TCS KS3 Humanities Curriculum

Geography

Year 7

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	**What is a geographer?** • Being a geographer. • Asking geographical questions. • Conducting geographical enquiries. • Key aspects of studying people and places. • How to use geographical data including maps.	Baseline Assessment 1 (September) Weekly quiz. Key Term KO tests. End of topic assessment.	• Locate and name the world's continents and oceans. Locate and name countries in Europe, North and South America. • Begin to identify human and physical features of localities. • Locate and describe places using latitude and longitude. • Demonstrate ability to use Ordnance Survey map skills, scale, grid references, height, direction; with aerial photos.	Link to key term Knowledge Organiser booklet.

Autumn 2	**How do we use our planet as a natural resource?** • The different elements that make up our planet and how they interact. • How rocks and soils form and their importance to life. • What a biome is and how the rainforest biome works. • How people use the Earth's natural resources such as water, oil and energy supplies. • The difference between renewable and non-renewable resources.	Weekly quiz. Key term KO tests. End of topic assessment.	• Identify the Earth's spheres and how they are interconnected and understand the concept of geological time • Understand the three categories of rocks and how rocks are weathered • Understand the composition and formation of soils • Understand how biomes are formed by the interaction of the Earth's spheres – rainforest • Identify how people use the Earth's natural resources – rocks, soil, biomes, water, and oil. • Classify and evaluate sources of renewable and non-renewable forms of energy • Define a geographical concept – sustainability and communicate views about the need to use natural resources sustainably.	Link to key term Knowledge Organiser booklet.
Spring 1	**What is an economy?** • Economic activities and what they are like at different scales, from local to global**.** • Ways in which jobs can be arranged into groups or sectors**.** • The range of jobs people do and how jobs have changed over time**.** • Trade and how it has become global**.** • The UK economy, how it has developed and how our links with the world have grown**.**	Weekly quiz. Key term KO test. End of topic assessment.	• Understand the growth of manufacturing in China. • Understand geographical terms and ideas – economy, trade, ports, globalisation, containerisation and economic sectors • Classify jobs into economic sectors • Understand economic systems at a variety of scales • Understand how economies evolve through time and how places are interconnected and interdependent through trade. • Consider the impact of economic activities on the environment. • Make decisions. Compare an OS map with an aerial photo to identify location factors for a car plant and a port.	Link to key term Knowledge Organiser booklet.

Spring 2 and Summer 1	**What is weather and climate**? • The concepts of weather and climate. • The elements that make up the weather and climate. • How the weather is measured. • How to read weather maps using the synoptic code. • How to distinguish between weather and climate.	Weekly quiz. Key term KO test. End of topic assessment.	• Understand the difference between weather and climate • Understand the basic principles, processes and patterns of weather and climate • Understand the characteristic features of depressions and anticyclones and how they affect the weather • Understand how weather is measured, recorded and forecast – role of the Met Office. • Use the synoptic code, weather charts and satellites to analyse weather patterns • Interpret and draw climate graphs for the UK • Interpret climate maps for the UK and the world • Describe and explain weather patterns and the climate of the UK. • Conduct a geographical enquiry to identify patterns of weather for a locality for a week.	Link to key term Knowledge Organiser booklet.

Summer 2	**Is the geography of Russia a curse or a benefit?** • What Russia is like. • The physical landscape, climate and natural environment of Russia • How Russia's physical geography has influenced its human geography. • How important Russia is to the world.	Weekly quiz. Key word KO test. End of topic assessment. Baseline assessment 2.	• Locate Russia and its surrounding countries • Identify key features of Russia's physical landscape, climate, environments, population distribution, and economy. • Understand the features and causes of a continental climate • Understand how biomes are formed by the interaction of the Earth's spheres – taiga, tundra • Understand the distribution of natural resources and economic activities across Russia • Appreciate how cold temperatures impact on people's lives • Understand how size and physical geography affect the economic growth of Russia • Understand the population distribution pattern for Russia. • Interpret and draw climate graphs for Russia. Interpret climate maps for Russia • Use GiS/Google Earth to investigate Russia • Interpret and analyse a range of geographical data including different viewpoints about an issue.	Link to key term Knowledge Organiser booklet.

