



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Reporting Y7		CfCs		BfL & LAL			BfL & LAL					BfL & LAL	
English	<b>The Village</b> Group work / S&L to create own villages which leads to a range of fiction and non-fiction writing e.g.. Letter / description in the style of Dylan Thomas. Group persuasive presentations to the class.		<b>Different Cultures</b> Students read a variety of poetry from different cultures and practise writing analytically. They read and then write in the travel writing / travel guide genre. Students practise research skills and produce a S&L presentation on another culture of their choice.		<b>Boy 87'</b> Novel about a boy's journey as a refugee from un-named African country. Range of reading and writing tasks based on the texts.		<b>All Kinds of Heroes</b> Students focus on non-fiction reading and writing looking at different kinds of hero e.g.. animal rescuers / Mary Shelley as a female writer / Greta Thunberg / Malala . They revise presentation and linguistic features and write an analysis of a non-fiction text;; they also give a presentation on a hero of their choice to the class.		<b>Story, myth and legend</b> Percy Jackson extracts. Perseus extract / Beowulf - reading skills and write own myth / myth opening using traditional quest narrative structure.		<b>Introduction to Shakespeare / Drama</b> Students work with a variety of extracts from various Shakespeare plays. Range of drama activities and recap the conventions of drama.		<b>Study of a novel</b> Students study a class novel from a range available - according to ability of the group. The focus is on how stories are structured - the story arc; how writers create characters and how they create tension.
Maths	<b>1: Analysing and displaying data:</b> Averages, displaying data, Grouping data, comparing data, line graphs and bar charts	<b>2: Number skills:</b> Mental Maths, addition and subtraction, Multiplication, division, Money, time, Negative numbers, Factors, multiples and primes, Square numbers.	<b>Autumn Assessment</b>	<b>3: Expressions, functions and formulae:</b> Functions, Simplifying expressions, Writing expressions, substitution into formulae, writing formulae.	<b>4: Decimals and measures:</b> Decimals and rounding, length, mass and capacity, scales and measures, working with decimals, Perimeter, Area, more units of measure.	<b>Spring Assessment</b>	<b>5: Fractions and percentages:</b> Comparing fractions, Simplifying fractions, working with fractions, Fractions and decimals, understanding percentages, percentages of amounts.	<b>6: Probability:</b> language of probability, Calculating probability, More probability calculations, Experimental probability, Expected outcomes.	<b>7: Direct proportion, Writing ratios, Using ratios, Ratios, proportion and fractions, Proportions and percentages.</b>	<b>8: Lines and angles:</b> Measuring and drawing angles, Lines, angles and triangles, Drawing triangles accurately, Calculating angles, Angles in a triangle, Quadrilaterals.	<b>9: Sequences and graphs:</b> Sequences, Pattern sequences, Coordinates and midpoints, Extending sequences, Straight-line graphs, Position-to-term rules.	<b>KS3 EOY Exams</b>	<b>10: Transformations:</b> Congruency and enlargements, Symmetry, Reflection, Rotation, Transformations and combined transformations.
Science	<b>Working scientifically, C1.1 Particles, B1.1 Cells, P1.4 Space:</b> Students begin with a skills development unit to cover Working scientifically; how scientists ask questions and plan investigations, how they record their data, analyse and evaluate it. They begin some chemistry by using a particle model to help explain things such as the state of matter and changing state. They study cells in a biology topic that lead onto specialised cells and how they are adapted to do their jobs. In the space topic they learn about the night sky, the Solar system and why we have day and night and seasons, as well as the phases of the moon. Throughout the term they will have mini-quizzes to test their knowledge as well as opportunities to develop their skills including working scientifically, literacy and numeracy. <b>ASSESSMENTS: C1.1/B1.1/P1.4 TESTS and feedback</b>			<b>C1.2 Elements, C2.2 Separation techniques, B1.2 Body systems, P1.2 Forces:</b> Students learn about elements, atoms and compounds in chemistry. They learn about the structure and function of body systems to include breathing, the skeleton and how we move.( curriculum link PE, HRF) They study forces and how they affect things, how we can measure forces and how they can be balanced or unbalanced. Throughout the term they will have mini-quizzes to test their knowledge as well as opportunities to develop their skills including working scientifically, literacy and numeracy. <b>ASSESSMENTS : C1.2/C2.2/B1.2 /P1.2 TESTS and feedback</b>			<b>C1.4 Acids and Alkalis, B1.3 Reproduction, P1.3 Sound, P1.4 Light:</b> Students learn about acids and alkalis, how we can use indicators to identify them, and neutralisation reactions. They study reproduction to include plants as well as animals. This includes changes that happen in adolescence and the menstrual cycle. PD link reproduction. They learn about both sound and light. How they travel and how we detect them. They investigate reflection and refraction, loudness and pitch and learn how the eye and the ear work. Throughout the term they will have mini-quizzes to test their knowledge as well as opportunities to develop their skills including working scientifically, literacy and numeracy. <b>ASSESSMENTS : C1.4/B1.3 /P1.3/P1.4 TESTS and feedback</b>						

