	Topic Autumn	Topic	Topic Spring	Topic	Topic Summer	Topic
Key concepts	Introduction to EPR Bingo memory recall Christianity		The Environment Project		**The problem with evil and suffering.** This topic (found in summer term year 8) may move into year 9 depending on time constraints and issues in the world making this more sensitive and therefore more suitable for an older student. Judaism	Judaism
Themes	Lesson 1. Who was Jesus? Lesson 2. Jesus timeline Lesson 3. The Bible Lesson 4. Christian denominations	Lesson 5. Parables Lesson 6 Miracles Lesson 7 The Last days of Jesus' life Lesson 8. Christian Eschatology Lesson 9. Why do we suffer if God loves us?	Lesson 1. How did the Universe begin? Lesson 2. Religion and creation Lesson 3. Whose world is it? Lesson 4. Religion and protection of the environment.	Lesson 5. Religion and stewardship Lesson 6. Debate Lesson 7. How should we live in the world? Lesson 8. Vegetarianism Lesson 9. A story to finish with…	Lesson 1. Intro to Judaism Lesson 2. Jewish festivals Lesson 3.　"　　" Lesson 4. Daily Life Lesson 5.　"　"	Lesson 6. Synagogue Lesson 7.　" Lesson 8. Rosh Hashanah Lesson 9. Shabbat Lesson 10. Story of Job Lesson 11. The Tenakh Lesson 12. Kosher
Challenge	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension tasks, GCSE style questions requiring debating techniques	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension tasks, GCSE style questions requiring debating techniques	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension tasks, GCSE style questions requiring debating techniques	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension tasks, GCSE style questions requiring debating techniques	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension tasks, GCSE style questions requiring debating techniques	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension tasks, GCSE style questions requiring debating techniques
Support	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group
Literacy focus	Reading & comprehension Making inferences	Reading & comprehension Making inferences	Reading & comprehension Making inferences	Reading & comprehension Making inferences	Reading & comprehension Making inferences	Reading & comprehension Making inferences

Numeracy focus	Chronology Timelines					
Cross-curricular links	Citizenship History	Citizenship	Citizenship Science	Citizenship History	Citizenship History	
SMSC & MBV	**Cultural: Exploring, understanding and respecting diversity.** Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown in by their attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities. **Cultural: Understanding and appreciating personal influences.** Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. **Moral: Developing and expressing personal views or values.** Pupils' interest and offering reasoned views about, moral and ethical issues. **Social: Understanding how communities and societies function.**	**Cultural: Exploring, understanding and respecting diversity.** Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown in by their attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities. **Cultural: Understanding and appreciating personal influences.** Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. **Moral: Developing and expressing personal views or values.** Pupils' interest and offering reasoned views about, moral and ethical issues. **Spiritual: Experiencing fascination, awe and wonder.**	. **Cultural: Understanding and appreciating personal influences.** Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. **Moral: Developing and expressing personal views or values.** Pupils' interest and offering reasoned views about, moral and ethical issues. **Moral: Recognising right and wrong and applying it.** Pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives. **Social: Understanding how communities and societies function.** Pupils' interest in and understanding of the way communities and societies function at a variety of levels. **Spiritual: Experiencing fascination, awe and wonder.**	**Cultural: Exploring, understanding and respecting diversity.** Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown in by their attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities. **Cultural: Understanding and appreciating personal influences.** Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. **Moral: Developing and expressing personal views or values.** Pupils' interest and offering reasoned views about, moral and ethical issues. **Moral: Recognising right and wrong and applying it.** Pupils' ability to recognise the difference between	**Cultural: Exploring, understanding and respecting diversity.** Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown in by their attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities. **Cultural: Understanding and appreciating personal influences.** Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. **Social: Understanding how communities and societies function.** Pupils' interest in and understanding of the way communities and societies function at a variety of levels. **Spiritual: Experiencing fascination, awe and wonder.**	**Cultural: Exploring, understanding and respecting diversity.** Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown in by their attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities. **Cultural: Understanding and appreciating personal influences.** Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. **Social: Understanding how communities and societies function.** Pupils' interest in and understanding of the way communities and societies function at a variety of levels. **Spiritual: Experiencing fascination, awe and wonder.**

	Pupils' interest in and understanding of the way communities and societies function at a variety of levels. **Spiritual: Experiencing fascination, awe and wonder.** Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. **Spiritual: Exploring the values and beliefs of others.** Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.	Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. **Spiritual: Exploring the values and beliefs of others.** Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. independence.	Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. **Spiritual: Exploring the values and beliefs of others.** Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.	right and wrong and their readiness to apply this understanding in their own lives. **Social: Understanding how communities and societies function.** Pupils' interest in and understanding of the way communities and societies function at a variety of levels. **Spiritual: Experiencing fascination, awe and wonder.** Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. **Spiritual: Exploring the values and beliefs of others.** Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.	Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. **Spiritual: Exploring the values and beliefs of others.** Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.	Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. **Spiritual: Exploring the values and beliefs of others.** Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. .
ASSESSMENTS	Christianity waterfall assessment			Waterfall assessment		
Out of school learning	IST Jerusalem	n/a	n/a	n/a	n/a	

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
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3				
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OPTIONAL PAGE