



**YEAR 7**

**HESSLE HIGH SCHOOL**

# **CURRICULUM BOOKLET**

2023-24

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## How to use our Interactive Booklet

This booklet has been designed to be interactive, allowing you to directly open external pages and information.

You can click a subject title above to read the full information.

Then use the buttons on each page to navigate your way through the curriculum booklet.

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# Introduction

The Key Stage 3 curriculum in Year 7 is designed to build on the learning experiences that students had in their primary schools. In addition to learning the specialised subject knowledge required to progress through secondary education, students have the chance to develop learning and thinking skills and subject specific skills. We ensure our curriculum allows time for creativity both in individual subjects and across the curriculum while providing a broad and balanced education.

After a recent review of our curriculum in Key Stage 3 which runs in Years 7 to 9, we aim to ensure that the students have every opportunity to build on progress made in their primary school. We are keen to lay strong foundations for the challenges presented as our students progress to GCSE.

This guide outlines the Big Questions and the content covered over the academic year. The Big Questions are questions which are enquiry led and are referred to throughout the unit of work; Students gain the knowledge and skills through the topic to then provide their own answers to these questions. The guide also sets out the syllabus for each Year 7 subject area and it is intended to be a general guide, because the specific level of work and topics covered may vary between students and classes in order to ensure all

the students can get the most from their lessons.

We hope you find this guide useful to aid your child in their studies during this academic year and that it is informative and useful. The purpose of this guide is to promote discussion with your child about their learning acting as a useful starting point in discussing your child's learning and the work they have covered during the term. It also provides information on the subject content that will have been assessed in their reports.

If you have any questions about any element of this guide, or our assessment and reporting system, please visit our school website where you will find further information.

We wish all our Year 7 students a happy and successful time as they are guided and supported through their learning in Year 7 at Hesse High School and Sixth Form.

# English



## TERM 1

Students study Oliver Twist. Investigating all aspects of the novel including life in Victorian London and how and what crime was like in Victorian England. Students will look at the characters of Oliver, the Artful Dodger, Fagin and Bill Sikes in detail and will investigate morality.

In their Mastery Writing lessons they will focus on topic sentences; subject/verb agreement; past simple tense; pronouns; capital letters and full stops.

In their Reading for Pleasure lessons The Daydreamer and Danny the Champion of the World will be read.

### The Big Questions:

*What was crime like in Victorian England? What is a villain?*

## TERM 2

Students will study A Midsummer Night's Dream. Their focus is on Life in Elizabethan England; life in Ancient Athens; Shakespeare's life; the form of a play; the four lovers; the love potion.

In their Mastery Writing lessons they will focus on creative writing: structure; character; place; time; action; resolution; drafting; editing.

In their Reading for Pleasure lessons The Daydreamer and Danny the Champion of the World will be read.

### The Big Questions:

*What was life like in Ancient Athens? Is the Love potion good or bad?*

## TERM 3

Students will study in this term Poetry Anthology: Metaphor Structure and use of metaphor; tenor/vehicle/ground; poetic forms; The Tyger.

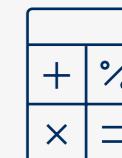
In their Reading and Writing for Pleasure lessons the students will study: The Extinction Trials (ab); The Explorer (cd) The Ship of Shadows (ef) The Land of Roar (gi) The Day the Screens Went Blank (x).

In their Reading for Pleasure lessons the focus in on a group read of A Series of Unfortunate Events and Short Stories.

### The Big Questions:

*What are metaphors? What are the effects of metaphors?*

# Maths



## TERM 1

Students will focus on applications of the four main mathematical operations of addition, subtraction, multiplication & division as well as studying units on place value and negative numbers. They will be able to work fluently with decimals and powers of ten, including understanding the effect of multiplying or dividing by numbers less than 1. All the time students will work on applying these skills to mathematical concepts such as area & perimeter problems, volume, basic angle facts, sequences, finding the mean and median of a set of data and looking at money problems involving the notion of "debits" to deepen their understanding.

