

**Year 7:** Students in 7MAP, A and B will study the same topics but with differentiated learning objectives while Year 7C and Nurture will follow a separate curriculum which is designed to more accessible for those learners.

**Year 8:** Year 8MAP will be taught subjects similar to the A and B classes with the exception of religion and conflict unit which is part of the AQA GCSE course. Year 8 A and B will study the same topics until the summer semester, at which point A will study the same as MAP, while B has a different unit to cover. This will ensure that both 8MAP and A will be more GCSE ready.

**Year 9:** Year 9 again will consist of a MAP, A and B grouping; The MAP and A group will begin AQA entry level content with a view to continuing the GCSE content in year 10 and 11. B group will continue to follow elements of the agreed National Curriculum for KS3 at a lower level.

**Year 10 and 11:** The MAP and A groups will follow the AQA short course GCSE programme. There is an existing year 11 options group who are following the AQA long course programme. Depending on circumstances it is unknown if this option will be offered in future.

**The Nurture group:** A bespoke curriculum that is akin to the National Curriculum, has been created to support these pupils in filling gaps they may have acquired during Early Years education. This bespoke curriculum is designed to equip them with basic skills such as reading, writing, listening and speaking and covering knowledge based content from Key Stages 1 and 2.

	Unit 1 Autumn 1 (6 weeks)	Unit 2 Autumn 2 (8 weeks)	Unit 3 Spring 1 (6 weeks)	Unit 4 Spring 2 (7 weeks)	Unit 5 Summer 1 (5 weeks)	Unit 6 Summer 2 (5 weeks)
<b>Year 7 MAP, A + B</b>	<b>Creation stories</b>	<b>Celebrations and festivals</b>	<b>Places of worship</b>	<b>Morals and beliefs</b>	<b>Christian beliefs</b>	<b>Christian practices</b>
<b>Assessment</b>	<b>End of unit test</b> <b>AfL – Retrieval practice</b>	<b>End of unit test</b> <b>AfL – Retrieval practice</b>	<b>End of unit test</b> <b>AfL – Retrieval practice</b>	<b>End of unit test</b> <b>AfL – Retrieval practice</b>	<b>Mid unit test</b> <b>AfL – Retrieval practice</b>	<b>End of unit test</b> <b>AfL – Retrieval practice</b>
<b>P4A objective</b>	<b>Creativity</b>	<b>Listening</b>	<b>Aiming high</b>	<b>Teamwork</b>	<b>Problem solving</b>	<b>Staying positive</b>
<b>Literacy and numeracy</b>	<b>Disciplinary-specific terminology and vocabulary</b>  <b>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer</b>	<b>Disciplinary-specific terminology and vocabulary</b>  <b>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to</b>	<b>Disciplinary-specific terminology and vocabulary</b>  <b>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning,</b>	<b>Disciplinary-specific terminology and vocabulary</b>  <b>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning,</b>	<b>Disciplinary-specific terminology and vocabulary</b>  <b>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning,</b>	<b>Disciplinary-specific terminology and vocabulary</b>  <b>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning,</b>