Year 8

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	**Why are rivers important?** • What rivers are and how water flows into them. • How weathering, erosion and transportation create river landforms. • To identify river landforms on OS maps. • Why rivers are important to people.	Weekly quiz. Key word KO test. End of topic assessment.	• Identify human and physical features of a locality – River Tees • Locate the world's major river basins. • Understand the water cycle and drainage basin processes • Understand river processes – erosion, transportation, deposition – to create landscapes • Identify river landscape features • Identify how people use rivers • Understand why people investigate drainage basin processes • Know how human and physical factors cause rivers to flood • Identify ways that people respond to river flooding • Identify how river flooding can be managed. • Compare an OS map with an aerial photo to identify river features and how people use rivers • Use an OS map to draw a cross-section of a river valley • Conduct a river fieldwork enquiry.	Link to key term Knowledge Organiser booklet.

Autumn 2	**What is development?** • To define development • To compare development around the world • To understand where and why inequality occurs • To understand the actions taken by individuals, governments and communities to aid development	Weekly quiz. Key word KO test. End of topic assessment.	• Understand global patterns of development, locating countries in different states of development • Identify development priorities for Bolivia • Consider the state of development in Nepal • Identify regional inequality in the UK. • Understand the concept of development and appreciate different definitions of development • Understand that development occurs at different rates and times in different countries • Understand that there are regional disparities of development within countries • Identify reasons for poverty, including gender inequality • Understand how organisations work to support development • Further develop understanding of the concept of sustainability, investigating sustainable development goals. • Interpret statistics, Dollar Street website and choropleth maps to investigate patterns of development at different scales • Communicate understanding of development and use new terminology.	Link to key term Knowledge Organiser booklet.

Spring 1 and 2	**One planet, many people: How are populations changing?** • About world population distribution and change**.** • How countries attempt to control population change**.** • About types of migration**.** • To understand urbanisation and how cities evolve.	Weekly quiz. Key word KO test. End of topic assessment.	• Know the global distribution of population, and location of the world's major cities • Understand the population control strategies in Russia and China. • Understand the geographical concepts and ideas – population distribution, change, growth, migration, urbanisation • Understand that population change occurs at different rates and times in different countries • Understand and apply the Demographic Transition Model and a migration model • Understand how countries attempt to control population change • Understand the decisions that people make to migrate • Understand how migration changes settlements • Identify the interconnections between population change, use of natural resources and development. • Interpret statistics, graphs, models, population density maps, population pyramids, to investigate population • Identify and explain the world pattern of population distribution.	Link to key term Knowledge Organiser booklet.
Summer 1	**What happens were the land meets the sea?** • To understand how erosion, deposition and transportation create and change coastal landforms over time**.** • To consider how the coast is used by people**.** • To understand the need for, and impact of, different coastal management strategies**.** • To identify coastal landforms on OS map and photos.	Weekly quiz. Key word KO test. End of topic assessment.	• Identify human and physical features of a locality – Holderness coast, Yorkshire. • Understand how erosion, deposition and transportation create and change coastal landforms • Understand the importance of geology in shaping the coast • Understand how cliffs are weathered • Understand the need for, and impact of, coastal management strategies. • Compare an OS map with aerial and ground-level photos to identify coastal landforms, and how people try to manage the coast • Consider different viewpoints and justify decisions about coastal management.	Link to key term Knowledge Organiser booklet.

Summer 2	**How is Asia being transformed?** • Asia's diverse physical and human geography • How Asia is a continent of dynamic change. • The changing relationship between Asia and the rest of the world	Weekly quiz. Key word KO test. End of topic assessment.	• Locate Asia and its countries • Identify key features of Asia's physical landscape, climate, environments, population distribution and economy • Understand aspects of the physical and human geography of India, China and Nepal. • Understand the features and reasons for a monsoon climate • Understand the cause of flooding in Asia • Understand how biomes are formed by the interaction of the Earth's spheres – mountains • Understand population distribution and change in Asia • Compare the population structure of two Asian countries • Understand how urbanisation is changing a region – Karnataka, India • Identify reasons for economic growth in China • Understand the growing economic importance of Asia • Appreciate the changing balance of world trade • Understand the impact of climate and flooding on people in Asia • Compare the causes and impact of flooding in Asia with York • Understand how deforestation in Nepal is affected by a mountain biome. • Interpret statistics, graphs, population density maps and population pyramids to investigate population change • Consider different points of view and decisions that people make.	Link to key term Knowledge Organiser booklet.