### The Big Questions:

*Why is  $a+b$  the same as  $b+a$ ? What do we mean by a significant figure? What is the commutative law for multiplication? Which quantities in real life use negative numbers?*

### Links:

*to arithmetical operations at KS2. Students will revisit and deepen their understanding of written methods of arithmetic by making connections to other areas of maths, leading on to solving more complex problems in KS3 and KS4.*

## TERM 2

Student will begin Term 2 focusing on developing their number sense to include extending mental calculations to involve squares, cubes and associated roots. They will be able to identify multiples, factors and prime numbers and calculate a number as a product of its prime factors. They will be introduced to basic index laws as well the fundamental concept of the order of mathematical operations and using these effectively to perform complex calculations building on the work done in Term 1 using the four operations.

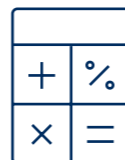
### The Big Questions:

*What are factors and how do we find them? How many ways can you convince me that  $8/9$  is larger than  $7/8$ ? What is a ratio, where might I see it in use in real-life? What do we mean by the word "percent"?*

### Links:

*work on types of numbers builds on listing factors, multiples and primes at KS2. Work on FDP is essential to consolidate from KS2 and deepen understanding as students will need to be able to work with them fluently throughout KS3 and KS4.*

# Maths



## TERM 3

Students will be introduced to algebraic notation, manipulation and equality through a variety of different mediums. They will learn how to use basic algebraic notation, work on the skills of collecting like terms as well as beginning to understand the notion of equality to solve one & two step equations. Students will also study a unit of work all about data. They will interpret frequency tables and find a range of averages – mean, median & mode – from both lists and frequency tables. They will be able to accurately construct bar graphs, pictograms and stem & leaf diagrams.

### The Big Questions:

*How many ways can you represent the same data? What do the different measures of average tell us about a set of data? How is algebra linked to prior knowledge of adding & multiplying numbers?*

### Links:

*interpreting and presenting data using bar charts and time graphs at KS2. Work on algebra builds on the laws of arithmetic taught in KS1 & 2 and allows students to begin to generalise and think more mathematically. Writing and manipulating algebraic expressions are fundamental skills which underpin a large proportion of secondary mathematics.*

# Science



## TERM 1

Students begin their biological journey looking at how organisms reproduce. They will look at the importance of fertilisation, how it provides offspring with genes from both parents and how this leads to variation. Students will then look at plant reproduction and the importance of pollination, learning how different organisms are made up of different types of cells and how some organisms are made of only one cell. In chemistry, it begins with all things particles, what they are, how they interact and how they can move. The students will then look at how the environment can affect particles. They will then cover chemical reactions, what they are, how they work and will be given lots of opportunities to try some out.

### The Big Questions:

*How is new life made? What do cells look like under a microscope? Why does an ice cube disappear on a hot day? How can chemical reactions keep you warm?*

## TERM 2

In term 2, students will learn about habitats and ecosystems, and how all the organisms interact with each other. They will see how industry can have negative effects on a habitat and learn how biologists go out and study organisms. Students will also learn about the differences in organisms. In physics, students begin with light; students will learn how light travels and how we interact with it every day. They will learn how light gives us colour and the light is actually a wave of energy. Students will also learn about energy, what it is, how we get it and that you cannot create it or destroy it. They will then learn how we can use energy to interact with various objects.

### The Big Questions:

*Why is it better to be a prey rather than predator? Why did giraffe's necks get longer? Why do we see rainbows? How many energy stores are present during a P.E. lesson?*

## TERM 3

Students learn about their own solar system and how our interactions with the forces in our solar system would change depending on where we are in it. They will then learn about how the interactions between Earth and the sun affect our everyday lives. They will learn how we are able to interact with sound and how we can attempt to control it. In chemistry, students learn how we can separate substances away from each other. Students will also look at the different resources our world has and how these resources have occurred.