	<p>meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing various styles of writing, e.g. describing, explaining, discussing, and evaluating writing.</p>	<p>think critically, to infer meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing various styles of writing, e.g. describing, explaining, discussing, and evaluating.</p>	<p>and to evaluate interpretations and viewpoints.</p> <p>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</p>	<p>and to evaluate interpretations and viewpoints.</p> <p>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</p>	<p>and to evaluate interpretations and viewpoints.</p> <p>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</p>	<p>and to evaluate interpretations and viewpoints.</p> <p>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</p>
<p>NC</p> <p>AQA GCSE pathway</p>	<p>Spiritual, Moral, Social and Cultural (SMSC) development.</p> <p>C1 – Beliefs teachings and practices.</p> <p>C2 – The origins of the universe.</p>	<p>Spiritual, Moral, Social and Cultural (SMSC) development.</p> <p>C1 – Beliefs, teaching and practices.</p>	<p>Spiritual, Moral, Social and Cultural (SMSC) development.</p> <p>C1 – Beliefs, teaching and practices</p>	<p>Spiritual, Moral, Social and Cultural (SMSC) development.</p> <p>C2 – Religion, human rights and social justice.</p>	<p>Spiritual, Moral, Social and Cultural (SMSC) development.</p> <p>C1 – Beliefs teachings and practices.</p>	<p>Spiritual, Moral, Social and Cultural (SMSC) development.</p> <p>C1 – Beliefs teachings and practices.</p>
<p>7C and nurture</p>	<p>Creation stories</p>	<p>The Nativity</p>	<p>Places of worship</p>	<p>Good Friday</p>	<p>Christian Beliefs</p>	<p>Christian practices</p>
<p>Assessment</p>	<p>End of unit test</p> <p>AfL – Retrieval practice</p>	<p>End of unit test</p> <p>AfL – Retrieval practice</p>	<p>End of unit test</p> <p>AfL – Retrieval practice</p>	<p>End of unit test</p> <p>AfL – Retrieval practice</p>	<p>End of unit test</p> <p>AfL – Retrieval practice</p>	<p>End of unit test</p> <p>AfL – Retrieval practice</p>
<p>P4A objective</p>	<p>Creativity</p>	<p>Listening</p>	<p>Staying positive</p>	<p>Aiming high</p>	<p>Speaking</p>	<p>Problem solving</p>
<p>Literacy and numeracy</p>	<p>Disciplinary-specific terminology and vocabulary.</p> <p>Accessing and exploring a range of texts from a variety of places and times.</p> <p>Developing various styles of writing.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary. Accessing and exploring a range of texts from a variety of places and times. Developing various styles of writing.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary.</p> <p>Accessing and exploring a range of texts from a variety of places and times.</p> <p>Developing various styles of writing.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary.</p> <p>Accessing and exploring a range of texts from a variety of places and times.</p> <p>Developing various styles of writing.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary.</p> <p>Accessing and exploring a range of texts from a variety of places and times.</p> <p>Developing various styles of writing.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary.</p> <p>Accessing and exploring a range of texts from a variety of places and times.</p> <p>Developing various styles of writing.</p> <p>Representing data in a variety of ways.</p>

NC	Spiritual, Moral, Social and Cultural (SMSC) development.	Spiritual, Moral, Social and Cultural (SMSC) development.	Spiritual, Moral, Social and Cultural (SMSC) development.	Spiritual, Moral, Social and Cultural (SMSC) development.	Spiritual, Moral, Social and Cultural (SMSC) development.	Spiritual, Moral, Social and Cultural (SMSC) development.
	Unit 1 Autumn 1 (6 weeks)	Unit 2 Autumn 2 (8 weeks)	Unit 3 Spring 1 (6 weeks)	Unit 4 Spring 2 (7 weeks)	Unit 5 Summer 1 (5 weeks)	Unit 6 Summer 2 (5 weeks)
Year 8 MAP	Buddhism	Islam	Peace and conflict	Relationships and families	(MAP and A) Rich and poor	Rich and poor
Assessment	End of unit test AFL – Retrieval practice	End of unit test AFL – Retrieval practice	Mid unit test AFL – Retrieval practice	End of unit test AFL – Retrieval practice	Mid unit test AFL – Retrieval practice	End of unit test AFL – Retrieval practice
P4A objective	Creativity	Listening	Staying positive	Aiming high	Speaking	Problem solving
Literacy and numeracy	<p>Disciplinary-specific terminology and vocabulary</p> <p>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing various styles of writing, e.g. describing, explaining, discussing, and evaluating writing.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabab</p> <p>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing various styles of writing, e.g. describing, explaining, discussing, and evaluating.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary</p> <p>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary</p> <p>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary</p> <p>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary</p> <p>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</p> <p>Representing data in a variety of ways.</p>
NC AQA GCSE pathway	Spiritual, Moral, Social and Cultural (SMSC) development. C1 – Beliefs, teachings and practices	Spiritual, Moral, Social and Cultural (SMSC) development. C1 – Beliefs, teachings and practices	Spiritual, Moral, Social and Cultural (SMSC) development. C2 – Religion, peace and conflict	Spiritual, Moral, Social and Cultural (SMSC) development. C2 – Religion, relationships and families	Spiritual, Moral, Social and Cultural (SMSC) development. C2 – Religion, human rights and social justice	Spiritual, Moral, Social and Cultural (SMSC) development. C2 – Religion, human rights and social justice