Year 9

	Outline of Course/	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	**Will we ever know enough about earthquakes and volcanoes to live safely?** • The theory of plate tectonics • How volcanoes and earthquakes are linked to plate tectonics • The hazards for people associated with these events. • How scientists attempt to predict, manage and prevent these hazards	Weekly quiz. Key word KO test. End of topic assessment.	• Locate the global distribution of volcanoes, earthquakes, mountain belts and plate boundaries • Locate and investigate natural disasters in Guatemala, Turkey and Nepal. • Understand the theory of continental drift and recognise the patterns of earthquake, volcano and mountain belts as plate boundaries • Understand the theory of plate tectonics and scientists' evolving understanding of how plates move • Understand the types of plate boundary • Appreciate how scientific theories and understanding about plate tectonics have evolved through time through a series of discoveries • Understand how people respond to an earthquake • Understand how people manage risk in areas prone to earthquakes and volcanoes • Understand the impact of development and urbanisation on countries susceptible to earthquakes and volcanoes. • Interpret atlas maps, eye witness accounts, scientific evidence and public information material to investigate plate tectonics • Describe and explain the theory of plate tectonics.	Link to key term Knowledge Organiser booklet.

Autumn 2	**What are the opportunities and challenges facing Africa?** • The physical and human geography of Africa • Africa's colonial history • Some of the challenges facing the continent. • Some of the opportunities to develop and change	Weekly quiz. Key word KO test. End of topic assessment.	• Locate Africa and its countries • Identify key features of Africa's physical landscape, climate, environments, population distribution and economy • Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region within Africa, and of a region within Asia. • Know the physical landscape of Africa • Understand the pattern of climate zones and biomes across Africa • Identify the causes and consequences of desertification in the Sahel • Understand how biomes are formed by the interaction of the Earth's spheres – savanna • Challenge stereotypical views about the continent of Africa • Appreciate the effects of colonialism on present-day Africa • Understand the changing state of development across African countries • Understand population distribution and change in Africa • Understand how urbanisation is changing Africa • Compare urbanisation in a region of India to a region of Africa • Identify reasons for economic growth in Africa • Understand and consider the reasons for China investing in and trading with countries in Africa • Identify solutions to desertification in the Sahel. • Interpret climate maps and graphs for Africa • Interpret statistics, graphs, population density maps and population pyramids to investigate population change • Consider different points of view and decisions that people make to change • Apply understanding of migration and urbanisation to analyse a range of geographical information about Ethiopia	Link to key term Knowledge Organiser booklet.

			• Apply understanding of development and Sustainable Development Goals to Africa • Use enquiry questions to describe places in Africa	
Spring 1	**How does ice change the world?** • How ice changes the world • How erosion and transportation create glacial landforms • Identifying glacial landforms on OS maps • How the distribution of ice around the world changes through time	Weekly quiz. Key word KOK test. End of topic assessment.	• Locate the changing global distribution of ice sheets and glaciers • Identify human and physical features of a locality • Understand that the world's distribution of glaciers varies through time • Understand how erosion, deposition and transportation create and change landforms • Identify and understand how people use glacial landforms • Understand how scientists investigate how glaciers are changing. • Compare OS maps with aerial and ground-level photos to identify glacial landforms • Use OS maps to draw cross-sections to show glacial features • Describe and explain how people use glacial landforms • Use evidence to describe how the world's glaciers are changing.	Link to key term Knowledge Organiser booklet.
Spring 2	Extreme weather/topical focus/fieldwork	Decision Making Exercise (DME) assessment.		

Summer 1	**Why is the Middle East an important world region?** • Where the Middle East region is located • What countries make up the region • The physical landscape of the Middle East • The human geography of the region • Examples of conflict and controversy in the Middle East. • How important the region is to the world	Weekly quiz. Key word KO test. End of topic assessment.	• Locate the Middle East and its countries and identify key features of the Middle East's physical landscape, climate, environments, population distribution and economy • Consider the importance of the region to the world. • Identify the impact of plate tectonics on the Middle East • Understand the pattern of climate zones in the Middle East • Compare a desert and a Mediterranean climate • Understand the distribution of population and ethnic groups across the Middle East • Understand the importance of oil to the economies of the Middle East and the world • Understand the changing state of development across the countries of the Middle East • Compare and understand the reasons for different levels of development and population change for UAE and Yemen • Understand the reasons for conflict in the Middle East • Identify issues of water scarcity created by the climate of the region. • Use atlas maps and photographs to investigate the Middle East • Interpret statistics, graphs, population density maps and population pyramids to investigate population change • Consider different points of view and decisions that people make to change • Apply understanding of development, population and economy to investigate UAE and Yemen, using a variety of geographical data • Apply understanding of the Middle East and migration to investigate the causes and consequences of war in Syria, critically thinking about different viewpoints.	Link to key term Knowledge Organiser booklet.