### The Big Questions:

*Why would your weight change on different planets? How can a drummer avoid disturbing their neighbours? How can you separate pen ink to solve a crime? How is our Earth so resourceful?*

# Art



## TERM 1

The first topic is water and the sea. This will also allow for an introduction to formal elements. Students will use the tonal ladder and create a shell study from secondary sources using the traditional media of pencil, biro and ink. Students will then learn about the colour theory and will research the artist Jason Scarpace and an oil pastel study. Students will experiment with paint such as using PVA and paint, washing up liquid, bubbles, dripping, splatting, blowing paint and establishing their own techniques to develop their artwork.

### The Big Questions:

*What makes art, art? Who is art for? Can anyone produce art?*

## TERM 2

Students will continue refining their skills through the topic of water and the sea. They will research and focus on a watercolour study of Hokusai's, The Great Wave. Students will move on to develop collage shell studies with detailed annotations. Students will then move onto their second major topic of the year, Arthropods/Insects. Students will research artist Levon Biss and will gain a greater understanding and knowledge of colour, using colour pencil crayons. They will also produce a large-scale study, created in charcoal/collage and crayon.

### The Big Questions:

*Is nature art? What makes art, art? Who is art for? Can anyone produce art?*

## TERM 3

In this final term, students continue investigating Arthropods/Insects, refining the skills they have been developing. Students will research Wanda Shum and investigate 'what is pattern?' Students will learn techniques used with clay and design ideas referring to formal elements used in Shum's work. Students will then have the opportunity to produce a piece of art in clay and will then look at painting and surface decoration of a clay tile using water-based paint. Students will end the topic by evaluating their work.

### The Big Questions:

*Is nature art?*

# Computing



## TERM 1

Students will begin their computing curriculum by investigating the impact of technology: collaborating online respectfully. Here students will learn how to use online collaboration tools respectfully. They will also have an introduction to the computing lab and will learn how to create a presentation to a given audience. This unit will also include online communication and the risks of cyberbullying. The second unit of work students will cover is using media: gaining support for a cause. Students will create a digital product for a real-world cause using a range of software. This will include word processing, creating a blog, the use of images, licensing, copyright and creative commons.

### The Big Questions:

*To what extent is the online world more dangerous than the offline world? How can you respectfully use online digital content?*

## TERM 2

Students will move on to learn about networks: from semaphores to the Internet. Here they will recognise networking hardware and will be able to explain how networking components are used for communication. They will also investigate network hardware, protocols, bandwidth and explain how data travels across the internet. Students will then move onto another unit of work called programming essentials in Scratch part 1. Students will be applying the programming constructs of sequence, selection and iteration in Scratch. They will be taught how to write simple programs using Scratch and test these programs.

### The Big Questions:

*How can you guarantee that a data packet will reach its destination? Can a computer be more intelligent than the human who programmed it?*

## TERM 3

The third term will focus on Programming essentials in Scratch part 2. Students will use subroutines to decompose a problem that incorporates a list in Scratch. They will continue to develop programming skills, identifying how to break down and solve programming problems. Students will then move onto modelling data. Here students will use spreadsheets and become proficient in sorting and filtering data, using formulas and functions in spreadsheet software.

### The Big Questions:

*Can a computer be more intelligent than the human who programmed it? Can we accurately model the world using computer software?*

# Drama



## TERM 1

Students will begin their year with an introduction to drama. They will be provided with health and safety guidance and working with others. The first unit of work is about gaining trust and developing confidence through group exercises. Students will learn how to use physical skills and how these can be used to communicate to an audience. Students are introduced to vocal skills and performance and also drama conventions. The second unit covered is called understanding of the theatrical style of Pantomime. Students will explore the style of Pantomime including the history, stock characters, audience participation, cross gender roles, and exaggerated acting skills.