	Unit 1 Autumn 1 (6 weeks)	Unit 2 Autumn 2 (8 weeks)	Unit 3 Spring 1 (6 weeks)	Unit 4 Spring 2 (7 weeks)	Unit 5 Summer 1 (5 weeks)	Unit 6 Summer 2 (5 weeks)
<b>Year 9 MAP &amp; A</b>	<b>Alternative religions</b>	<b>Non-religious world views</b>	<b>Religion and human rights and ethics</b>	<b>Religion, human rights and ethics</b>	<b>Religion and science</b>	<b>Religion and science</b>
<b>Assessment</b>	<b>End of unit test</b> <b>AfL – Retrieval practice</b>	<b>End of unit test</b> <b>AfL – Retrieval practice</b>	<b>End of unit test</b> <b>AfL – Retrieval practice</b>	<b>End of unit test</b> <b>AfL – Retrieval practice</b>	<b>End of unit test</b> <b>AfL – Retrieval practice</b>	<b>End of unit test</b> <b>AfL – Retrieval practice</b>
<b>P4A objective</b>	<b>Creativity</b>	<b>Listening</b>	<b>Staying positive</b>	<b>Aiming high</b>	<b>Speaking</b>	<b>Problem solving</b>
<b>Literacy and numeracy</b>	<p>Disciplinary-specific terminology and vocabulary</p> <p>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing various styles of writing, e.g. describing, explaining, discussing, and evaluating writing.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary</p> <p>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing various styles of writing, e.g. describing, explaining, discussing, and evaluating.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary</p> <p>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary</p> <p>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary</p> <p>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</p> <p>Representing data in a variety of ways.</p>	<p>Disciplinary-specific terminology and vocabulary</p> <p>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</p> <p>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</p> <p>Representing data in a variety of ways.</p>
<b>NC AQA GCSE pathway</b>	<p>Spiritual, Moral, Social and Cultural (SMSC) development.</p> <p><b>C2 – The existence of God and revelation</b></p>	<p>Spiritual, Moral, Social and Cultural (SMSC) development.</p> <p><b>C2 – The existence of God and revelation</b></p>	<p>Spiritual, Moral, Social and Cultural (SMSC) development.</p> <p><b>C1 – Beliefs, teachings and practices</b></p> <p><b>C2 – Religion and life</b></p>	<p>Spiritual, Moral, Social and Cultural (SMSC) development.</p> <p><b>C2 – Human rights and social justice</b></p> <p><b>C2 – Crime and punishment</b></p>	<p>Spiritual, Moral, Social and Cultural (SMSC) development.</p> <p><b>C2 – Religion and life</b></p>	<p>Spiritual, Moral, Social and Cultural (SMSC) development.</p> <p><b>C2 – Religion and life</b></p>



