

The Castle School Geography Curriculum Map

Intent:

- Inspire a sense of awe and wonder in students.
- Students understand why the world is the way it is – they can interpret earth’s human and physical landscapes.
- Develop the cultural capital students deserve to enable them to thrive in society.
- Arm students with the knowledge and understanding they need to make links and connections across a broad spectrum of subjects and contexts, throughout their lives.
- Support students to become empathetic global citizens who understand their responsibility toward the rest of humanity and the planet.
- Through the acquisition of disciplinary skills and knowledge, students have the capability to add to the body of geographical understanding in the future.



*‘Wanderer above the Sea of Fog’,
by Caspar David Friedrich*

KS2 Geography Curriculum

Locational knowledge. Use maps to locate and identify key features of Europe, Russia, N&S America. UK - counties, cities, regions – key features, patterns, changes. Major latitude/longitude lines.






Place knowledge. Study human & physical geography of a region of UK, Europe, N&S America.

Human geography. Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Physical geography. Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.










































































Geographical skills and fieldwork. Use of maps, atlases, globes and digital/computer mapping. Use the eight points of a compass, four and six-figure grid references, symbols and key. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

Geographical themes that run through the curriculum

-  Sustainability (economic, social and environmental)
-  Human and physical processes causing change over time
-  Interaction between human and physical processes
-  Contextual knowledge of locations (place and locational knowledge)
-  Geographical skills

<div> <div>Year 7</div> <div> <div> What makes great Geography? </div> <div> <p>Rationale: Allows a supportive transition from primary school, as it re-covers and refreshes some elements of the KS2 NC that many students will already be familiar with (e.g. UK focus; basic geographical skills – map work). Foundational knowledge for future UK comparison with other places. “Procedural knowledge (geographical skills) allows them to gather, analyse, present and interpret spatial information. In doing so, they are adept at identifying patterns and trends” (Ofsted, 2021)</p> <p>Substantive Knowledge: To know the nature of Geography To know the locational context of the UK To know how to locate places on OS Maps To know how to interpret OS maps (relief and distance) To practice OS map skills - Taunton To know the locational context of Europe To know the locational context of the world To know How the UK is linked to the wider world</p> <p>Disciplinary Knowledge: Contextual knowledge of location (UK, Europe). Graphical literacy. Interpretation of 2D imagery. Application of tier 3 terminology. Cost/benefit analysis and judgement.</p> <p>Disciplinary literacy: Landscape, Physical Geography, Human Geography, Relief, Population distribution, Densely populated, Sparsely populated, Tradition, Culture, Multicultural society</p> <p>Links to NC: Locational knowledge - key physical and human characteristics of the world and the UK. Human & physical geography – population. Geographical skills – knowledge of globes, maps and atlases, OS maps, grid references, scale and other mapping and photographs.</p> <p>Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes</p> </div> </div> </div>	<div> <div> What challenges and opportunities does Africa face? </div> <div> <p>Rationale: A prime opportunity to broaden students’ horizons and challenge misconceptions students may have about Africa. Foundational knowledge for future study of economic development and comparison with other place examples. Refers back to UK topic to make links/connections.</p> <p>Substantive Knowledge: To understand what our perceptions of Africa are To know what Africa’s main physical features are To know what biomes exist in Africa To know how colonisation has affected Africa To understand the benefits and problems of population change in Africa To understand how developed African countries are To understand how China can help Africa To know the issues facing the Horn of Africa To know how the people in the Horn of Africa deal with the challenges they face</p> <p>Disciplinary Knowledge: Contextual knowledge of location (Horn of Africa). Cost/benefit analysis and judgement. Graphical literacy. Concept of misperceptions leading to bias.</p> <p>Disciplinary literacy: Continent, Country, Biome, Colonialism, Population density, Population distribution, Desertification, Development, Human Development Index (HDI)</p> <p>Links to NC: Locational knowledge – focus on Africa. Human and Physical geography – population and biomes/physical features. Geographical skills – maps, atlases, photographs, graphs.</p> <p>Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes</p> </div> </div>	<div> <div> Why is the UK’s climate so varied? </div> <div> <p>Rationale: Knowledge of physical processes directly affecting students. Provides foundational knowledge for future study of climate change. Takes students through the full process of completing a geographical fieldwork investigation – also foundational for future fieldwork and enquiry process.</p> <p>Substantive Knowledge: To know how we measure weather To be able to describe the climate of the UK To understand why it rains To know what microclimates are To be able to carry out a geographical enquiry</p> <p>Disciplinary Knowledge: Process of completing a geographical enquiry. Use of fieldwork equipment. Application of tier 3 terminology. Data analysis.</p> <p>Disciplinary literacy: Weather, Climate, Precipitation, Relief Rainfall, Convectional Rainfall, Frontal Rainfall, Microclimate, Aspect</p> <p>Links to NC: Human and physical geography – weather and climate. Geographical skills – maps, photographs, fieldwork enquiry.</p> <p>Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes</p> </div> </div>
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<div> <div>Year 8</div> </div>	<p><u>How is Asia being transformed?</u></p> <p>Rationale: Important opportunity for students to develop their knowledge and understanding of countries (China and India) that will continue to have growing global significance and economic impacts in the future. Refers back to UK and Africa topics to make links/connections.</p> <p>Substantive Knowledge: To know the regions and countries in Asia To know how deforestation is affecting the mountain biome To know where people live in Asia and why To understand how population pyramids are used by demographers To be able to compare population pyramids of two countries in Asia To know what the conditions are in squatter settlements To understand how interdependent India is To understand why people are moving from rural to urban areas in China To understand the reasons for China’s economic growth To be able to evaluate news articles investigating issues and change in Asia To know why Asia is becoming an important global economy To know the strengths and weaknesses of India and China as a BRICS economy</p> <p>Disciplinary Knowledge: Contextual knowledge of location (India and China) Cost/benefit analysis and judgement Graphical literacy. Concept of sustainability.</p> <p>Disciplinary literacy: Squatter Settlement, Migration, Rural-urban migration, Push factors, Pull factors, Megacity, Import, Export, Trade, Balance of trade</p> <p>Links to NC: Locational knowledge – focus on Asia. Place knowledge – Focus on India and China. Human and Physical geography – population and biomes/physical features. Geographical skills – maps, atlases, photographs, graphs</p> <p>Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes</p>	<p><u>Are earthquakes more devastating than volcanic eruptions?</u></p> <p>Rationale: ‘Awe and wonder’ Geography. Foundational knowledge for understanding of earth’s physical landscape development as well as broader concept of risk management (foundational knowledge for impacts of CC).</p> <p>Substantive Knowledge: To know the difference between the different layers of the earth To understand the theory of plate tectonics To know what happens at different plate boundaries To understand the formation of different types of volcanoes To understand why people live near volcanoes To know how to reduce the impacts of volcanic eruptions To understand the formation and impacts of hotspot volcanoes To understand the causes earthquakes and tsunamis To understand the impacts and severity of the Haiti earthquake To know how to reduce the risks of earthquakes</p> <p>Disciplinary Knowledge: Contextual knowledge of location. Cost/benefit analysis and judgement. Graphical literacy. Evaluation of risk. Application of tier 3 terminology. Scientific methodologies (Earth Sciences)</p> <p>Disciplinary literacy: Dormant Volcano, Extinct Volcano, Active Volcano, Shield Volcano, Composite Volcano, Prediction, Preparation, Protection, Epicentre, Focus</p> <p>Links to NC: Locational knowledge – case studies. Human and Physical Geography – plate tectonics. Geographical skills – maps, photographs, graphs</p> <p>Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes</p>	<p><u>Why is the Middle East an important world region?