### The Big Questions:

*How can you express a character through vocal and physical skills? What effect does exaggerated movement really have on our audience?*

## TERM 2

The second term focuses on understanding of Physical Theatre. Here, students will explore the demonstration of physicality in storytelling. There is further development of trust within the group and students understand physical self and how we can communicate physically. Students then work on physical and creative adaptation of various stimuli including Banksy artwork. The second half of the term focuses on an Exploration of Shakespeare. Students gain knowledge and understanding of Shakespeare's upbringing and background in writing. They move on to an exploration of Macbeth, incorporating physical and vocal skills suitable for a witch and using ensemble skills. They will work on a 'Page to Stage' technique of each extract, demonstrating understanding of the narrative and characters.

### The Big Questions:

*How can we use physical movement to enhance storytelling? How can you portray a character through vocal and physical skills?*

## TERM 3

The final term focuses on understanding choreography: sport in dance. This is an introduction to basic dance skills and choreography skills through identifying the actions, spatial features, dynamics and relationships of four different sports. Students will create original choreography based on one of the sports studied. The final topic is understanding of Genre - Performing Musical Theatre and Horror. Students explore two new contrasting genres which require a different skill set and follow very different narratives.

### The Big Questions:

*How can movement in Sport be used in the choreography of dance? Performing a script - What are the roles involved and what are their responsibilities?*

# History



## TERM 1

Students begin by looking at local History: what is my history and the history of my city? Students will investigate Hull and the history of fighting the odds in Hull and the civil war, key individuals in the history of the city, the Blitz and the Headscarf Revolutionaries. After investigating local history, students will then look at 1066 and why it was so important? This includes life before 1066, Anglo-Saxon England and the Battle of Stamford Bridge.

### The Big Questions:

*What is my history and the history of my city? Why is 1066 so important?*

## TERM 2

Students then move onto their third topic of the year; how did the Normans transform England? Students will investigate the Feudal System and the Domesday Book. Students will also spend time investigating different types of castle. Students develop knowledge and understanding of Medieval England in this second term. The topic focuses on what changes were there to the church, state and society in Medieval England? Religion, war, King John and the Magna Carta and the black death are all points of focus. The next focus is the inter-religious conflict in the medieval period. Students learn of the Islamic Golden Age, the Crusades and the role Medieval women and Jews played in this period of history.

### The Big Questions:

*How did the Normans transform England?*

## TERM 3

In the final term, students investigate the Tudors. They begin by looking at the War of the Roses, before investigating Henry VIII and the reformation. This period of history also focuses on Edward VI, Mary I and Elizabeth I. Students finish with War, Revolution and plague – what made the C17th so turbulent? Students will learn of Charles I and the origins of the Civil War, the Great Plague 1665, the Great Fire of London 1666, the Glorious Revolution 1668.

### The Big Questions:

*Why was there inter-religious conflict in the medieval period?*

# Geography



## TERM 1

Students begin with the fantastic places in Geography around the world. Here students learn of the vast range of types of Geography and develop a range of geographical skills to aid their development. They will investigate the continent of North America, Svalbard, the animals of Madagascar and the popular tourist destinations of Oceania and Machu Picchu. They finish their journey around the world in Masdar city, Dubai and look at sustainable living. The next topic students will study is how at risk am I? Students investigate natural hazards including flooding, drought and wildfires. They also investigate deforestation and its impact on our planet. Students continue their geographical journey of risk by learning of ice and glaciers and then investigating the multi hazard environment of Haiti.

### The Big Questions:

*Where and why are there fantastic places in Geography? How at risk am I?*

## TERM 2

The next major topic covered is on the challenges and opportunities facing Africa. Students will learn of the physical landscape of Africa and how Africa's past shaped its present. They will understand the issues of development and how developed African countries are before writing letters to students at Salt River School in Cape Town, South Africa. Students will learn about climate and biomes in Africa and the difference between drought and desertification before researching the challenges and opportunities of population change and urbanisation in Africa.