	Unit 1 Autumn 1 (6 weeks)	Unit 2 Autumn 2 (8 weeks)	Unit 3 Spring 1 (6 weeks)	Unit 4 Spring 2 (7 weeks)	Unit 5 Summer 1 (5 weeks)	Unit 6 Summer 2 (5 weeks)
<b>Year 10 MAP and A</b>	<b>Religion and Conflict (1)</b>	<b>Relationships and families (2)</b>	<b>Buddhism, beliefs and practices (1)</b>	<b>Christianity, beliefs and practices (1)</b>	<b>Peace and conflict (2)</b>	<b>Relationships and families (2)</b>
<b>Assessment</b>	End of unit test AfL – Retrieval practice	End of unit test AfL – Retrieval practice	End of unit test AfL – Retrieval practice	End of unit test AfL – Retrieval practice	End of unit test AfL – Retrieval practice	End of unit test AfL – Retrieval practice
<b>P4A objective</b>	<b>Creativity</b>	<b>Listening</b>	<b>Staying positive</b>	<b>Aiming high</b>	<b>Speaking</b>	<b>Problem solving</b>
<b>Literacy and numeracy</b>	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing various styles of writing, e.g. describing, explaining, discussing, and evaluating writing.  Representing data in a variety of ways.	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing various styles of writing, e.g. describing, explaining, discussing, and evaluating.  Representing data in a variety of ways.	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.  Representing data in a variety of ways.	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.  Representing data in a variety of ways.	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.  Representing data in a variety of ways.	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.  Representing data in a variety of ways.
<b>NC AQA GCSE pathway</b>	Spiritual, Moral, Social and Cultural (SMSC) development.  <b>C2 – Religion, peace and conflict</b>	Spiritual, Moral, Social and Cultural (SMSC) development.  <b>C2 – Relationships and families</b>	Spiritual, Moral, Social and Cultural (SMSC) development.  <b>C1 – Beliefs, teachings and practices</b>	Spiritual, Moral, Social and Cultural (SMSC) development.  <b>C1 – Beliefs, teachings and practices</b>	Spiritual, Moral, Social and Cultural (SMSC) development.  <b>C2 – Religion, peace and conflict</b>	Spiritual, Moral, Social and Cultural (SMSC) development.  <b>C2 – Relationships and families</b>





	Unit 1 Autumn 1 (6 weeks)	Unit 2 Autumn 2 (8 weeks)	Unit 3 Spring 1 (6 weeks)	Unit 4 Spring 2 (7 weeks)	Unit 5 Summer 1 (5 weeks)	Unit 6 Summer 2 (5 weeks)
<b>Year 11 Option</b>	<b>Religion and conflict</b>	<b>Religion and conflict (3 weeks)</b>  <b>The existence of God and revelation (5 weeks)</b>	<b>Religion, crime and punishment</b>	<b>Religion and life</b>	<b>Revision</b>	<b>Revision</b>
<b>Assessment</b>	<b>Mid unit test</b>  <b>AfL – Retrieval practice</b>	<b>Mock exam</b>  <b>End of unit test</b>  <b>AfL – Retrieval practice</b>	<b>End of unit test</b>  <b>AfL – Retrieval practice</b>	<b>End of unit test</b>  <b>AfL – Retrieval practice</b>	<b>End of unit test</b>  <b>AfL – Retrieval practice</b>	<b>End of unit test</b>  <b>AfL – Retrieval practice</b>
<b>P4A objective</b>	<b>Creativity</b>	<b>Listening</b>	<b>Staying positive</b>	<b>Aiming high</b>	<b>Speaking</b>	<b>Problem solving</b>
<b>Literacy and numeracy</b>	<b>Disciplinary-specific terminology and vocabulary</b>  <b>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</b>  <b>Developing various styles of writing, e.g. describing, explaining, discussing, and evaluating writing.</b>  <b>Representing data in a variety of ways.</b>	<b>Disciplinary-specific terminology and vocabulary</b>  <b>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</b>  <b>Developing various styles of writing, e.g. describing, explaining, discussing, and evaluating.</b>  <b>Representing data in a variety of ways.</b>	<b>Disciplinary-specific terminology and vocabulary</b>  <b>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</b>  <b>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</b>  <b>Representing data in a variety of ways.</b>	<b>Disciplinary-specific terminology and vocabulary</b>  <b>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</b>  <b>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</b>  <b>Representing data in a variety of ways.</b>	<b>Disciplinary-specific terminology and vocabulary</b>  <b>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</b>  <b>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</b>  <b>Representing data in a variety of ways.</b>	<b>Disciplinary-specific terminology and vocabulary</b>  <b>Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.</b>  <b>Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.</b>  <b>Representing data in a variety of ways.</b>