</u></p> <p>Rationale: Develops understanding and challenges misconceptions about a strategically and politically important world region. Links well with RE curriculum – world religions.</p> <p>Substantive Knowledge: To know what the Middle east like To understand the relationship between climate and biomes in the middle east To know where people live in the middle east and why To understand why the Middle East is a major global economic region To know how the middle east has benefited from oil To understand how geography can cause conflict To understand what it is like to be a refugee Be able to make evidence-based judgements about immigration</p> <p>Disciplinary Knowledge: Contextual knowledge of location. Political geography. Cost/benefit analysis and judgement. Graphical literacy.</p> <p>Disciplinary literacy: A region, Biome, Ethnic Group, Crude oil, Import, Export, Development, Human Development Index (HDI), Armed Conflict, Refugee</p> <p>Links to NC: Locational knowledge – Middle East. Human and physical geography – population, biomes, development of the region. Geographical skills – maps, atlases photographs, graphs.</p> <p>Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes</p>	<p><u>What are the physical landscapes of the UK?</u></p> <p>Rationale: Builds on prior understanding of underlying landscape formation from hazards topic, to develop understanding of development of observable landscape. Links to local area (R.Tone, Dartmoor) allows application of knowledge.</p> <p>Substantive Knowledge: To understand why the UK landscape varies To understand how rivers erode landscapes To understand the formation of river landforms To understand why rivers flood To know how we can reduce flood risk To understand the processes that shape our Coastline To understand the formation of coastal landforms To know how coastal erosion is managed To know how glaciers erode and transport material To know how landforms are created by glaciers To understand the conflicts in glaciated areas</p> <p>Disciplinary Knowledge: Contextual knowledge of location. Cost/benefit analysis and judgement. Graphical literacy. Evaluation of risk. Application of tier 3 terminology. Scientific methodologies (Geomorphology)</p> <p>Disciplinary literacy: Geology, Weathering, Erosion, Impermeable, Hard Engineering, Soft Engineering, Longshore Drift, Conflict, Stakeholder, Diversification</p> <p>Links to NC: Human and physical geography – Glaciation, hydrology and coasts, (weathering) processes and landforms. Issues in each environment – flooding, erosion, tourism. Geographical skills – maps, photographs, graphs, diagrams.</p> <p>Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes</p>
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Year 9	<p><u>How important is it to manage our use of natural resources?</u></p> <p>Rationale: Develops understanding of the role humanity has to play in climate change and the sustainable use of limited resources. Vital if students are to positively impact the planet going forward.</p> <p>Substantive Knowledge: To know the different kinds of natural resources  To know how rocks form  To know how soil benefits people  To understand how people use water  To know the benefits and challenges of oil use  To know what resources are used to generate electricity  To know the difference between climate change and global warming  To know the impacts of climate change  To know the impacts of climate change on the UK  To know how climate change can be managed  To know what we can do about climate change </p> <p>Disciplinary Knowledge: Process of completing a geographical enquiry. Cost/benefit analysis and judgement. Graphical literacy. Evaluation of risk. Application of tier 3 terminology. Scientific methodologies (Climate Science)</p> <p>Disciplinary literacy: Natural resource, Raw Materials, Renewable resource, Non-renewable resource, Water Scarcity, Fossil fuels, Sustainability, Greenhouse Effect, Global Warming, Climate change</p> <p>Links to NC: Human and physical geography – use of natural resources. Geographical skills – maps, photographs, graphs. Additional links to Climate Change</p> <p>Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes</p>	<p><u>Is the geography of Russia a curse or a benefit?</u></p> <p>Rationale: Draws together and allows application of multiple concepts from prior learning – glaciation, oil industry, natural resources, conflict.</p> <p>Substantive Knowledge: To know the main physical and human features of Russia  To know what the climate of Russia is like  To know what biomes exist in Russia  To know where people live in Russia and why  To understand what life is like in the Arctic  To understand the impact the physical geography has on Russia  To understand why Europe is reliant on gas from Russia  To understand why Russia wants to control Crimea  To understand the impacts of global warming on Russia </p> <p>Disciplinary Knowledge: Contextual knowledge of location (Russia). Cost/benefit analysis and judgement. Graphical literacy. Political geography.</p> <p>Disciplinary literacy: Exclave, Continental Climate, Permafrost, Population density, Population distribution, Densely populated, Sparsely populated</p> <p>Links to NC: Locational knowledge – Russia. Human and physical geography – population, biomes, how geography hinders development. Geographical skills – maps, atlases photographs, graphs.</p> <p>Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes</p>	<p><u>Could palm oil lead to the end of the Orangutan?</u></p> <p>Rationale: Goes beyond National Curriculum. Topic follows an enquiry structure, to develop disciplinary skills. Regional focus on Indonesia invites comparison with Asia study from y7. Ecosystem study of rainforests invites comparison with temperate forests (UK – what is our world like?) and deserts (Middle East).</p> <p>Substantive Knowledge: To Know what Tropical Rainforests are like  To Understand why rainforests have such high levels of biodiversity  To understand why the Tropical rainforests are important  To know why tropical rainforests are under threat  To know the causes of deforestation in Borneo  To understand why rainforests are important to the people of Indonesia  To understand how palm oil affects me  To know how Indonesia benefits from palm oil  To know How we can help save the orangutan  To know how to make an Informed decision about banning palm oil </p> <p>Disciplinary Knowledge: Contextual knowledge of location. Cost/benefit analysis and judgement. Graphical literacy. Application of tier 3 terminology.</p> <p>Disciplinary literacy: Biodiversity, Deforestation, Economic Development, Fauna, Flora, Logging, Quality of Life, Slash and Burn, Stakeholder, Subsistence Farming, Sustainability</p> <p>Links to NC: Human and physical geography – biomes (TRF), deforestation, economic activity. Geographical skills – maps, atlases, photographs, graphs</p> <p>Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes</p>	<p><u>Why is Iceland a popular tourist destination?</u></p> <p>Rationale: Goes beyond National Curriculum. Draws from prior learning – glaciation, tectonic hazards, natural resources, challenges of cold environments (Russia), to focus on a place-specific example.</p> <p>Substantive Knowledge: To know how to map the tectonic features of Iceland  To know where people live in Iceland  To know what it is like to live in Iceland  To know the benefits of living in Iceland  To understand the benefits of geothermal energy  To know Why people visit Iceland  To understand whether Tourism will ruin Iceland  To know what happened in Iceland in 2010  To understand whether the Eyjafjallajökull eruption was a local or international disaster  To know what happened during the Fagradalsfjall eruption  To understand How effective Iceland are at managing tectonic hazards </p> <p>Disciplinary Knowledge: Contextual knowledge of location. Cost/benefit analysis and judgement. Graphical literacy. Scientific methodologies (Earth Sciences)</p> <p>Disciplinary literacy: Population distribution, Population structure (pyramid), Life expectancy, Dependent population, Midnight Sun, Polar Nights, Tourism, Geothermal Energy, Mitigation, Infrastructure</p> <p>Links to NC: Locational knowledge – key human and physical characteristics. Human and physical geography – plate tectonics, population, weather. Geographical skills – maps, atlases, photographs, grid references, graphs.</p> <p>Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes</p>
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The Castle School History Curriculum Map