### The Big Questions:

*What are the challenges and opportunities facing Africa?*

## TERM 3

Students will learn about what happens where the land meets the sea. They will investigate coastal landscapes and the impact of erosion, transportation and deposition. They will look at a local case study of the Holderness Coast and the impact erosion can have of a coastal area. Students will also have the opportunity to participate in fieldwork along the coastline.

### The Big Questions:

*What happens where the land meets the sea?*

# Modern Foreign Language (MFL) - French



## TERM 1

Students will begin the year learning about their place in the world. This introductory topic encourages students to consider where language comes from. It also investigates accents and how languages shape culture. Students will then focus on sports and hobbies, using Canada as the country to investigate this further. Students will develop their phonics and will become competent in talking about sports and leisure activities. They will also be introduced to numbers and names. Students will also learn how to converse about the weather, arranging to go out, greetings and time.

### The Big Questions:

*Why is language important to me anyway? What leisure activities are popular in Canada?*

## TERM 2

Students will begin the term learning about the topic: all about me. Their focus country will be Switzerland. They will learn pets and colours with conditional tense and families, including age and birthday. Mastery of name and numbers is taught alongside countries and nationalities. Students attention then turns to the grammar focus of asking questions. Students learn how to give physical descriptions and personality descriptions.

### The Big Questions:

*What are families like in Switzerland?*

## TERM 3

Students will move onto the topic of house and home. They will learn about life in North Africa. As well as mastering personal information from the previous topic, students will learn the vocabulary for the different types of housing, rooms in a house (consolidation of numbers) and be able to describe their bedroom, including furniture and positions. They will complete the year learning how to communicate about their daily routine and chores at home, before using the conditional tense to talk about their dream home.

### The Big Questions:

*What's it like living in Switzerland*

# Music



## TERM 1

Students begin with the exploration of the Inter-related dimensions of music. These were first taught at KS2. Through ensemble-based performance activities, students will continue their understanding of the different dimensions that build a piece of music. They will explore the meaning of the different inter-related dimensions of music (pulse, rhythm, pitch, tempo, timbre, dynamics, texture). Students will then move onto their second unit of Rhythms of the World - African Drumming. Here students explore the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa. Students explore the different African drum performance techniques and the effect this has on the timbre and sonority of the sounds produced.

### The Big Questions:

*Which interrelated dimension of music is the most important? Is traditional music as important as popular music?*

## TERM 2

In the second term students develop their keyboard skills. They are introduced to the treble clef notes and they will develop their skill of reading notation. Students will be composing, and performing, pieces of music on the keyboard. Students will then move onto a new topic of Gamelan. Students are introduced to the history and origins of Gamelan and then work with Gamelan instruments and similar western percussion instruments. Students are introduced to the interlocking melodies and the slendro and pelog scales.

### The Big Questions:

*Is there a right or wrong way to play an instrument if it still creates sound? Isn't all music, World Music?*

## TERM 3

The final term focuses on ukulele skills. Students learn the different parts of a ukulele and learn to understand the ukulele chord diagrams. Students are introduced to chords and learn how to perform and sing popular songs alongside their playing. The final unit is titles, hooks and riffs. Students are introduced to hooks and riffs and ostinato. They will perform these on the keyboard and will be taught how to analyse pieces of music, identifying and describing hooks, riffs and ostinatos.

### The Big Questions:

*What makes music popular?*

# Physical Education (PE)



By the end of year 7, students will understand a variety of skills, techniques and rules in a number of sports. They will have been physically active during all Physical Education lessons and be able to demonstrate how to apply skills and techniques during closed skill practices and small sided competitive situations. Students will be able to lead some stages of a warm-up to small groups and explain its purpose. They will be able to analyse their own performance and know how to improve their future performance.

## TERM 1

Students will develop their skills and techniques in the following sports: football, netball, cross country, badminton, trampolining and handball.