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Computing	Basic IT literacy - use of Moodle, O365, Word and PowerPoint. Digital citizenship including online security, best practise when communicating with other.	Digital Citizenship Assessment	Data Representation: Boolean logic (AND/OR/NOT). Binary numbering system and its use in Computing. Conversion between binary and decimal. Use of numbers to represent characters in computing	Data Representation Assessment and DIT	Programming: Algorithms: basics of decomposition (breaking problems down). Identifying sequences in instructions and potentially programmable parts. Use of flowcharts to represent inputs, outputs, decisions and sub-routines	Algorithm Assessment and DIT in preparation for programming	Programming: identify key programming terminology. Using input, output variables and iteration in code. Identify common mistakes in basic code.	Programming Assessment	Computer systems: identify different forms of hardware and categories and input, output, storage and process.	Programming Assessment	End of Year project: Microbat. Using the microbit (an embedded system designed for education) to consolidate the learning on computer systems, programming, algorithms and data representation. Students create programs using either flowchart-style coding interface or python scripted language.
Geography	<p><b>Geography Introduction:</b> Students complete a series of 3 lessons focusing on introduction to geography, different types of geography and key concepts e.g. social / environmental/ economic areas.</p>	<p><b>Middle East - Unit of Study.</b> We then study this region with a starting point of location / geographical skills using atlas skills. Economic differences are compared when looking at GDPs and HDIs of different countries within this region. Students then focus on UAE for a country case study looking at population push and pull factors for the country. Key concepts of social, environmental and economic aspects for the country are investigated followed by a written assessment task where students produce an extended writing task on whether students would live in the UAE. Students study the oil industry, Syria a nation of conflict and the Qatar World Cup 2022 evaluating if it is a sustainable choice for holding a sporting event.</p>	<p><b>Russia:</b> Students study the country, using geographical skills to identify key physical and human features of the country. Students then study the population density of the country and identify reasons for the population distribution. Environmental geography is studied with the most polluted city in the world studied and students outline the causes. Assessment through exploitation of the Arctic is evaluated where students discuss the development of the Arctic region.</p>	<p><b>Geographical Hazards:</b> Students initially focus on tectonic hazards. The learning begins with causes of these hazards with the plate tectonic theory studied and different plate margins and hazards at these margins. The students also identify locations of these hazards and the patterns that occur using geographical skills. Students then study volcanoes for a series of lessons, focusing on an eruption - an example with causes, effects and responses to this eruption. E.G - Iceland Eyja or Mount St Helens. Assessment: Students explain why people live near volcanoes and the risks they face. Volcanoes are studied in detail due to using earthquakes at GCSE. After volcanoes, earthquakes are studied with Haiti case study ( different to GCSE) focusing at skills of social, environmental and economic impacts of this hazard. Tsunamis are then studied using example either Indonesian Ocean example or Japanese Tsunami with Fukushima.</p>	<p><b>Development-</b> Students study the features of measuring development through identifying development indicators, students identify the HDI and how it can be used to measure countries level of development. The development gap is discussed and the trade game to simulate the challenges that some populations experience. Solutions to reducing the development gap are investigated through fair trade and sustainable development schemes. Assessment: evaluating the development gap methods</p>	<p><b>Africa:</b> The students study the continent from the different biomes, reasons for the climatic variations from Tropical Rainforests to deserts. Adaptations for plants and animals are investigated as well as specific countries. Levels of development are compared using development skills from Summer 1 study unit. Uganda is studied as a case study as the school supports the country in different ways linked with our KS4 visit. Assessment : features of biomes across Africa, adaptations - knowledge based task.</p>					