<p><u>Intent:</u></p> <p><u>Students to understand significant events and the lived world from the past.</u></p> <ul style="list-style-type: none"> • Students Question the past and reaching their own judgements based on different interpretations of the past. • Students have the Passion and inquisitiveness about the past and how it has shaped us today • Students develop a cultural understanding of how Britain is formed. • Students interpret the world we live in today based on history. • Students demonstrate their knowledge through their verbal and written answers. 	
<p><u>KS2 History Curriculum</u></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A local history study</p> <p>Ancient civilisations eg Greeks or Egyptians</p> <p>There is also some optionality to study significant events after 1066</p>	<p><u>Historical themes that run through the curriculum</u></p> <p>Empire and colonialism</p> <p>Power, Monarchy and Democracy</p> <p>Religion, Church and Belief and Values</p> <p>Nature of society and daily lives.</p> <p>Local History and how it reflects national/international history</p>

<p>Year 7</p>	<p>SoL: What made the Roman Army Successful?</p> <p>(Causation) Rationale: Students to recover knowledge from KS2 and begin to apply knowledge to KS3. Students start to be able to use evidence to support arguments. To develop PEEL chains and extended writing at KS3.</p> <p>Key Theme: Power, Monarchy and Democracy Empire and colonialism</p> <p>Substantive Knowledge: The height of Empire- trade to gain monet Invasion and reasons for coming in 43AD Boudicca’s rebellion 61AD Organisation of the Roman Army, Tactics of the army Weapons and training of the army.</p> <p>Disciplinary Knowledge: Literacy for History and writing an essay Use of evidence and analysing sources Assessing change and continuity Comparing factors and success</p> <p>Disciplinary literacy Emporer Empire, Conquer, Slaves, Trade, Celts tactics, Interpretation, Centurion, Cohort, Wedge, Orb tortoise, the wall, Gladius Scutum.</p> <p>Assessment – Formative – Quizzes throughout the Topic – checking knowledge about the Roman Army. Summative Assessment Substantive Knowledge – students can give examples of Roman Empire/In Britain/Organisation/Tactics of Army etc</p> <p>Disciplinary Knowledge – (causation) Students explain what makes the army successful.</p> <p>Links to NC: Extends pupils Chronological knowledge before 1066.</p>	<p>SoL: William I – What did the English think when William took control? (Significance and Interpretation) Key Theme: power and control, absolute monarchy (lack of democracy!); some religion, church and belief</p> <p>Rationale: S Students to understand the nature of absolute Medieval monarchy and Norman control of society. Students use PHD (precise historical detail) to formulate different arguments and judgements over the nature of William’s control of England and how the English/Saxons would feel about William’s rule.</p> <p>Substantive Knowledge: Dark Ages/Invasions/Kingdoms pre 1066 Battle of Hastings 1066 and why William won The Problems facing William Castles/Motte and Bailey features and examples Terror/Harrying of the North 1069 Feudal system Domesday Book 1086, Role of the Church.</p> <p>Disciplinary Knowledge: Literacy for History and oracy and source comprehension Assessing change and continuity Validity of sources</p> <p>Disciplinary literacy: Invasion, Resources, Kingdom, Vikings, Anglo-Saxons, Cavalry, Intimidation, Barons, Peasants, Villeins. Terror, Taxation/Tithes/ Famine Validity, bias, sources, interpretation</p> <p>Assessment – For Term 2 – Term 3 – Summative Assessment PART A – Source work/interpretations – students to explain what the sources tell us about the English opinion of William. PART B- Disciplinary Knowledge – Students show that they can explain different sides of the arguments using significant events of Williams Control. i.e Harrying of the North/Domesday Book etc</p> <p>Links to NC: The Development of Church, State and Society 1066-1509</p>	<p>SoL: William I – What did the English think when William took control? (Significance and Interpretation) Key Theme: power and control, absolute monarchy (lack of democracy!); some religion, church and belief</p> <p>Rationale: Students to understand the nature of absolute Medieval monarchy and Norman control of society. 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Terror, Taxation/Tithes/ Famine Validity, bias, sources, interpretation</p> <p>Assessment – For Term 2 – Term 3 – Summative Assessment PART A – Source work/interpretations – students to explain what the sources tell us about the English opinion of William. PART B- Disciplinary Knowledge – Students show that they can explain different sides of the arguments using significant events of Williams Control. i.e Harrying of the North/Domesday Book etc</p> <p>Links to NC: The Development of Church, State and Society 1066-1509</p>	<p>SoL: King John – How did the monarchy’s control lose its grip? (Change) Key Theme: power and control, absolute monarchy (lack of democracy!); some religion, church and belief</p> <p>Rationale: Students to understand how the people were challenging the monarchy, laying foundation of democracy. Students recognising that the power of the monarchy was reduced as a consequence of Magna Carta and the Barons.</p> <p>Substantive Knowledge. Magna Carta Barons – Their relationship with John Pope – Disagreement with John and Excommunication – The role of the church on ordinary people. Civil War Reasons for issues – Loss of lands in France.</p> <p>Disciplinary Knowledge: – Making a Judgement. Similarity and Difference (To William Being able to make comparison.</p> <p>Disciplinary literacy: Empire. Barons. Freeman, Villeins, Excommunication. Civil War. Rebellion. Magna Carta, Claim.</p> <p>Assessment – Formative Quiz Question only, to build up knowledge of William and interleave Romans.</p> <p>Summative Assessment - Substantive knowledge only - Quiz to check knowledge of King John and his issues as King and Magna Carta.</p> <p>Links to NC: The Development of Church, State and Society 1066-1509 and Case Study of changing Nature of Power in Britain.</p>	<p>SoL: The Black Death – How did the Black Death impact rural areas like Somerset? (Consequences) Key Theme: Development of the Church, State and Society and how the power of the Monarch began to change in Britain</p> <p>Rationale: Students to consider the social impact as well as the physical to see how the Black Death changed society. Students gain more of an understanding of the social history of the peasants.</p> <p>Substantive Knowledge. Black Death and its impact on society The Living conditions f towns and peasants The nature of the Disease and its effects Buboes/ 4 Humours Superstitions/Natural Flagellants Hierarchal system/Feudal System and impact on the hierarchy.</p> <p>Disciplinary Knowledge: – Developing and applying Knowledge. Evidence/Cause and Consequence/Comparison</p> <p>Disciplinary literacy: Peasant/Lords/ Medieval. Buboes. Sin. Miasma. Flagellants. Infections. Disease. Symptom. Fatality. Bubonic Plague. Superstition.</p> <p>Assessment Formative Quizzes – to check knowledge of Black Death and interleave Romans/William/John. Summative Assessment – To create a story that details the lives of Peasants before during and after the Black Death. Substantive knowledge to include Life or Peasants and the nature of Black Death. Disiplinary – Students explain the effects of Black Death on Medieval Society.</p> <p>Links to NC: The Development of Church, State and Society1066-1509.</p>
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Year 8	<p>SoL: <u>Why did Henry break with the Catholic Church the 1530s??</u> (Causation) Key Theme: Development of the Church, State and Society and how the power of the Monarch began to change in Britain Rationale: Students to understand the reasons why Henry VIII chose to break with the Catholic Church in Rome in the 1530s. Students to also understand why this was so radical at the time.</p> <p>Substantive Knowledge Puritan/Catholic Reformation Heir Divorce/ Annulment Marriage Devine right of Kings. Dissolution of Monasteries Protestantism/Catholicism Treason/Glastonbury Abbey</p> <p>Disciplinary Knowledge: Skills Achieved Judgements/Causes and Consequences</p> <p>Disciplinary Literacy Heir. Divine right of Kings. Divorce. Pope. Catholic. Protestant. Dissolution. Execution. Economic. Political. Monastery. Monk. Indulgences. Purgatory.</p> <p>Assessment – Formative Assessment – Quizzes through the topic to check understanding of the content, interleaved with Year8/7 Content. Summative;</p> <p>Substantive Knowledge – Check in Part A through quiz questions Disciplinary Knowledge – Part B – writing an extended answer to the composite. Students explain the opinion of both sides and reaching a conclusion;</p> <p>Links to NC: The Development of Church, State and Society. 1509– 1745</p>	<p>SoL: <u>Elizabeth I; How powerful was Elizabeth by 1603?</u> (Significance) Key Theme: Power, Monarchy and Democracy with aspects of aspects to changes in Religion, Church and Belief and Values Rationale: Students to weigh up the different arguments and understand how Elizabeth dealt with her issues. Students to reach a judgement on the main religious/economic and political problems and decide whether Elizabeth’s responses to these makes her powerful or not.</p> <p>Substantive Knowledge: Propaganda, Portraits, Court Divine right of Kings, Marriage, Rebellions/Plots, Babington Plot, Armada, Parliament, Monopoly, Past times, Elizabethan Explorers</p> <p>Disciplinary Knowledge: Understanding Knowledge/ Applying to a higher order thinking and Evidence. To reach a judgement. Use of Sources and interpretation.</p> <p>Disciplinary Literacy Marriage. Image. Propaganda, Patriarchal, Plots. Rebellion. Spanish Armada. Fleet. Parliament. Monopoly. The Middle way</p> <p>Assessment – Formative Assessment – Quizzes through the topic to check understanding of the content, interleaved with Year8/7 Content. Summative;</p> <p>Substantive Knowledge – Check in Part A through quiz questions Disciplinary Knowledge – Part B – writing an extended answer to the composite. Students explain their opinion as to How Elizabeth is Powerful</p> <p>Links to NC: The Development of Church, State and Society. 1509 – 1745.</p>	<p>SoL: Civil War - Who was most to blame for the English Civil War, the Monarch or Parliament? (Causation) Key Theme: Power, Monarchy and Democracy with aspects of aspects to changes in Religion, Church and Belief and Values Rational: Students to understand how Charles lost power and Parliament gained control. To understand the causes of Civil War and debate who was to blame. Students to know that this was a turning point where monarchic rule was changed and the status of Parliament rose.</p> <p>Substantive Knowledge: Civil War Long term causes – Divine rights of Kings Mid term causes St James Prayer book Puritanism/marriage Short term causes – Arresting of the 5 MPs/ Links to NC – Case Study of changing Nature of Power in Britain.</p> <p>Disciplinary Knowledge: – Debating History/Forming own Opinions and the concept of Modern Democracy. Analysing Arguments Evidence/Significance/Similarity and difference.</p> <p>Disciplinary Literacy Roundhead/Cavalier/ Parliamentarian/Loyalist/Short/Me dium/Long term Causes. Presbyterianism. Tyranny.</p> <p>Assessment Formative Assessment – Quizzes through the topic to check understanding of the content, interleaved with Year8/7 Content. Summative = ONE PART Substantive knowledge. – To be able to debate who is most to blame for the cause of the Civil war – Using key evidence for FOR/Against.</p>	<p>SoL: <u>Empire – How far was the British empire a force for good?