Boys: football x 4, cross country x 1 week, handball x 4 weeks, badminton x 4 weeks.  
Girls: netball x 4 weeks, cross country x 1 week, football x 4 weeks, trampolining x 4 weeks

### The Big Questions:

*Why do we warm up?*

## TERM 2

Students will develop their skills of badminton, trampolining, rugby, Dance/Gym, Outdoor Adventurous Activities (OAA) and basketball

Boys: trampolining x 3 weeks, rugby x 4 weeks, OAA x 4 weeks  
Girls: badminton x 3 weeks, dance/gym x 4 weeks, basketball x 4 weeks

### The Big Questions:

*Which way can heart rate be raised?*

## TERM 3

Students will develop their skills of basketball, Outdoor Adventurous Activities (OAA), striking and fielding and athletics

Boys: basketball x 3 weeks, striking & fielding x 4 weeks, athletics x 4 weeks, invasion & tactics x 2 weeks  
Girls: OAA x 3 weeks, striking & fielding x 4 weeks, athletics x 4 weeks, invasion & tactics x 2 weeks

### The Big Questions:

*What does taking part in physical education teach us?*



# Personal, Social, Health and Economic Education (PSHE)



## TERM 1

Our PSHE programme will equip our students with the knowledge and skills they require to enable them in society to be responsible and healthy citizens, supported by the knowledge and understanding they receive in their tutor programme and our 'Drop Down Days.' Their first topic explores healthy lifestyles, looking at health in general and healthy eating in particular. Students then investigate the importance of exercises, health organisations and poor health. Students then move onto investigate our second topic of healthy lifestyles. This topic includes: exercise, health organisations and when health goes wrong.

### The Big Questions:

*What makes you healthy? Why isn't health just left to the individual?*

## TERM 2

Students will study emotional wellbeing and mental health. Students will investigate what these words mean and what is meant by resilience. They will then move onto discuss feelings and how different people manage them. This topic delves deeper into this important area of health and investigates the impacts on emotional wellbeing and how people cope with loss and bereavement and how to recognise the signs of poor mental health. This topic is concluded by looking at the ways people can look after emotional wellbeing and who can help.

### The Big Questions:

*How can I help control my wellbeing and that of others?*

## TERM 3

Our final topic of the year is all about Growing Up. Students reflect on their year and how Year 7 is different before moving on to find out what happens at puberty and menstrual wellbeing. Students will also learn about personal hygiene of themselves and others and how their feelings may change as they move through puberty. We conclude the year by looking at friendships and their importance.

### The Big Questions:

*What does growing up mean to me?*

# Technology (Textiles)



## TERM 1

Students begin their term with an understanding of health and safety policies and practice. They will then be introduced to fibres and fabrics, exploring their properties. This will lead to secondary research.

Students will then be taught how to analyse a brief and be introduced to constructing a specification, and initial designing. Basic practical hand sewing skills will be developed. In this term students will also be introduced to components, the textiles industry and the working drawing.

### The Big Questions:

*"Which is the priority...function or aesthetics?"*

## TERM 2

Students continue with detailed secondary research before beginning developing basic practical hand sewing skills. They will be introduced to components which they will evaluate and test. They will also investigate manufacturing specifications.

The practical sessions will continue with the introduction to machinery, basic machine sewing skills will be refined and the students will be introduced and will use a wider range of equipment, materials and components. Students will also be introduced to and will research biomimicry.

### The Big Questions:

*"Which is the priority...function or aesthetics?"*

## TERM 3

Students will continue their investigation of biomimicry and sustainability from the previous term. There will be further in-depth analysis and construction of a specification and product analysis. Students at this point will develop their design ideas, finalising them before constructing bunting, using all the skills they have developed. Students will be introduced to past and present designers and will be taught how to evaluate and test products which have been designed and moved through the production phase.