History	Students complete a series of lessons on historical skills such as chronology and using evidence.	We begin to study The Saxon period through the topic of crime and punishment as our pre 1066 study. This then moves on to a scheme of learning on the causes of the Norman Conquest and the Battle of Hastings. Following this, the topic moves on to how William secured control of the country through the 'Harrying of the North' the Domesday book, feudal system and his use of castles. The student have a written assessment on the Battle of Hastings - 'Why did William win' which is a GCSE style question. <b>Reporting: Norman Conquest Assessment</b>	Students continue to study Medieval History by analysing the power struggles that took place in the Middle Ages between the monarchy and the church and the monarchy and their people. Students will study the role of the church, Thomas Becket and Henry II, King John and the Peasants Revolt. There will be a source assessment on King John. <b>Reporting: King John - Good or Evil? Assessment</b>	In the Summer term Year 7 study Tudor England. This includes: Richard III views on him as a monarch, Henry VII, Henry VIII and the English reformation and its impact. An analysis of Henry VIII and whether he was a good king. Following on from this we study the other Tudor Monarchs and analyse who was the best. <b>Reporting: Tudors Assessment</b>							
French	<p><b>Mon autoportrait</b></p> <ul style="list-style-type: none"> <li>• Most common phonics</li> <li>• Numbers 1-30 (or further)</li> <li>• Introducing self - character &amp; physical</li> <li>• Adjective agreement. Non negotiables. High frequency words</li> </ul> <p><b>Assessment &amp; DIT : self description</b></p>	<p><b>Au collège</b></p> <ul style="list-style-type: none"> <li>• Asking &amp; giving opinions about school subjects</li> <li>• Giving, asking &amp; understanding time</li> <li>• Describing school day</li> <li>• Preparing for Francovision song contest</li> <li>• Christmas in France</li> </ul> <p><b>Assessment &amp; DIT: L, S, R, W as per end of unit</b></p>	<p><b>Au collège (contd) &amp; Mes passetemps</b></p> <ul style="list-style-type: none"> <li>• Saying what you like to eat</li> <li>• Saying what you like to do &amp; why</li> <li>• Saying what you do in your spare time</li> <li>• Using faire &amp; jouer à</li> </ul> <p><b>Assessment &amp; DIT: L, S, R, W as per end of unit</b></p>	<p><b>Là où j'habite</b></p> <ul style="list-style-type: none"> <li>• Describing about your town/area</li> <li>• Saying what you can do there</li> </ul> <p><b>Assessment &amp; DIT: L, S, R, W as per end of unit</b></p>	<p><b>Les vacances</b></p> <ul style="list-style-type: none"> <li>• Saying where you normally go on holiday &amp; what you do</li> <li>• Getting ready to go out</li> <li>• Saying you're hungry/thirsty &amp; ordering food/drinks</li> <li>• Saying what you're going to do &amp; would like to do</li> <li>• Using the Near Future Tense</li> </ul> <p><b>Assessment &amp; DIT: L, S, R, W as per end of unit</b></p>	<p><b>La poésie et la culture</b></p> <ul style="list-style-type: none"> <li>• Reading some French poems &amp; writing a poem of your own</li> <li>• Looking at &amp; describing some famous French paintings</li> <li>• Looking at the towns famous French artists lived in and their inspiration</li> </ul>					

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Spanish	<p><b>Mi vida</b> Getting used to Spanish pronunciation and introducing yourself. Talking about your personality using adjectival agreement. Talking about age, brothers and sisters using the verb tener. Saying when your birthday is, using numbers and the alphabet. Talking about pets. <b>End of module assessments in L,S,R,W.</b></p>	<p><b>Mi tiempo libre</b> Saying what you like to do giving opinions using me gusta + infinitive. Saying what you do in your spare time using -ar present tense verbs. Talking about the weather using cuando. Saying what sports you do using hacer and jugar. <b>End of module assessments in L,S,R,W.</b></p>	<p><b>Mi insti</b> Saying what subjects you study using -ar verbs to say what 'we' do. Giving opinions about school subjects using me gusta(n). Describing your school using the correct words for 'a', 'some' and 'the'. Talking about breaktime using -er and -ir verbs. <b>End of module assessments in L, S, R, W.