</u> (Consequence) Key Theme: Mostly empire, colonialism and power. some monarchy, some religion, some changing attitudes Rationale – Students to understand the role of Empire in Britain’s expansion and impact on society that took place. Students to understand whether the Empire was a force for good or not on its people and to reach a judgement based on evidence. <i>Students to then look at another world empire to look at the differences and impact of the British on the ending of the Mughal Empire.</i></p> <p>Substantive Knowledge Trade with the world Discovery of Land Expansion of Empire. East India trading Company Inhabitants experience of rule. Native/indigenous people. Repatriation</p> <p>Mughal Empire Plus One significant society or issue in world history. Disciplinary Knowledge: Understanding of Source Analysis/ Analysing different interpretations. Judgement of the enquiry question. To make comparisons to one other significant society/empire</p> <p>Disciplinary Literacy Empire – Colony. Ruler/Ruled/interpretation. . Trade. Merchant. Resources. Exploration. Discovery. Territory.</p> <p>Assessment – Formative Assessment – Quizzes through the topic to check understanding of the content, interleaved with Year8/7 Content. Summative;</p> <p>Substantive Knowledge – Check in Part A through quiz questions Disciplinary Knowledge – Part B – interpretation – Students explain what they can learn from an interpretation about its opinion of the British Empire</p> <p>Links to NC: Ideas, political power, industry and Empire.1745 -1901Britain and Europe after 1901.</p>	<p>Slavery – Why did so many people in Bristol want to bring down Colston’s Statue? (Significance) Key Theme: Nature of society and daily life, impacted by Empire and Colonialism.</p> <p>Rationale – Students to understand the role of Britain’s role in the Transatlantic Slave Trade and why slavery was abolished. Students to understand the significance that Slavery has played in Local history of Bristol and lasting impact.</p> <p>Substantive Knowledge Slave Triangle Middle Passage Slave Auction Plantation Cotton Picking Domestic/Field Slaves Abolition Commemoration (Pero’s Bridge) Memorial (Bristol and Colston Hall) Edward Coldston and toppling of statue in Bristoln</p> <p>Modern Slavery (Child Labour/Sexual Slavery/Domestic Slavery?) Disciplinary Knowledge: Students to understand the significance of Slavery. To use sources of evidence to build up a picture about the treatment of slavery. Students to empathise with those effected and currently effected by Modern Slavery.</p> <p>Disciplinary Literacy Social Injustice – Slave/Slave triangle. Middle Passage. Civilised. Auction. Plantation. Abolition. Freedom. Commemoration. Modern Slavery.</p> <p>Assessment – Formative Assessment – Quizzes through the topic to check understanding of the content, interleaved with Year8/7 Content. Summative;</p> <p>Links to NC: The Development of Church, State and Society. 1509 – 1745. Ideas, political power, industry and Empire.1745 - 1901 (1807) Local History.</p>	<p>SoL: <u>Industrial Revolution – Industrial Revolution –How did the changes in Britain impact during the Industrial revolution?</u> (Changes and Impact) Key Theme: Nature of society and daily live, impacted by Empire and Colonialism.</p> <p>Rationale – Students to know about the impact of urbanisation because of the Industrial revolution. To understand the impact this had on society through the factory system, child labour and Poverty.</p> <p>Substantive Knowledge – Industrialisation Urbanisation through housing and Factories Pollution Child Labour Cottage and Factory System. Transport Living conditions</p> <p>Disciplinary Knowledge: Applying Knowledge and compassion for Child Labour. Students use the evidence and analyse conditions to understand the effects and lasting impact.</p> <p>Disciplinary Literacy Industry. Revolution. Cottage system/Factory System. Labour. Population. Living Conditions. Cholera. Urbanisation.</p> <p>Assessment - Assessment – Formative Assessment – Quizzes through the topic to check understanding of the content, interleaved with Year8/7 Content. SUMMATIVE - Substantive knowledge only - Quiz to check knowledge of Industrial Britain and its changes to society.</p> <p>Links to NC Ideas, political power, industry and Empire.1745 -190</p>	
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Year 9	<p>SoL: Causes for World War One. How far do you agree that Nationalism was the most important factor in causing WW1? (Causes) Key Theme: Empire and colonialism, and aspects to Power (How powers leading to tension in Europe,</p> <p>Rationale: Students to understand the causes of WW1 to build up a picture of the state of Europe in the early 20th century. By looking at the tense relationships – students will understand the big problems such as competing ideologies such as Nationalism and Imperialism of the time and lay the foundations as to how there was a build up towards Global War.</p> <p>Substantive Knowledge: Assassination, Black Hand Gang, Trigger event, Alliance, Militarism, Naval Warfare, Nationalism, Imperialism, Schlieffen Plan</p> <p>Disciplinary Knowledge: Weighing up different evidence and reaching a Judgement. To evaluate the causes that build up to a key date.</p> <p>Disciplinary Literacy Assassination. Alliance. Militarism. Imperialism. Nationalism. Heir. Empire. Tension</p> <p>Assessment Formative Assessments – Quizzes to check previous learning and the learning of Homeworks.</p> <p>Substantive Knowledge – Check in Part A in a quiz question. Disciplinary Knowledge – Part B – writing an extended answer to the composite. Students explain the opinion of both sides and reaching a conclusion.Links to NC challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>SoL: Trench Warfare Warfare-How fair are the interpretations on Haig? (Interpretation) Key Theme: The Nature of Society and Life, With elements of Power and Empire and attitudes and beliefs. Rationale: Students to gain an understanding of the conditions of trench warfare. To use source work to build up a picture of warfare and empathise with the struggles that fighting in war would have been. To use this knowledge to make a judgement on the role Haig and decide if interpretations are fair based on knowledge learnt in class.</p> <p>Substantive Knowledge: Trench Warfare, War of Attrition, Stalemate, No Mans Landm Conditions of the =, Butcher/Hero Interpretations of War, Casualties</p> <p>Disciplinary Knowledge: Interpretation of source work. Explaining inference and comparison of different views. Interpretation/Evidence</p> <p>Disciplinary Literacy Stalemate, War of Attrition, No mans, Land, Trench foot, Assessment – Formative – Quizzes running alongside the Lessons to check knowledge.</p> <p>Summative - Substantive knowledge – 12 Questons checking knowledge on Trenches/Haig and previous topics.</p> <p>Disciplinary – Explaining the interpretations of sources and explaining if they are fair or not.Links to NC challenges for Britain, Europe and the wider world 1901 to the present da</p>	<p>SoL: What led to the rise in Nazism in 20th century Europe? (Causes) Key Theme: Mostly power, monarchy and democracy; some religion, changing attitudes;</p> <p>Rationale: Students to understand how extremism/Nazism was growing as a result of WW1. To understand how this was able to grow into extreme nationalism and led to a rise in fascism.</p> <p>Substantive Knowledge: Treaty of Versailles The Big 3 Stab in the back theory. Weimar Republic Economic Crash Left Wing/Right Wing Democracy</p> <p>Disciplinary Knowledge: Students to Develop contextual evidence. Students to develop significance of events. Developing Causes</p> <p>Disciplinary Knowledge: Economic depression. Weimar republic. Left Wing/Right Wing/ Communism Vs Fascism Extremism</p> <p>Substantive Knowledge – Check in Part A through quiz questions Disciplinary Knowledge – Part B – interpretation – Students explain Why Hitler was able to rise to power.</p> <p>Links to NC challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>SOL: What was the turning point for the allies during WW2? (Significance) Key Theme: Nature of Society and Power (Lack of Democracy)</p> <p>Rationale: Students to look in greater depth at the nature of warfare during WW2. Students to understand the impact WW2 had on Britain and Europe and understand how the significant events impacted on the Wars outcome.</p> <p>Substantive Knowledge: Dunkirk Battle of Britain/The Blitz Pearl Harbour D-Day Dresden Atomic Bomb</p> <p>Disciplinary Knowledge: Chronological knowledge and understanding of significant events and understanding of the implications of the events in the war.</p> <p>Disciplinary Literacy: Abomb, Amphibious assault, Air Raids The Blitz, Dunkirk, Evacuation, Evacuee, Isolationism, Operation, Overlord, Napalm, Pacific war, Radar Total War, Allied Forces, Triple Axis</p> <p>Assessment – Summative – Substantive Knowledge – Students explain 3 key events of WW2 and what happened in that event.</p> <p>Part B – Disciplinary Students explain the greatest turning point (Based on Significance)</p> <p>Links to NC challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>SoL: What was the impact of those affected by a dictatorship throughout the Holocaust? (Significance) Key Theme: Nature of Society and Belief and Values</p> <p>Rationale: Students to know about the impact Nazis had on those who were non - German. To understand the steps towards Holocaust and the nature of Genocide. Students to be able to understand resistance during this time and the weakening of dictatorship and re-emergence of democracy.</p> <p>Substantive Knowledge: Life under occupation Anti Semitism Prejudice Propaganda Resistance Ghettos Genocide Holocaust Auschwitz Liberation</p> <p>Disciplinary Knowledge: To understand the impact of war and impact of the Final solution policy on Jews/To evaluate the consequences of Nazi policies and how it had an impact on Europe.</p> <p>Assessment – Substantive knowledge only. Quiz based on knowledge learned and a description of How holocaust was able to happen.</p> <p>Links to NC challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>SOL How ‘swinging’ were the Swinging Sixties? (Consequences) Key Theme: Nature of Society and Belief and Values</p> <p>Rationale: Students to consider what happened after the end of WW2 to understand the consequences of war and a divided society. Students to take intersectionality into account to consider diversity of experiences.</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> - Communism(Rise/Significant event. - Black Rights. - Fashion and Music - Sexual revolution – Swinging 60s - Bristol Bus Boycotts - Space race - Vietnam War - Cold War - Permissive Society. <p>Disciplinary Knowledge – Students understand the positive and negative consequences of the Sixties. Students will assess based on their knowledge whether it was swinging or not.</p> <p>Disciplinary Knowledge: Swinging 60s. Permissive. Attitudes Communism. Cold War.</p> <p>Assessment: Substantive knowledge only – Focusing on knowledge of the 1960s and previous topics through the year.</p> <p>Links to NC challenges for Britain, Europe and the wider world 1901 to the present day.</p>	