Summer 2	**What is the future for the planet?** • That climate change is a controversial issue affecting the future of the planet • About the evidence of climate change • The causes and consequences of climate change. • About the options for the planet's future.	Weekly quiz. Key word KO test. End of topic assessment.	• Understand global patterns of climate change and greenhouse gas emissions • Understand the consequences of climate change in the UK. • Understand the concept of climate change and the role of greenhouse gases • Understand the interaction and interconnection of the Earth's spheres, principles of weather and climate and changing glaciers • Understand the contribution of using natural resources, energy development, economic growth and population change on the world's changing climate • Consider how the UK government is managing the risks of climate change • Identify and classify the causes of climate change • Apply understanding of the geographical concepts – economy, development, Earth's spheres, weather and climate, population change and melting glacier to investigate the causes and consequences of climate change . • Understand that action to face climate change requires international agreement and collaboration. • Investigate controversial issues • Consider a range of evidence of climate change • Consider and critically reflect on different viewpoints, detecting bias • Use GIS with OS maps to identify flood risk in the UK.	Link to key term Knowledge Organiser booklet.

History

Year 7

	Outline of Course/ SOW delivery	Key Assessments	Skill Development
Autumn 1	Invasions: Invasions were necessary for world improvement. How far do you agree? • Rome • The Battle of Hastings • The Crusades	• Baseline assessment: Factual recall, identifying evidence and making inferences • Key word tests • Factual recall – flip learning	• Identifying evidence • Making inferences • Explanation, Analysis and Evaluation • Chronology
Autumn 2	Authority: Monarchy made Britain. How far do you agree? • William I • The Tudor monarchy • Charles I	• Assessment: Factual recall, Consequences • Key word tests • Factual recall – flip learning	• Identifying and explaining consequences • Identifying evidence • Explanation, Analysis and Evaluation • Chronology
Spring 1	Rebellions and Revolutions: To what extent does poverty lead to Revolution? • Anglo-Saxon rebellions • The French Revolution • The Russian Revolutions 1917	• Assessment: Factual recall, Continuity and change • Key word tests • Factual recall – flip learning	• Identifying evidence, continuity and changes. • Explanation, Analysis and Evaluation • Chronology
Spring 2	Justice: How has the Justice system changed that much? • Anglo-Saxons • Medieval • Early Modern period • Modern day	• Assessment: Factual recall, similarity and difference. • Key word tests • Factual recall – flip learning	• Identifying evidence, similarity and difference. • Explanation, Analysis and Evaluation • Chronology
Summer 1	Emancipation – What methods have been used to achieve emancipation if at all over time? • Romans • Suffragettes • Slavery • Civil Rights movement	• Assessment: Factual recall, Significance • Key word tests • Factual recall – flip learning	• Identifying evidence • Explanation, Analysis and Evaluation of significance. • Chronology
Summer 2	Empires: Should Empires be something to be proud of?	• Key word tests	• Identifying evidence and continuity and changes.

	• The Slave Trade • India • French Empire • Chinese Empire	• Factual recall – flip learning	• Explanation, Analysis and Evaluation • Chronology

Year 8

	Outline of Course/SOW delivery	Key Assessments	Skill Development
Autumn 1	Discrimination and minorities: Are stereotypes crucial in forming governmental policy? • Suffragettes • Civil Rights Movement • The Ku Klux Klan • Hitler's rise to power	• Assessment: Factual recall, Significance, continuity and change. • Key word tests • Factual recall – flip learning	• Identifying evidence. • Explanation, Analysis and Evaluation of significance, continuity and change.
Autumn 2	Terrorist/Freedom fighter: Can one person's terrorist ever be another's freedom fighter? • Assassination of Franz Ferdinand • Suffragettes • Bombing of Dresden • Nelson Mandela	• Assessment: Factual recall, Cause and consequence. • Key word tests • Factual recall – flip learning	• Identifying evidence • Explanation, Analysis and Evaluation of causes and consequences.
Spring 1	Technology: Did technology advance the world for the better? • Titanic and the Industrial Revolution • Weapons of WWI • Weapons of WWII • The Holocaust	• Assessment: Factual recall, similarity and difference. • Key word tests • Factual recall – flip learning	• Identifying evidence. • Explanation, Analysis and Evaluation of similarity and differences.
Spring 2	Emigration: The 18th and 19th centuries gave more opportunity for movement than ever before? • Titanic and the Industrial Revolution.	• Assessment: Factual recall, Significance • Key word tests • Factual recall – flip learning	• Identifying evidence. • Explanation, Analysis and Evaluation of significance.