</b></p>	<p><b>Mi familia y mis amigos</b> Describing your family using possessive adjectives. Describing your hair and eye colour using ser and tener. Saying what other people look like using verbs in the 3rd person. Describing where you live using the verb estar. <b>End of module assessments in L, S, R, W.</b></p>	<p>Mi ciudad Describing your town or village using 'a', 'some' and 'many'. Telling the time. Using the verb ir. Ordering in a café using the verb querer. Saying what you are going to do at the weekend using the near future tense. End of module assessments in L, S, R, W.</p>	<p><b>Zona proyecto</b> Completing a cultural project of your choice, choose from: finding out about endangered species, producing a set of animal cards to trade; researching the right to education, creating an action plan for a school in Guatemala; researching a Spanish artist, describing a painting; learning about Spanish festivals, creating a brochure about a fiesta.</p>
Art	<p><b>Assessment tasks</b> <b>AO1</b> -Contextual links - Van Gogh, Henry Moore and Kandinsky. <b>AO2</b> -Media/Techniques - Markmaking-pencil and pen. Expressive markmaking - tools and ink. Tonal exercises. Colour theory and mixing. Painting skills. <b>AO3</b> -Recording - Markmaking . <b>AO4</b> -Outcome - Tasks in sketchbook</p>		<p><b>Abstract natural forms project</b> <b>AO1</b> - Contextual links - Matisse, Gaudi, Adam and Teri Chiao. <b>AO2</b> - Media/Techniques - Drawing techniques, negative space, cut outs, collage, painting, 3D skills. <b>AO3</b> -Tonal drawings, negative space drawings. <b>AO4</b> -Outcome - Abstract natural forms, mixed media outcome, 3D sculpture</p>		<p><b>Day of the Dead project</b> <b>AO1</b> - Contextual links - Day of the Dead <b>AO2</b> - Media, techniques - Drawing techniques, monoprinting, rubbings, collage, 3D skills <b>AO3</b> - Recording-Drawings of bones, skeletons. <b>AO4</b> - Outcome 2D relief piece based on sugar skulls and Day of the Dead or 3D piece</p>	
Design Technology	Health and safety instruction	<p><b>Jewellery project</b> - this is the only project in KS3 that covers all aspects of a "design and make task". Students will cover the following skills to a basic level; brief analysis and research, design ideas (learning how to draw in 3d, render, annotate), development, planning, manufacture (one off and batches) and evaluation. <b>Machines:</b> Scroll saw. <b>Material focus:</b> 3mm MDF, Pewter. <b>Process:</b> casting. <b>Maths link:</b> percentages, calculating manufacturing costs and adding profits. <b>Extended writing:</b> evaluation.</p>		<p><b>Graphics module:</b> 4x groups rotate through 113 to complete the CAD part module, learning CorelDraw (used to drive the machines later in Y9 and KS4). Introduction to Isometric drawing, surface and tonal rendering. <b>Movement:</b> Art Neoveou. <b>Trinket box project:</b> making task with focus on planning in folderwork. <b>Machines:</b> Linisher and pillar drill. <b>Material focus:</b> Plywood, PVA foamboard. <b>Processes:</b> changing saw blades</p>		<p><b>Doorhanger Project:</b> skills covered, User design, designing, practical skills consolidating skills and developing competence and independence on machines and CAD used during the last two terms. Application of finishes. <b>Material:</b> 6mm MDF, HIPS. <b>CAD/CAM:</b> Vinyl cutter</p>
DT Food and Textiles	<p><b>DT FOOD:</b> Students will cover this content over two thirds of the year. Identify the terms - 'nutrients', 'function' and 'sources'. Identify the sections of the Eatwell Guide and sources, in particular fruit and vegetables and milk, exploring the comparison of milk with other drinks. Identify basic hygiene rules and apply this to practical work. Explain how to use cookers efficiently and relate this to saving energy and reducing the carbon footprint. Demonstrate correct weighing and measuring and calculate measurements in practical situations. Explain the importance of the Red Tractor Logo relating it to the environment and the local economy. Recognise the importance of using seasonal ingredients in terms of food miles and the carbon footprint. <b>ASSESSMENT 1: STUDY A RECIPE AND EXPLAIN HOW TO MAKE IT MORE ENERGY EFFICIENT.</b> <b>ASSESSMENT 2: DESCRIBE WHY CONSUMERS SHOULD BUY PRODUCTS WITH THE RED TRACTOR LOGO.</b> <b>ASSESSMENT 3: DESIGN A PIZZA AND IDENTIFY THE MAIN SOURCES OF NUTRIENTS.</b> <b>PRACTICAL ASSESSMENTS: FAJITAS AND PIZZA.</b> <b>Practical skills:</b> Weighing and measuring, use of grill, cutting techniques, peeling, frying, simmering and boiling, blending, cracking an egg, dividing, use of oven, baking, preparation of meat, assembling, grating, draining, rubbing in, use of a scone dough, cutting out shapes, glazing, kneading, rolling out, use of pasta machine, shaping.</p>		<p><b>DT TEXTILES:</b> Students will cover this content over one third of the year. <b>Product analysis.</b> Looking at other cultures for design inspiration, design specification &amp; ideas, machine &amp; skills test. <b>Practical:</b> Cutting shapes neatly, hand and machine skills, zip insertion. <b>Numeracy:</b> Scaling template shapes. <b>Sustainability:</b> Pattern layout to utilise materials for less waste. <b>Planning For making:</b> each lesson-consider new stage for independent learning. <b>Evaluation:</b> Self assessment and peer assessment.</p>			