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<p>Year 10</p>	<p><u>Term 1</u></p> <p>SoL: The People’s Health (40 marks) 20%</p> <p>Rationale: This thematic study should enable learners to understand changes and continuities in public health in Britain from c.1250 to the present. The study should reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history</p> <p><u>Substantive Knowledge: Disciplinary Knowledge</u> Unit 1 – Medieval Period The characteristic features of medieval Britain: an overview • Living conditions: housing, food, clean water and waste. • Responses to the Black Death: beliefs and actions • Approaches to public health in late-medieval towns and monasteries Unit 2 Early Modern Cultural, social and economic change including the growth of towns: an overview • Changing living conditions: housing, food, clean water and waste • Responses to outbreaks of plague including national plague orders and local reactions • The impact of local and national government on public health including measures to improve the urban environment and the government response to the gin craze, 1660–1751</p> <p><u>Disciplinary Knowledge</u> The thematic study requires learners to understand change and continuity across a long sweep of history.</p> <p>Assessment:</p>	<p><u>Term 2</u></p> <p>SoL: The People’s Health (40 marks) 20%</p> <p>Rationale: This thematic study should enable learners to understand changes and continuities in public health in Britain from c.1250 to the present. The study should reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history</p> <p><u>Substantive Knowledge:</u> Unit 3 Industrial • Industrialisation, the growth of major cities and political change: an overview • Urban living conditions in the early nineteenth century: housing, food, clean water and waste • Responses to cholera epidemics • Public health reform in the nineteenth century including the Public Health Acts and local initiatives</p> <p><u>Disciplinary Knowledge</u> The thematic study requires learners to understand change and continuity across a long sweep of history.</p> <p>Assessment: knowledge and understanding; explaining and analysing events and periods. AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 Explain and analyse historical</p>	<p><u>Term 3</u></p> <p>SoL: The People’s Health (40 marks) 20%</p> <p>Rationale: This thematic study should enable learners to understand changes and continuities in public health in Britain from c.1250 to the present. The study should reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history</p> <p><u>Substantive Knowledge:</u> Unit 4 Modern Health Economic, political, social and cultural change: an overview • Living conditions and lifestyles: housing, food, air quality and inactivity • Responses to Spanish Influenza and AIDS • Growing government involvement in public health including pollution controls, anti-smoking initiatives and the promotion of healthy lifestyles</p> <p><u>Disciplinary Knowledge</u> The thematic study requires learners to understand change and continuity across a long sweep of history.</p> <p>Assessment: knowledge and understanding; explaining and analysing events and periods. AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 Explain and analyse historical</p>	<p><u>Term 4</u></p> <p>SoL: The Elizabethans (40 marks) 20%</p> <p>Rationale: This depth study should enable learners to understand the complexity of late-Elizabethan society and the interplay of political, religious, economic, social and cultural forces within it. Learners should be able to identify and describe the main features of late-Elizabethan England and should develop an understanding of the diverse lives and experiences of the Elizabethans at a time when political, economic and religious tensions tested the stability of the kingdom</p> <p><u>Substantive Knowledge:</u> Unit 1 – Elizabeth and Power • Elizabeth and her court: patronage, the Privy Council and the rebellion of the Earl of Essex • Elizabeth and her parliaments including opposition from Puritans • Elizabeth and her people including local government and propaganda Unit 2 – Daily Lives • The contrasting lives of rich, middling and poor Elizabethans • Family life: husbands and wives, parents and children, wider kinship • Poverty: its causes, Elizabethan explanations and responses Unit 3 – The Catholic Threat The enforcement of Elizabeth’s religious settlement after 1580 • Catholic links abroad, plots against Elizabeth, and the Elizabethan spy network • Mary Queen of Scots, the Armada and war with Spain</p> <p><u>Disciplinary Knowledge</u> focuses on a coherent short time span and a period of history during which the country faced severe pressure due to the possibility, or actuality, of invasion.</p>	<p><u>Term 5</u></p> <p>SoL: The Elizabethans (40 marks) 20%</p> <p>Rationale: This depth study should enable learners to understand the complexity of late-Elizabethan society and the interplay of political, religious, economic, social and cultural forces within it. Learners should be able to identify and describe the main features of late-Elizabethan England and should develop an understanding of the diverse lives and experiences of the Elizabethans at a time when political, economic and religious tensions tested the stability of the kingdom</p> <p><u>Substantive Knowledge:</u> Unit 4 – Merry England? Theatres and their opponents • The Puritan attack on popular pastimes • The persecution of witches Unit 5 – The Adventurers. Imperial ambition: the motives and achievements of Elizabethan adventurers • Roanoke: England’s attempt at an American colony • Trade with the east, including first contacts with India</p> <p><u>Disciplinary Knowledge</u> focuses on a coherent short time span and a period of history during which the country faced severe pressure due to the possibility, or actuality, of invasion. (Impact/Consequences etc.)</p>	<p><u>Term 6</u></p> <p>SoL: The Making America</p> <p>Rationale: This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the end of the nineteenth century when the USA was set to become the world’s dominant power. Learners will need to understand how and why American territory expanded during these years and the relationship between this expansion and the cultures of indigenous Americans, African Americans and white Americans.</p> <p><u>Substantive Knowledge:</u> Unit 1 – Growing Pains – What tensions arose as the USA Grew 1789 -1838. How and why the USA expanded, from 1789 to 1838 • The expansion of southern cotton plantations and of slavery, 1793–1838 • The removal of indigenous people from the east, 1830–1838 Unit 2 – How did different groups see the American West? • The culture of the Plains Indians including a case study of the Lakota Sioux • The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah • The nature and impact of the Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859) Unit 3 – A new Birth of Freedom – What sense can be made of the Civil War and its Aftermath. Divisions over slavery and the causes of the Civil War • The African American experience of the Civil War, 1861–1865 • Reconstruction and continuing limitation</p>
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	<p>Knowledge and understanding; explaining and analysing events and periods.</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concept</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>events and periods studied using second-order historical concept</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>events and periods studied using second-order historical concept</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>(Impact/Consequences etc.)</p> <p>Assessment:</p> <p>knowledge and understanding; understanding interpretations</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concept.</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>Assessment:</p> <p>: knowledge and understanding; understanding interpretations</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concept</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>s to African American liberty</p> <p><u>Disciplinary Knowledge</u></p> <p>The period studies offered in the specification all involve longer spans of time than the minimum requirement of 50 years. This is because the “unfolding narrative” required is more readily discernible and more coherent than it would be in a more condensed time span.</p> <p>Assessment:</p> <p>knowledge and understanding; explaining and analysing events and periods</p>
Year 11	<p>SoL: The Making of America.</p> <p>Rationale:</p> <p>This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the end of the nineteenth century when the USA was set to become the world’s dominant power. Learners will need to understand how and why American territory expanded during these years and the relationship between this expansion and the cultures of indigenous Americans, African Americans and white Americans.</p> <p><u>Substantive Knowledge:</u></p> <p>Unit 4 – Smoke and Blood – Settlement and Conflict on the plains.</p> <p>The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns • Homesteaders: living and farming on the Plains • The Indian Wars including Little Crow’s War (1862), Red Cloud’s War (1865–1868) and the Great Sioux War (1876–1877)</p> <p>Unit 5 We the people.</p> <p>How did the lives of America Change 1877 -1900.</p>	<p>SoL: The Living Under the Nazis (20%)</p> <p>Rationale:</p> <p>This world depth study should enable learners to understand the impact of the Nazi dictatorship on people’s lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies</p> <p>Unit 1 The Rise of the Nazis</p> <p>Hitler and the Nazi Party in January 1933 • Establishing the dictatorship, January 1933 to July 1933 • Achieving total power, July 1933 to August 1934</p> <p>Unit 2 Control and Opposition</p> <p>The machinery of terror including the SS, the law courts, concentration camps and the Gestapo • The range and effectiveness of Nazi propaganda • Opposition to Nazi rule including the Left, church leaders and youth groups</p> <p>2022 – We are to use the Revise in 5 and Teach it Videos from the course Lead to rebuild their knowledge on their Year 9 work from legacy Greater Depth course.</p> <p><u>Disciplinary Knowledge</u></p>	<p>SoL: The Living Under the Nazis (20%)</p> <p>Rationale:</p> <p>This world depth study should enable learners to understand the impact of the Nazi dictatorship on people’s lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies</p> <p>Unit 3 – Ordinary Germans.</p> <p>Work and home: the impact of Nazi policies on men and women • The lives of young people in Nazi Germany including education and youth movements • Nazi racial policy: the growing persecution of Jews</p> <p>Unit 4 Nazis during the War Years</p> <p>The move to a war economy and its impact on the German people, 1939–1942 • Growing opposition from the German people including from elements within the army • The impact of total war on the German people, 1943–1945</p> <p>Unit 5 Life under Occupation</p> <p>The contrasting nature of Nazi rule in eastern and western Europe • The Holocaust, including the Einsatzgruppen, ghettos and the death camps • Responses to Nazi rule: collaboration, accommodation and</p>	<p>I SoL: The History Around Us</p> <p>Rationale:</p> <p>Studying the history around them has much to offer learners. It provides a valuable approach to studying history, and helps them to find a connection with people’s lives in the past. For many learners, the study of an historical site can be the beginning of an interest in the historic environment that will continue into adult life</p> <p><u>Substantive Knowledge:</u></p> <p>Knowledge of Glastonbury Abbey</p> <p>Reasons behind its creation – turning points – typicality – people.</p> <p>The Physical Features – the challenges and knowledge we can learn.</p> <p>The Interpretation – what can it tell us and how can Historians find out more.</p> <p><u>Disciplinary Knowledge</u></p> <p>knowledge and understanding; using sources.</p> <p>Assessment:</p> <p>knowledge and understanding; using sources.</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concept</p>	<p>Term 5</p> <p>SoL: Revision FOCUSED ON NAZIS FOR YEAR 11 2022/2023 (14 lessons)</p> <p>Assessment:</p> <p>Marking & Feedback:</p> <p>IA Data:</p>	<p>Term 6</p> <p>SoL: Exams and study leave</p> <p>Assessment:</p> <p>Marking & Feedback:</p> <p>IA Data:</p>

