, Religion and Ethics (PRE)

Components – What new knowledge/content do we introduce?						
Autumn			Spring		Summer	
Year 7	Unit/ Topic:	1.How does PRE help us to understand world views? 2.Where does religious thought come from?	Unit/ Topic:	3.Is there a link between Jewish history and Jewish identity? 4.How can we be ethical?	Unit/ Topic:	5.Is religion part of the environmental problem? 6.What is the best way to live your life?
	Notes on Sequencing and Progression: 1. PRE and world views <ul style="list-style-type: none">Introduction to philosophical enquiry, laying foundations for future enquiry, whilst familiarising students with the core components of a multidisciplinary approachHuman rights also covered as enrichment to lay foundation for understanding Humanism 2. Where does religious thought come from? <ul style="list-style-type: none">An introduction to different concepts in religion (animism, polytheism etc) through a chronological sequenceThis is to form the basis of an accumulative chronological sequence of development of religion to enable students to deepen their learning and make connections moving into future work.		Notes on Sequencing and Progression: 3. Judaism <ul style="list-style-type: none">Introduction to first religion, using previous philosophical concepts like monotheism etc, laying foundations for future enquiry, bring a philosophical and theological understanding‘scared literacy’ introduced and developed via OLD testament storiesWe teach in Y7 to support learning of development into Christianity and Islam laterThis also supports the retention over a longer period of time when students revisit for GCSE 4. What is the best way to be ethical? <ul style="list-style-type: none">Following some decisions within Judaism (concepts like punishment, community, laws via 10 commandments) we allow students to explore these concepts in a comparative wayA multi-disciplinary approach allows students to use prior knowledge from previous topics to begin to question HOW decisions are madeCase studies and cross curricular links used to allows students to explore decision making		Notes on Sequencing and Progression: 5. Environment <ul style="list-style-type: none">Students use prior knowledge to engage with this “applied ethics” topic.Cross curricular links made with geography and science to discuss this modern issue in a religious contextWe use knowledge from religious thought, Judaism and ethics to form ideas and discuss issues and how different people may solve or view those issues	
	Assessment: <ul style="list-style-type: none">CNS PRE and worldviews used for baseline assessment with feedback (progress described – internal use only).Hinge-point diagnostic assessment in the form of MCQ and one extended writing sentenceFinal assessment is completed over 4 questions and is skilled based		Assessment: <ul style="list-style-type: none">Hinge-point diagnostic assessment in the form of MCQ and one extended writing sentenceFinal assessment is completed over 4 questions and is skilled based			

Year 8	Unit/ Topic:	1. Are all Eastern religions the same?	Unit/ Topic:	2. What does it mean to be just?	Unit/ Topic:	3. Who was Jesus?
	Notes on Sequencing and Progression: <ul style="list-style-type: none">Scheme aims to cover both breadth and depth of eastern religions like Shinto and Tao whilst bringing in prior learning from Y8 “how to live your life unit”A chronological exploration of the development of Eastern religions and the ability to compare different beliefs to understand their similarities and differences.This will be a large unit to allow for exploration of themes in a philosophical and social sciences discipline		Notes on Sequencing and Progression: <ul style="list-style-type: none">Scheme is an applied ethics unit to consider their knowledge of religious, atheist, humanist teachings and apply to a modern issue like justiceSupports cross-curricular learning in Y8 with prejudice, discrimination, racism and other justice issues like climate justice, gender etc.This is a responsive unit and often case studies are adapted via teacher dependent on recent events e.g. BLM movement, bed poverty, foodbanks as well as historically important cases / events e.g. Stephen Lawrence / fair trade		Notes on Sequencing and Progression: <ul style="list-style-type: none">Fulfilling our statutory requirement of 35% curriculum being the predominant faith of UK (as well as Christianity being explored throughout other units)Mainly theological in knowledge also allows students to practice scholarly skills like biblical literacy and reason why our society is strongly linked to Christianity from symbols, calendar etc.We use Christianity to explore both the social implications as well as philosophical e.g resurrection evidence, miracles etc.This is extremely important for both connecting prior learning (Judaism) with future learning at GCSE and core concepts like resurrection, salvation, trinity. parables	
	Assessment: <ul style="list-style-type: none">Hinge-point diagnostic assessment in the form of MCQ and one extended writing questionFinal assessment is completed over 4 questions and is skilled based					
	Unit/ Topic:	4. Can we ethically make medical decisions?				
	Notes on Sequencing and Progression: <ul style="list-style-type: none">Scheme is an applied ethics unit to consider their knowledge of religious, atheist, humanist teachings and apply to a modern issue like medical ethicsSupports cross-curricular learning in biologyresponsive unit and often case studies are adapted via teacher dependent on recent events e.g. COVID, GM crops, IVF etc.					
Assessment: <ul style="list-style-type: none">Hinge-point diagnostic assessment in the form of MCQ and one extended writingFinal assessment is completed over 4 questions and is skilled based						