	• The American West • 19th century Whitechapel		
Summer 1	Equalities: To what extent are the rich always prioritised at times of crisis or change? • The Chartists • Titanic • The Vietnam War	• Assessment: Factual recall, Similarity and difference. • Key word tests • Factual recall – flip learning	• Identifying evidence. • Explanation, Analysis and Evaluation of significance.
Summer 2	Tolerance and Intolerance: Has the world done enough to tackle intolerance throughout History? • Witchcraft • Plains Indians • Rwanda • The Holocaust • Civil Rights movement	• Key word tests • Factual recall – flip learning • No final assessment due to the nature of topic.	• Identifying evidence. • Explanation, Analysis and Evaluation of significance and consequences.

Year 9

	Outline of Course/SOW delivery	Key Assessments	Skill Development
Autumn 1	Catastrophes and Disasters: Catastrophes and Disasters are inevitable for the greater good. How far do you agree? • The Battle of the Somme • The Great Depression • Hiroshima • The Holocaust • Chernobyl	• Assessment: Factual recall, Significance and consequences. • Key word tests • Factual recall – flip learning	• Identifying evidence • Explanation, Analysis and Evaluation of significance and consequences.
Autumn 2	Special relationships: Have special relationships meant that individuals have made the wrong decisions? • Henry VIII and the Church • The Treaty of Versailles	• Assessment: Factual recall, Continuity and change. • Key word tests • Factual recall – flip learning	• Identifying evidence. • Explanation, Analysis and Evaluation of continuity and change.

	• Appeasement • Conflicts in the Middle East • Gorbymania and the Cold War		
Spring 1	Perceptions of women: Conforming as a woman. How far did these women go against societal trend? • Boudica • Joanna the mad • Elizabeth I • Elizabeth Fry • Hysteria • Margaret Thatcher	• Assessment: Factual recall, Significance • Key word tests • Factual recall – flip learning	• Identifying evidence. • Explanation, Analysis and Evaluation of significance.
Spring 2	Law and Order: How are the police represented throughout History? • Creation of the police force. • Jack the Ripper • Organised crime: The Krays • The Miner's strike • Hillsborough	• Assessment: Factual recall, Similarity and difference. • Key word tests • Factual recall – flip learning	• Identifying evidence. • Explanation, Analysis and Evaluation of similarity and difference.
Summer 1	Welfare and Medicine: To what extent did Medicine cause more harm than good? • The Black Death • Quest for vaccinations • Public Health Act • Creation of the NHS	• Assessment: Factual recall, continuity and change. • Key word tests • Factual recall – flip learning	• Identifying evidence. • Explanation, analysis and Evaluation of continuity and change.
Summer 2	Political tensions: How dangerous was the Cold War? • Communism v Capitalism • Nuclear Warfare • President Kennedy's assassination	• Key word tests • Factual recall – flip learning	• Identifying evidence. • Explanation, analysis and Evaluation of causation.