	<p>Changes to the Plains Indians’ way of life including the impact of reservations and the destruction of the buffalo • The impact of economic, social and political change on the lives of African Americans • The growth of big business, cities and mass migration</p> <p>Disciplinary Knowledge The period studies offered in the specification all involve longer spans of time than the minimum requirement of 50 years. This is because the “unfolding narrative” required is more readily discernible and more coherent than it would be in a more condensed time span.</p> <p>Assessment: knowledge and understanding; explaining and analysing events and periods AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 Explain and analyse historical events and periods studied using second-order historical concept AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>focuses on a historical situation involving the interplay of different societies and cultures</p> <p>Assessment knowledge and understanding; using sources; understanding interpretations. . AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 Explain and analyse historical events and periods studied using second-order historical concept AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>resistance</p> <p>2022 – We are to use the Revise in 5 and Teach it Videos from the course Lead to rebuild their knowledge on their Year 9 work from legacy Greater Depth course.</p> <p>Disciplinary Knowledge focuses on a historical situation involving the interplay of different societies and cultures</p> <p>Assessment knowledge and understanding; using sources; understanding interpretations. AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 Explain and analyse historical events and periods studied using second-order historical concept. AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied</p>		
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Term 1

KS4 Over View.

Key Bullet point taken from KS3 NC/Year delivered at The Castle School

- the development of Church, state and society in Medieval Britain 1066-1509

Year 7 – Term 2, 3,4, 5

- the development of Church, state and society in Britain 1509-1745

Yea8 – Term 1,2, 3

- ideas, political power, industry and empire: Britain, 1745-1901

Year 8 – Term 4, 5, 5

- challenges for Britain, Europe and the wider world 1901 to the present day

Year 8 – Term 4.

- Holocaust

Year 8 within the context of RE (Causes of Holocaust)

Year 9 in the context of living under the Nazis. (Events and Consequences of Holocaust)

- a local history study

Year 7 – Term 6/Chepstow.

- the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066.

Year 7 – Term 1.

- one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857]

Year 8 – Term 4.

“**Disciplinary knowledge**, by contrast, is a curricular term for what pupils learn about how that **knowledge** was established, its degree of certainty and how it continues to be revised by scholars, artists or professional practice

Cause and Consequence Year 7 Term 2, 4. Y8 Term 1 and 6. Year 9 Term 1

Change and Continuity Y7 Term 5/6.. Y8 Term 1

Similarity and Difference Y7 Term 3. Y8 Term 3 and 4

Significance Y7, Term, 1,2 . Year 8 Term 3, 5, 6. Year 9 Term 3.

Evidence Y7, Term 1, 4. Year 8 Term 2,. Year 9, Term 2/3

Interpretation Y7 Term 5/6. Year 8 Term 4. Year 9 Term 2

Term 2

SoL: The Making of America (40 marks) 20%

(5 lessons)

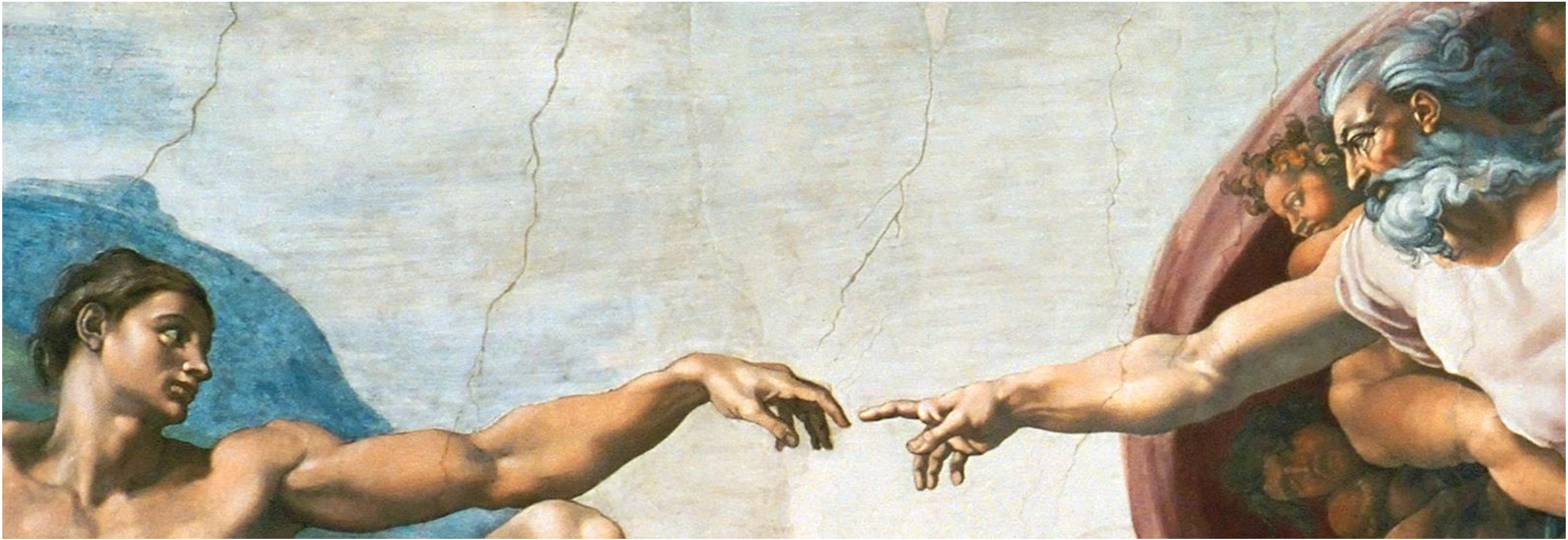
Assessment: Glastonbury Guidebook Project

Marking & Feedback: **Teacher assessed**

Glastonbury 20 markers

Making of America 9/10 Marker Indian questions.