NC AQA GCSE pathway	Spiritual, Moral, Social and Cultural (SMSC) development.  C2 – Peace and conflict	Spiritual, Moral, Social and Cultural (SMSC) development.  C2 – Peace and conflict  C2 – The existence of God and revelation	Spiritual, Moral, Social and Cultural (SMSC) development.  C2 – Religion, crime and punishment	Spiritual, Moral, Social and Cultural (SMSC) development.  C2 – Religion and life	Spiritual, Moral, Social and Cultural (SMSC) development.	Spiritual, Moral, Social and Cultural (SMSC) development.
Year 11 MAP & A	Religion, peace and conflict	Religion, peace and conflict, relationships and families revision (3 weeks)  Beliefs and practices of Judaism (5 weeks)	Relationships and families	Revision	Revision	Revision
Assessment	End of unit test  Afl – Retrieval practice	End of unit test  Afl – Retrieval practice	End of unit test  Afl – Retrieval practice	End of unit test  Afl – Retrieval practice	End of unit test  Afl – Retrieval practice	End of unit test  Afl – Retrieval practice
P4A objective	Creativity	Listening	Staying positive	Aiming high	Speaking	Problem solving
Literacy and numeracy	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing various styles of writing, e.g. describing, explaining, discussing, and evaluating writing.	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing various styles of writing, e.g. describing,	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing all styles of writing, e.g. describing, explaining, discussing, and evaluating.

	Representing data in a variety of ways.	explaining, discussing, and evaluating.  Representing data in a variety of ways.	Representing data in a variety of ways.	Representing data in a variety of ways.	Representing data in a variety of ways.	Representing data in a variety of ways.
NC AQA GCSE pathway	Spiritual, Moral, Social and Cultural (SMSC) development.  C2 – Peace and conflict	Spiritual, Moral, Social and Cultural (SMSC) development.  C2 – Peace and conflict  C1 – Beliefs, teachings and practices	Spiritual, Moral, Social and Cultural (SMSC) development.  C2 – Relationships and families	Spiritual, Moral, Social and Cultural (SMSC) development.  C1 – Beliefs, teachings and practices	Spiritual, Moral, Social and Cultural (SMSC) development.	Spiritual, Moral, Social and Cultural (SMSC) development.
Year 11 B	Humanism	Islam	Good and evil	Holy places	Religion and ethics	Religion and Ethics
Assessment	End of unit test  Afl – Retrieval practice	End of unit test  Afl – Retrieval practice	End of unit test  Afl – Retrieval practice	End of unit test  Afl – Retrieval practice	End of unit test  Afl – Retrieval practice	End of unit test  Afl – Retrieval practice
P4A objective	Creativity	Listening	Staying positive	Aiming high	Speaking	Problem solving
Literacy and numeracy	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing various styles of writing, e.g. describing, explaining, discussing, and evaluating writing.	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing various styles of writing, e.g. describing,	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing all styles of writing, e.g. describing,	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing all styles of writing, e.g. describing,	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing all styles of writing, e.g. describing,	Disciplinary-specific terminology and vocabulary  Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints.  Developing all styles of writing, e.g. describing,

	<b>Representing data in a variety of ways.</b>	<b>explaining, discussing, and evaluating.</b>  <b>Representing data in a variety of ways.</b>	<b>explaining, discussing, and evaluating.</b>  <b>Representing data in a variety of ways.</b>	<b>explaining, discussing, and evaluating.</b>  <b>Representing data in a variety of ways.</b>	<b>explaining, discussing, and evaluating.</b>  <b>Representing data in a variety of ways.</b>	<b>explaining, discussing, and evaluating.</b>  <b>Representing data in a variety of ways.</b>
<b>NC</b>	<b>Spiritual, Moral, Social and Cultural (SMSC) development.</b>	<b>Spiritual, Moral, Social and Cultural (SMSC) development.</b>	<b>Spiritual, Moral, Social and Cultural (SMSC) development.</b>	<b>Spiritual, Moral, Social and Cultural (SMSC) development.</b>	<b>Spiritual, Moral, Social and Cultural (SMSC) development.</b>	<b>Spiritual, Moral, Social and Cultural (SMSC) development.</b>
	<b>Unit 1 Autumn 1 (6 weeks)</b>	<b>Unit 2 Autumn 2 (8 weeks)</b>	<b>Unit 3 Spring 1 (6 weeks)</b>	<b>Unit 4 Spring 2 (7 weeks)</b>	<b>Unit 5 Summer 1 (5 weeks)</b>	<b>Unit 6 Summer 2 (5 weeks)</b>