	• Living through the Cold War		

Religious Studies

Yr 7

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn Term	**Minorities, sects and cults** • Wiccan beliefs • Amish • African religions • Zoroastrianism • Jainism • Australian Aboriginal beliefs • Aztec beliefs	To be able to describe main religious beliefs and practices in a minority religion. To be able to explain how these beliefs impact on the lives of the adherents. • Key words test • Baseline tests • Factual tests • End of topic assessments	• Know and understand lesser known religions • Supplement/ fill/plugs in gaps in prior knowledge of major world religions – this will be supported by religion portfolio home learning.	Link to key term Knowledge Organiser booklet.
Spring Term	**Nature and existence of the Divine** • Nature of God in Christianity • Ontological and Cosmological arguments for the existence of God • William Paley and design • Allah • Animism • Shekhinah – God in the feminine • Humanism	To be able to explain and evaluate theories on the existence of God. • Key words test • Baseline tests • Factual tests • End of topic assessments	• Interpret a fuller understanding on what others believe the notion of God is. • Engage in critical thinking skills, judgement and evaluation of theology theories. • Analyse different ideas of what a 'God' might be.	Link to key term Knowledge Organiser booklet.
Summer Term	**Numbers in religion** • Trimurti • Trinity • Three marks of existence • Four noble truths • Five pillars • Five K's • Seven days of Creation • Ten commandments	To be able to describe and explain how beliefs influences behaviour and world view in individuals • Key words test • Baseline tests • Factual tests • End of topic assessments	• Explore how religious individuals explore and perceive the world. • Create links to prior learning and strengthen them. • Identify themes on how beliefs influence lifestyle and behaviour.	Link to key term Knowledge Organiser booklet.

Yr 8

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn Term	**Prophets, leaders and gurus** • Moses • Miriam • Muhammad • Guru Nanak • Isa • John the Baptist • Buddha	To be able to describe and explain how an individual influenced the beliefs of many and to be able to evaluate why they are still relevant/important to believers in the modern age. • Key words test • Baseline tests • Factual tests • End of topic assessments	• Develop investigation skills. • Connect and link concepts of belief and practice to religious figures. • Communicate the influence and impact of individuals today.	Link to key term Knowledge Organiser booklet.
Spring Term	**Sacred places and rites** • Golden temple • Lourdes • River Ganges • Ka'ba • Jerusalem • Vatican City	To be able to describe and explain why certain geographical/historical locations are sacred to religious communities. • Key words test • Baseline tests • Factual tests • End of topic assessments	• Identify physical places with religious concepts • Contextualise the hagiography of a religious person in environments • Cross-curricular links to geography and history. •	Link to key term Knowledge Organiser booklet.
Summer Term	**The future?** • Shoel: Judaism • Purgatory: Catholicism • Judgement: Islam • Reincarnation: Hinduism • Realms of existence: Buddhism • Humanist beliefs and the afterlife	To be able to describe and explain what people believe happens to them after death. • Key words test • Baseline tests • Factual tests • End of topic assessments	• Develop critical thinking and examination of how belief influences behaviour and vice versa • Describe and explain varying beliefs about the afterlife • Consider the link between the action and consequence • Justify and further develop personal ideas/beliefs surrounding the afterlife	Link to key term Knowledge Organiser booklet.

Yr 9

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn Term	**Exploring philosophy** • What is real? • Nature of reality: Plato • Epistemology: Hume and bundle theory • The Self: John Locke • Philosophy of Language	To be able to explain philosophical theories and evaluate them. • Key words test • Baseline tests • Factual tests • End of topic assessments	• Engage in critical thinking and analysis. • Develop skills on hypothesis and judgement. • Communicate logical thinking skills. • Encourage curiosity skills. • Analyse abstract concepts into the physical. • Question accepted paradigm	Link to key term Knowledge Organiser booklet.
Spring Term	**Science and ethics** • Original and clones • Rights of robots • Are population controls ethical: Utilitarianism vs. Machiavelli • Ethical debates around paying for healthcare • Is privacy a right? • Personhood • Designer babies	To be able to identify and explain potential ethical issues in certain topics. • Key words test • Baseline tests • Factual tests • End of topic assessments	• Apply philosophical method and discourse to real life ethical issues. • Critical thinking and evaluation • Development of personal attitudes, ideas and own ethical beliefs. • Further develop personal self-morality, opinions and ideas • Demonstrate investigational skills.	Link to key term Knowledge Organiser booklet.
Summer Term	**Controversy in religion** • Darwinism and the church • Just war theory and the bombing of Dresden • 9/11 and Islamophobia • Scientology • Malcom X • The holocaust	To be able to identify and describe controversy in religion. To be able to discuss why these moments are considered controversial and to be able to explain the impact of the events. • Key words test • Baseline tests • Factual tests • End of topic assessments	• Consider the usefulness of controversy • Explain controversial events and persons • Evaluate the potential impact of controversy • Establish links to prior knowledge concerning religious beliefs and practices. • Link and apply ethical and philosophical issues.	Link to key term Knowledge Organiser booklet.