The Castle School Worldview Curriculum Map – 5 Year plan



The Creation of Adam by Michaelangelo

<p>Intent:</p> <ul style="list-style-type: none">• To provide challenging varied and enriching lessons that effectively prepare our pupils for life in a culturally diverse modern world.• To promote an awareness of the usefulness of WV to everyday living, to encourage enthusiasm for interest in the study of other people’s beliefs and to promote mutual respect, tolerance and understanding across different cultures and communities.• The Castle School students should be fully prepared for success in an increasingly globalised and interdependent world, and aspire to be responsible local, national and global citizens.• Students should consider how they can draw parallels to other people's lives and beliefs and to lead them to a deeper understanding and respect of a range of ethical/religious/ philosophical concepts and ideas, and to challenge views which are rooted in prejudice and ignorance.• We encourage our young people to get involved in raising awareness about social justice issues, both at home and across the globe. They become ambassadors for rights and take part in campaigns and activities to help to bring about change.	
<p><u>KS2 Religious Education Curriculum</u></p> <p>Christianity: Salvation, God, Incarnation and Agape Judaism: God, the Covenant and the Torah Islam: Submission, Iman (faith) and the messengers of Allah Hinduism: Dharma, Deity and Atman Humanism: What it means to be secular and the material world</p>	<p><u>Themes that run through the curriculum</u></p> <p>Belief, Belong and Behave Developing literacy, oracy and critical thinking skills</p>

Year 7	<p>SoL: <u>Why is my hair like that?: an introduction to worldviews</u></p> <p>Rationale: To bridge the gap from KS2 introducing the idea of worldviews through the idea of identity.</p> <p>Links to NC: To be familiar with the terms Atheism, Theism and Agnosticism and to be able to understand different walks of life.</p> <p>Substantive Knowledge: To know what your hairstyle says about you (Belong) (Behave) To know about witches and their Hair (Belong) (Behave) Orthodox Jews and their hair (Belief) (Belong) Buddhist monks and their hair (or lack of it) (Belief) (Belong) Why do Muslims cover their hair? (Belief) (Belong) (Behave) Sikhs and their hair (Belief) (Belong) To know about Rastafarian hair (Belief) (Belong) To know about punk rockers – hair as protest (Behave)</p> <p>How to define and recognise Theism, Atheism and Agnosticism. (Belief) What is a traditional view of the world? (Belief) What is religious truth? The different ways of looking at religions? (Belief) What can I learn from my hair choices? How is hair changed as a punishment? Why can't we do what we want with our hair? (belong) Guidance and ritual. What is ritual and who does it? (Belong) (Behave)</p> <p>Disciplinary Knowledge: Literacy for Religious Education, writing one's opinion clearly, coherently and directly Critically analysing opinions Avoiding cognitive dissonance by allowing for other ideas and principles without compromising one's own beliefs</p> <p>Disciplinary literacy Atheism, Theism, Agnosticism, Faith, Belief, Facts, Religious truth, Ancient Religions, Animism, Rituals, Guidance, Sacraments, Religious ceremonies, worldview</p>	<p>SoL: <u>Hinduism: Origins of faith</u></p> <p>Rationale: To explore how religions begin and develop overtime through the oldest living faith. This will increase one's understanding of how religions evolve and how faith, in all religions, may manifest itself in cultural practice.</p> <p>Links to NC: Hindu views on Dharma (right living), Deities and the Atman (Soul/Divine within)</p> <p>Substantive Knowledge: The Bhagavad Gita and the 4 paths leading to Moksha (Jnana yoga, Raja yoga, Bhakti yoga and Karma yoga) (Belief) Hindu festivals, celebrations and practices (Belong) (Behave) Beliefs about the nature of God (Many manifestations of the one)(Belief) Diverse views on the nature of reality (Advaita Vedanta and Dvaita Vedanta) (Belief) Atman, the nature of the soul. (Belief)</p> <p>Disciplinary Knowledge: Literacy regarding Hindu teachings and beliefs Assessing different world views Ability to raise and suggest answers to relevant questions in response to Hindu beliefs, support answers using reasons and/or information Avoiding cognitive dissonance by allowing for other ideas and principles without compromising one's own beliefs</p> <p>Disciplinary literacy: Dharma, Yoga, Meditation, Festivals, Bhagavad Gita, Dussehra, The Mahabharata, Svadharma (gifted power), Nature of reality, Gods/Goddesses, Deities, Single Ultimate Reality</p>	<p>SoL: <u>Buddhism: How helping myself first, helps others</u></p> <p>Rationale: Having explored origins and authority in Hinduism and Sikhism, students will begin to consider what makes things sacred. Exploring a faith without an active God figure, student will be able to apply religious teaching of peace and compassion to their own live – developing themselves spiritually and emotionally.</p> <p>Links to NC: The story of the Buddha, Buddhist view on Dharma and the Sangha</p> <p>Substantive Knowledge: The 3 Jewels: Buddha, Dharam and the Sangha(Belief) (Belong) (Behave) The story of the Buddha, his enlightenments and subsequent teachings i.e Kisa Gotami and 3 Watches.(Belief) The 3 marks of existence and the 4 noble truths. (Behave) The Eightfold Path and 5 Moral Precepts (Behave) Metta and Karuna (compassion) (Belief) Sangha (community of spiritual friends) (Belong) Role of women in the Sangha – contemporary and Meditation (Belief) (Behave)</p> <p>Disciplinary Knowledge: Literacy regarding Buddhist teachings and beliefs Assessing different world views Ability to raise and suggest answers to relevant questions in response to Buddhist beliefs, support answers using reasons and/or information Applying religious ideas of compassion and understanding to one's own life Critically assess one's own state of mind in relation to the world around oneself.</p> <p>Disciplinary literacy: Mediation, Pali Canon, Metta, Karuna, Prajna, Buddha, Enlightenment, Anicca, Dukkha, Anatta, Sangha, Responsibility, Vipassana, Samatha</p>