Drama	<p><b>Serious fun</b> - team building games, building self confidence and collaboration skills. How to be <b>C O O L in Drama (Concentrate, Co-operate, Observe and Listen).</b> Improvisation games. Learning aims - to build creativity and thinking skills. <b>Script work</b> - Perform a short script in a three - add in your own ending or a previous scene. Add in characters and dialogue. Include <b>mime and movement</b> to your script work. How to <b>create a character</b> - role on the wall. This creates <b>empathy</b> for others and builds understanding of what makes us different. <b>Scriptwriting</b> - create your own scene for your characters and perform in a small group. Links to literacy focus across school. Peer assessment. What went well? Even better if? Set targets for your next performance.</p>		<p>New skills - <b>still images</b> - how to freeze and mark and important dramatic moment. <b>Stock characters and stereotypes. Villain and heroes.</b> Learning Aims- to develop a new understanding of the history of theatre. Study the <b>history of theatre</b> and how <b>Melodrama</b> came about in Victorian Britain. Read and perform an extract from 'The Murder in the red barn' - a Victorian Melodrama. Use <b>props and costumes</b> to bring your script to life. Learn lines and perform to the class. Teacher led assessment and grade collection - looking for clear, bold, vocal projection and large dramatic body language and gestures</p>		<p><b>News report</b> - an alien has been spotted in the local area - what's the story? Learning aims – to understand how we use body language and facial expression. <b>Presentation skills</b> looking at <b>roles and function</b> in a news report - a newsreader or on - the spot reporter? Eye witness and government spokesperson or expert. How do these characters perform their roles and <b>use voice, facial expression, eye contact and body language</b> which is appropriate to their role in the news report? Wider thinking – how do we present ourselves in the world of work? Video news reports with green screen background. Edit together with sound and home made alien video clips. Learning to use new <b>technology, video, sound and lighting desk.</b> <b>Work is recorded on video and watched back for evaluation at end of term</b></p>	

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<p><b>Music</b> For more information see Music Curriculum Overview</p>	<p><b>Introduction to Music</b></p>	<p><b>Micky-Mousing</b></p>	<p><b>Gamelan</b></p>	<p><b>Christmas Cathedral Concert Preparation</b></p>	<p><b>Folk Music Introduction to Guitar</b></p>	<p><b>Introduction to Keyboard</b></p>	<p><b>First Access Brass Instruments of the Orchestra</b></p>
<p><b>PD</b></p>	<p><b>An Introduction to Personal Development, what is it and why is it important?</b>  <ul style="list-style-type: none"> <li>Getting to know each other and our school</li> <li>Unit 1: Healthy living and responsible health choices; to include physical and mental health</li> <li>Consolidation</li> </ul> </p>		<p><b>Unit 2 : Puberty, emotional health and wellbeing</b>  <ul style="list-style-type: none"> <li>Consolidation</li> </ul> </p>		<p><b>Focus on Anti-Bullying Day</b>  <b>Unit 3: Relationships, Identity and Safety</b>  <ul style="list-style-type: none"> <li>Consolidation</li> </ul> </p>		<p><b>Unit 4: Living in the wider world (1)</b>  <b>Unit 5: Living in the wider world (2)</b>  <ul style="list-style-type: none"> <li>Consolidation</li> </ul> </p> <p><b>Safety during the summer holidays</b>  <ul style="list-style-type: none"> <li>The importance of sunscreen and other methods to prevent skin cancer</li> <li>Beach safety</li> </ul> </p>
<p><b>PE</b></p>	<p>In <b>Invasion</b> Games students will develop a range of basic skills, techniques and tactics appropriate to a range of Invasion Games, mainly focussed upon attacking principles, using these in competitive and pressurised situations. During this unit students will also work upon developing a number of personal qualities, such as cooperation, respect and self-management.  In <b>Fitness</b> units students will learn how to exercise safely and effectively. Students will develop an understanding of how exercise effects the body and the importance of leading a healthy active lifestyle. During this unit students will also work upon developing a number of personal qualities, such as Independence, Resilience and Self-Management.  