Year 9	Unit/ Topic:	1. Why is philosophy important?	Unit/ Topic:	2. Is there convincing evidence of God existence?	Unit/ Topic:	3. How does the holocaust shape our understanding of religious persecution?
	Notes on Sequencing and Progression: <ul style="list-style-type: none">• Ambitious Scheme builds on knowledge of critical thinking across Y7 and 8 to explore key scholars and philosophers associated with thinking “bigger”• Students explore the impact of key philosophers and consider what this means for their own thinking• The philosophy of the GCSE is not explicit as the ethics so it both enables us to stretch our HPA whilst also challenge our LPA but also still making it accessible• Lays the groundwork for future topics in Y9 and subsequently into GCSE and beyond		Notes on Sequencing and Progression: <ul style="list-style-type: none">• Scheme that explores the concept of proof and validity of argument – combining the critical knowledge skills with both theist and atheist views on the ultimate question of “does God exist”• Allows students to explore the concept of use of evidence to build up an argument and consider the skill of appraisal of evidence• Enables students to explore multiple views of the arguments and hear different student perspectives. Also teaches respect and listening to views within the classroom• Y7 and 8 explore the use of arguments for and against but not appraisal of evidence• Prior knowledge of validity, proof, fallacies and syllogisms within arguments enable students to “stress test” the critical thinking and apply it to a philosophical question		Notes on Sequencing and Progression: <ul style="list-style-type: none">• Building from Judaism in Y7, Justice in Y8 and prior knowledge of philosophy and God in year 9 we look at the holocaust as an applied ethics topic• As history do not teach the holocaust explicitly and this is a requirement in the national curriculum so PRE has taken on this role• Students explore the impact of understanding God in the context of the horrors of a genocide.• We looking at the context of the holocaust through the lens of both secular and religious understanding• This also supports future learning at GCSE with peace and conflict and using this as a detailed case study• This also falls into January which is when holocaust memorial day is on the 27th	
	Assessment: <ul style="list-style-type: none">• Hinge-point diagnostic assessment in the form of MCQ and one extended writing question• Final assessment is completed over 4 questions and is skilled based					
	Unit/ Topic:	4. How has Islam changed the world?	Unit/ Topic:	5. What does 21 st century conflict look like?		
	Notes on Sequencing and Progression: <ul style="list-style-type: none">• As Islam is not studied at GCSE (as is conventional for most schools in the UK) we ensure to cover the second largest religion in depth and detail within the context of the 21st Century• This supports chronological development of the Abrahamic religions into Islam• This supports geographical when looking at the development of the middle east as well as historical context of WW1 and the ottoman empire.		Notes on Sequencing and Progression: <ul style="list-style-type: none">• We finish the year with an applied ethics topic of bringing the concept of conflict and how it currently shapes the world• We look at modern issues like the refugee crisis, child soldiers, terrorism• Important to identify the difference between extremism and regular religious views e.g. ISIS and Islam			
Assessment: <ul style="list-style-type: none">• Hinge-point diagnostic assessment in the form of MCQ and one extended writing question• Final assessment is completed over 4 questions and is skilled based						