<div>Year 8</div>	<p><u>Respect: Anti-prejudice RE</u> <u>#notatourschool</u> <u>Focus – Humanism</u></p> <p>Rationale: Having studied Eastern Faiths with themes of Authority, compassion and meta cognition students will continue to develop empathy through this module, particularly for minority groups. Exploration of a contemporary faith such as Humanism will enlighten students to the values of morality and law separate from metaphysical properties.</p> <p>Links to NC: The origins of Humanism and key figure within the faith.</p> <p>Substantive Knowledge: Prejudice and discrimination (Behave) What is morality, why should we do the right thing? (Belief) Racism and it’s history, with links to key humanist figures(Behave) Homophobia and it’s history, with links to key humanist figures(Behave) Ableism and it’s history, with links to key humanist figures(Behave) Sexism and it’s history, with links to key humanist figures(Behave)</p> <p>Disciplinary Knowledge: Literacy regarding key words surrounding prejudice and discrimination Assessing where stereotypes originate from in order to confront one’s own prejudices Ability to evaluate different perspectives in order to address injustices Ability to exercise compassion, care and empathy particularly in social issues and realise one’s own ability to change the world.</p> <p>Disciplinary Literacy: Ableism, Homophobia, Racism, Sexism, Discrimination, Prejudice, Stereotype, Patriarchy, Systemic Racism, Institutionalized Discrimination and Prejudice, Social Justice, Human Rights</p>	<p><u>Sikhism: What is Authority</u></p> <p>Rationale: Building on knowledge of origins learned in Hinduism this module explore themes of Authority and how this affects the development of faiths through the exploration of the story Guru Nanak, and in turn, the Guru Granth Sahib.</p> <p>Links to NC: Key beliefs about the Gurus, Equality and Charity</p> <p>Substantive Knowledge: Knowledge of the term Guru and Sikh examples (extending to other eastern faiths) (Belief) Origins of Sikhism, the story of Guru Nanak(Belief) The Mul Mantra and key Sikh beliefs(Belief) The nature of God in Sikhism(Belief) Martyrdom and the story of Guru Arjan Dev(Belief) Idea of unconditional charity: The Gurdwara (Behave) Key features of the life of Guru Gobind Rai (Guru Gobind Singh) (Belief) Persecution of the Sikhs, how this has shaped the religion and it’s practices (5 Ks) (Belong) (Behave) Sikh rites of passage (Amrit ceremony) (Belong) (Behave)</p> <p>Disciplinary Knowledge: Literacy regarding Sikh teachings and beliefs Assessing different world views Ability to raise and suggest answers to relevant questions in response to Sikh beliefs, support answers using reasons and/or information Applying religious ideas of “unconditional charity” to one’s own life</p> <p>Disciplinary literacy: Gurdwara, Guru, Supreme truth, Ultimate reality, Creator, Mul Mantra, Martyr (Martyrdom), Temple, Sacred, Unconditional charity, Equality, Punjab, Langar, Kartarpur</p>	<p><u>Judaism</u> <u>Coming of Age and Heritage</u></p> <p>Rationale: Having covered discrimination (Anti-Semitism), this module covers the oldest Abrahamic faith to explore coming of age ceremonies and how one’s heritage affects their life. Students will be able to think about traditions held in their own life and how this holds importance.</p> <p>Links to NC: God as a creator and sustainer of the universe, the diversity of Judaism as a tradition and varying interpretations of the Torah</p> <p>Substantive Knowledge: The complexity of Judaism as a religion, culture and ethnicity (Belief) (Belong) Existence after death, fulfilment of the Mitzvot (Belief) The Messiah, as a descendent from the House of David and a bringer of peace (Belief) God and the covenant, religious festivals and celebrations derived from this (Belong) (Behave) Jews as the chosen people, instructions from the Torah and different interpretations thereof (Belief) (Behave)</p> <p>Disciplinary Knowledge: Literacy regarding Jewish teachings and beliefs Assessing different ways of life and traditions Ability to evaluate traditions in one’s own life and analyse their importance Ability to compare “Eastern” to “Western” faith’s perspective on one’s role in the universe, then evaluate one’s own</p> <p>Disciplinary Literacy: Messiah, Mitzvot, Torah, Abrahamic, Covenant (Brit), promise, Eastern, Western, Star of David, Bar/Bat Mitzvah, Israelite, Adam “human being”, yetzer haTov, yetzer haRa, Shema</p>
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Year 9	<p><u>Worldviews (including aspects of citizenship and Humanism)</u> <u>How are people influenced by their worldviews?</u></p> <p>Rationale: We aim to encourage all of our students to think critically and encourage them to ask moral and philosophical questions. This helps them to develop their own ideas and opinions, and ultimately shapes who they are.</p> <p>Links to NC: Be able to describe to another person the key stances of secular Humanists and how these affect their worldview.</p> <p>Substantive Knowledge: How do world views shape our lives? (belief) To understand how World Views explains why we exist (belief) To be able to argue for and against the existence of God (belief) To understand what other political systems are like (belong) To understand the role of the King in Britain’s political system (belong) To be able to discuss Euthanasia (behave) To understand how power works in a democracy (belong) To understand the importance of human rights (behave) To understand why some people protest (behave)</p> <p>Disciplinary Knowledge: Literacy regarding critical thinking and oracy of philosophical questions. Developing empathy for alternative worldviews Evaluate their own opinions about world views and consider strengths and weaknesses of these worldviews.</p> <p>Disciplinary Literacy: Worldview, teleological, cosmological, theist, atheist, agnostic, sociology, protest, monarchy, dictatorships, pressure groups.</p>	<p><u>Historical Jesus</u> <u>What does the cross mean to Christians?</u></p> <p>Rationale: Looking at the historical Jesus as a Jew, students will challenge misconceptions of who Jesus was, whether he existed and separate religious facts from historical. Students will evaluate iconography in Christianity including the diversity of his image and the cross. They will be able to create their own artistic interpretation.</p> <p>Links to NC: Key beliefs about salvation, the incarnation of God and unconditional love (Agape)</p> <p>Substantive Knowledge: Jesus as a historical figure, supported by secular facts and evidence (Belief) Who was Jesus and what did he look like? Misconceptions on race and identity (Belief) What is incarnation? How would this make Jesus unique to other prophets? (Belief) Who was the messiah, how did (or how didn’t) Jesus fulfil this role (Belief) Miracles of Jesus (Belief) Parables: The Good Samaritan (Behave)</p> <p>Disciplinary Knowledge: Literacy regarding Christian teachings and beliefs surrounding Jesus Assessing different views of the existence of Jesus and separating fact from belief Ability to evaluate why Christianity became such a successful faith Ability to analyse how one’s faith may be strengthened through citation of stories</p> <p>Disciplinary Literacy: Salvation, Paradise, Heaven, Hell, Messiah, Victory, King of the Jews, Humility, Agape, God, the Trinity, Incarnation, Selfless, Sacrificial, Unconditional, Bible, Church, Holy Spirit/Ghost, Angels, The Fall (Original Sin)</p>	<p><u>Islam</u> <u>Special Places and Pilgrimage</u></p> <p>Rationale: Linking to the respect module and Abrahamic religions already studied, Islam will be explored by taking into accounts its origins, links to other faiths and prejudices surrounding the faith. Religious practices will be covered to highlight how religious people may behave in certain settings due to beliefs.</p> <p>Links to NC: Islam and submission to the will of Allah, Iman (faith) and the 5 pillars</p> <p>Substantive Knowledge: Pre-Islamic Arabia Details of the night journey (Belief) The five pillars of Islam: Shahadah, Salat, Zakat, Hajj and Sawm (Belief) (Behave) Islamic traditions, festivals and celebrations The importance of Mecca within the Islamic tradition (Belief) (Belong) (Behave) Women and dress: addressing misconceptions The diversity of Muslims and the way they follow their faith (Belong) (Behave)</p> <p>Disciplinary Knowledge: Literacy regarding Islamic teachings and beliefs Evaluation of how the origins of Islam in Pre-Islamic Arabia shaped the religion and its practices Ability to evaluate why Islam thrived in Arabia Ability to critically evaluate prerequisites to religion and whether these have any implications on religious identity To challenge one’s own perceptions (and/or judgements) of different traditions considering, and giving credence to, perspectives from those traditions themselves</p> <p>Disciplinary Literacy: Prophet, PBH, Pre-Islamic Arabia, Islam, Hijab, Niqab, Burka, Modesty, Shahadah, Salah, Sawm, Zakat, Hajj, Pilgrimage, Submission, Ramadan, Eid</p>

<div> <div>Year 10</div> <div>GCSE - AQA</div> <div>Short Course</div> </div>	<p><u>Term 1-2</u> <u>Religion, peace and conflict</u></p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>Substantive Knowledge</p> <p>The meaning and significance of:</p> <ul style="list-style-type: none"> • peace • justice • forgiveness • reconciliation. • Violence, including violent protest. • Terrorism. • Reasons for war, including greed, self-defence and retaliation. • The just war theory, including the criteria for a just war. • Holy war. • Pacifism. <p>Religion and belief in 21st century conflict:</p> <ul style="list-style-type: none"> • Religion and belief as a cause of war and violence in the contemporary world. • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisation. 	<p><u>Term 3-5</u> <u>Buddhist Beliefs</u></p> <p>Students should be aware that Buddhism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.</p> <p>Substantive Knowledge</p> <p>The Dhamma (Dharma):</p> <ul style="list-style-type: none"> • The concept of Dhamma (Dharma). • The concept of dependent arising (paticcasamupada). • The Three Marks of Existence: • anicca (impermanence) • anatta (no fixed self) • dukkha (unsatisfactoriness of life, suffering). • The human personality, in the Theravada and Mahayana traditions: • Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness • Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature. • Human destiny: • different ideals in Theravada and Mahayana traditions: Arhat (a ‘perfected person’) and Bodhisattva ideals • Buddhahood and the Pure Land. • The Buddha and the Four Noble Truths <p>The Buddha’s life and its significance:</p> <ul style="list-style-type: none"> • the birth of the Buddha and his life of luxury • the Four Sights: illness, old age, death, holy man (Jataka 075) • the Buddha’s ascetic life • the Buddha’s Enlightenment. • The Four Noble Truths: • suffering (dukkha) including different types of suffering • the causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate • the end of craving (tanha), interpretations of nibbana (nirvana) and Enlightenment • the Eightfold Path (magga) to nibbana/nirvana; the pathas the Threefold Way: ethics (sila), meditation (samadhi) and wisdom (panna). Dhammapada 190–191 	<p><u>Term 6</u> <u>Relationships and families</u></p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>Substantive Knowledge</p> <p>Sex, marriage and divorce:</p> <ul style="list-style-type: none"> • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. • Families and gender equality <p>The nature of families, including:</p> <ul style="list-style-type: none"> • the role of parents and children • extended families and the nuclear family. • The purpose of families, including: • procreation • stability and the protection of children • educating children in a faith. • Contemporary family issues including: • same-sex parents • polygamy. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples.
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<div>Year 11</div> <div>GCSE - AQA</div> <div>Short Course</div>	<div><div><div>Term 1</div><div>Relationships and families</div></div><div><p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p><div>Substantive Knowledge</div><p>Sex, marriage and divorce:</p><ul style="list-style-type: none">Human sexuality including: heterosexual and homosexual relationships.Sexual relationships before and outside of marriage.Contraception and family planning.The nature and purpose of marriage.Same-sex marriage and cohabitation.Divorce, including reasons for divorce, and remarrying.Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.Families and gender equality<p>The nature of families, including:</p><ul style="list-style-type: none">the role of parents and childrenextended families and the nuclear family.The purpose of families, including:procreationstability and the protection of childreneducating children in a faith.Contemporary family issues including:same-sex parentspolygamy.The roles of men and women.Gender equality.Gender prejudice and discrimination, including examples.</div></div>	<div><div><div>Term 2+3</div><div>Christian Beliefs</div></div><div><p>Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content. Students should study the beliefs and teachings of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate.</p><div>Substantive Knowledge</div><ul style="list-style-type: none">The nature of God:God as omnipotent, loving and just, and the problem of evil and sufferingthe oneness of God and the Trinity: Father, Son and Holy Spirit.Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.<p>3.1.1.2 Jesus Christ and salvation</p><ul style="list-style-type: none">Beliefs and teachings about:the incarnation and Jesus as the Son of Godthe crucifixion, resurrection and ascensionsin, including original sinthe means of salvation, including law, grace and Spiritthe role of Christ in salvation including the idea of atonement.</div></div>	<div><div><div>Term 4 + 5</div><div>Post GCSE Citizenship Curriculum</div></div><div><div>Topics to cover:</div><div><div>1. Relationships</div><div>2. Peace and War</div><div>3. Christian Beliefs</div></div><div>Buddhist Beliefs</div></div></div>
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