In <b>Aesthetic</b> activities students will develop and link a range of performance skills and movements showing precision, fluency and body management. In addition students will be able to appreciate what makes a quality performance and offer feedback to other performers. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, confidence and resilience.  <b>During the Autumn and Spring terms we run a carousel from these 5 activity areas.</b>  <b>Assessment and DIT:</b> At the end of each unit students will complete an assessment and receive feedback</p>		<p>In <b>Multi-Skills</b> activities students will work to improve their basic coordination skills, i.e. moving and using more than one body part at the same time. They will do this by completing a wide range of catching, passing and hitting, beginning to use these in competitive and pressurised situations. During this unit students will be encouraged to develop a number of personal qualities, such as, confidence, communication, cooperation, resilience and self-management.  In <b>Outdoor and Adventurous</b> activities students will be required to work as part of a team in challenging and ever changing situations. In addition they will begin to experience basic orienteering challenges. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, teamwork, leadership and self-management.  <b>During the Autumn and Spring terms we run a carousel from these 5 activity areas.</b>  <b>Assessment and DIT:</b> At the end of each unit students will complete an assessment and receive feedback</p>		<p>In <b>Athletic</b> Activities students will begin to develop the physical and technical skills in a range of athletic events. They will gain a knowledge of where their Athletics strengths lie and begin to specialise in their favourite and most successful events. In addition students know how to perform safely in both track and field events, showing an appreciation of potential risks and dangers. During this unit students will be encouraged to develop a number of personal qualities, such as resilience, respect and humility.  In <b>Net</b> Games students will learn a range of basic ground strokes, such as Forehand, Backhand and begin to understand how to start a competitive rally, performing these strokes both cooperatively and competitively. More effective players will be able to use and adapt these strokes and tactics to outwit an opponent. During this unit students will be encouraged to develop a number of personal qualities, such as Resilience, Self-Management, Integrity and Honesty.  In <b>Striking and Fielding</b> Games students will develop the basic skills related to Batting, Bowling and Fielding, using these accurately in response to the performance of an opponent. They will also begin to understand the tactical requirements of the activity in order to outwit an opponent. During this unit students will be encouraged to develop a number of personal qualities, such as Cooperation, Respect and Self-Management.  <b>During the Summer term we run a carousel from these 3 activity areas.</b>  <b>Assessment and DIT:</b> At the end of each unit students will complete an assessment and receive feedback</p>		<p><b>Buddhism and introduction.</b>  <ul style="list-style-type: none"> <li>Prince Siddhartha Gautama</li> <li>The Four sights</li> <li>What is Karma?</li> <li>What is Nirvana and how can it be achieved?</li> <li>Mindfulness and stilling.</li> <li>The teachings of the Buddha</li> <li>Assessment preparation</li> <li>Assessment</li> <li>DIT and feedback</li> </ul> </p>
<p><b>RE</b></p>	<p>An Introduction to RE  Different ways of seeing  Empathy skills - What's the matter with Clucker?  Different types of questions within RE, Factual, Ethical and Ultimate questions.  Ultimate question- Is there life after death?  Reasons why people believe/do not believe in life after death.  Assessment preparation  Assessment  DIT and feedback</p>		<p><b>Philosophy, what do you 'know'?</b>  <ul style="list-style-type: none"> <li>The Trolley Problem</li> <li>A Growth Mind-set</li> <li>Does God exist?</li> <li>The Argument from Design</li> <li>The First Cause Argument</li> <li>Bruce Almighty</li> <li>What is The Problem of Evil?</li> <li>Assessment preparation</li> <li>Assessment</li> </ul> </p>		<p><b>Different Christian denominations in Cornwall</b>  <ul style="list-style-type: none"> <li>Was Jesus a good role model?</li> <li>The Parables of Jesus</li> <li>What happened in Holy week?</li> <li>Holy week then and now</li> <li>The miracle Maker</li> <li>Easter</li> </ul> </p>		<p><b>Buddhism and introduction.</b>  <ul style="list-style-type: none"> <li>Prince Siddhartha Gautama</li> <li>The Four sights</li> <li>What is Karma?</li> <li>What is Nirvana and how can it be achieved?</li> <li>Mindfulness and stilling.</li> <li>The teachings of the Buddha</li> <li>Assessment preparation</li> <li>Assessment</li> <li>DIT and feedback</li> </ul> </p>

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