### The Big Questions:

*Are the solutions to the World's biggest problems already around us?*

# Technology (Food Preparation and Nutrition)



## TERM 1

Students begin the academic year with an understanding of the importance of health and safety and food hygiene. They will have a practical preparation lesson before being introduced to the Eatwell Guide. Their first practical cook will be a fruit salad, followed by a Croque-Monsieur. Students will be introduced to macro-nutrients before their third practical cook of flapjack.

### The Big Questions:

*Are recipes essential?*

## TERM 2

After an introduction to micro-nutrients, students will have their fourth practical cook of chicken fajitas. They will continue to investigate micro-nutrients and will be introduced to the manufacturing specification. Their fifth practical cook will also take place this term of a pasta salad. This will be followed by baking methods.

### The Big Questions:

*Are recipes essential?*

## TERM 3

This final term starts with the practical cook of a fruit crumble. Students will then study the food industry in more detail looking at the industry and processes, linking to the manufacturing specification. The final two practical cooks are puff pastry pinwheels and fairy buns. The theory lesson which follows continues to investigate the manufacturing specification and meeting the requirements of a food specification.

### The Big Questions:

*Do food choices determine our health?*

# Technology (Resistant Materials)



## TERM 1

Students begin the year with a recap on the essential health and safety requirements. The project students will develop over the course of the year is to build/construct a desk tidy. In this first term they will be introduced to the design and manufacturing process. They will investigate initial ideas and design developments, before being introduced to tools and equipment. This will be their first stages of the practical project.

### The Big Questions:

*"Which is the priority...function or aesthetics?"*

## TERM 2

Students will explore drawing techniques and look at design using geometric shapes. They will also have an introduction into the manufacturing processes/industry. Here they will analyse a design brief and identifying and solve design problems.

Students will be introduction to the design and manufacturing process, which will include: task analysis and design specification. Students will then further develop design ideas, first and second stage of desk tidy construction/practical project.

### The Big Questions:

*"Which is the priority...function or aesthetics?"*

## TERM 3

In this final term, students will produce a manufactured product using a range of different processes. They will have an exploration and introduction to different manufacturing processes and finishing techniques. In the final stages of their practical desk tidy project, testing and evaluating will take place. They will also investigate electronics and assembly and mini schematic diagrams, this will be delivered as a mini light project, where exploration and understanding of basic electronics will be delivered.

### The Big Questions:

*"Do skills or process determine the quality?"*

# Theology



## Notes

### TERM 1

Students begin the year investigating what is theology? This unit focuses on theology and what are the common threads between them. It will look at the ideas of God and Atheism.

Students will then move onto the first of the main religions covered through the theology curriculum – Islam. Students will learn of the key beliefs of Islam, the Prophet Muhammad, the Qur’an and the five Pillars of Islam.

#### **The Big Questions:**

*Why is the teaching of theology/religious studies important? What does it mean to be a Muslim?*

### TERM 2

In the second term, students will investigate the different places of worship, as part of our ‘What do religions have in common?’ unit. Students will learn of the Church, Gurdwara, Synagogue and Mosque and look at the similarities and differences between them. After which students will then investigate the next religion, Hinduism. Students will discuss their beliefs and the afterlife. They will learn about how Hindus worship and Gandhi.

#### **The Big Questions:**

*Do all places of worship need to have the same features? What is Hinduism?*

*What is a rite of passage and are they important?*

### TERM 3

Students will then complete their final ‘What religions have in common?’ unit by studying the Rites of Passage. Students will investigate Baptism, Amrit Sanskar and Naam Karan, Bar and Bat Mitzvah and weddings. Students in their final term of the academic year will investigate their third major religion of the year: Christianity. They will learn about Christianity in the UK, the Trinity, and the birth and death of Jesus.

#### **The Big Questions:**

*What is a rite of passage and are they important? Is Christianity still important in the UK?*

#### **Links:**

*Christianity links to the short course GCSE component 2. Students will also complete a Hesse Reader literacy task based on the Lion, the witch and the wardrobe.*

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