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| **Y7** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Focus for****Learning** | (Geography) | *(History)Local history/Sheffield/history of us/me*  | (Geography) | (History) Ancient history – Egyptians | (Geography) | (History) Medieval Britain Knights and castles/battle of Hastings |
| **Pathway 1** | Myself and others around meMain religions in Britain/British values. Explore existing knowledge of religion. Breakdown of religions in Britain Compare/contrast main religions. Discuss meaning of ‘diversity’ and ‘tolerance’ and how we all fit together within Britain/Sheffield/Bents Green | Religion, Family and community: What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect? All the religions and beliefs of Sheffield | Stories of Jesus – Students develop skills in reasoning through debating questions, stories and dilemmas about the nature of human life, moral responsibilities and how we should live. (P4C) | Israelites in Ancient Egypt – Moses and the Book of Exodus and Moses’ part in other religious texts/religions e.g. the Bible and the Qur’an. Ethical questions such as why is slavery wrong? Is it right for God to send Plagues? | Creation of the world – Compare, discuss and reason about the different theories on the creation of the world including scientific view.  | The importance of the Roman Catholic church in Medieval Britain and how it has changed over time. Debate strong beliefs from past to present and investigate the role of important leaders such as the Pope. |
| **Pathway 2** | Myself - Pupils express creatively ideas about who they are, where do they belong, how are we all connected?Pupils talk about people being from different religions. Pupils think about what happens when people are kind, thankful, fair or generous (or unkind/ungrateful/ unfair/mean. | Worship and Sacred Places – Where, why and how do people worship? Investigating places of worship in Sheffield and Yorkshire.  | Stories of Jesus – Pupils retell two stories of Jesus and consider what we can learn from Jesus about praying and helping people and how we can apply this to our lives. Explore “Philosophy for Children”  | Israelites in Ancient Egypt – The story of Moses and the Ten Plagues of Egypt through media. Symbolism in ancient Egypt.  | Creation stories from around the world – discussing the differences and personal viewpoint including the scientific view.  | Symbols - How are churches/mosques/ synagogues important to believers?What are common symbols amongst different communities and what symbols are specific to each community.  |
| **Pathway 3** | Myself - Pupils express creatively ideas about who they are, their family, their likes and dislikes. Pupils notice that people come from different religions. Pupils create simple sentences about what happens when people are kind, thankful, fair or generous (or unkind/ungrateful/ unfair/mean. | Celebrations of Christmas and what it means in Christianity and compare this to other religious festivals around this time of year e.g. the history, symbols and how it is celebrated. Engaging with the social and emotional aspects of celebrations such as giving and thankfulness. (Christmas, Hanukkah, Thanksgiving) | Stories of Jesus – pupils retell two different stories of Jesus and consider what they mean. Linking the morals to simple RSE concepts such as being kind, helpful. | Israelites in Ancient Egypt – The story of Moses and the Ten Plagues of Egypt through media and sensory stories. Symbols in ancient Egypt.  | Sensory creation story from Christianity – compare and contrast with other religious beliefs (e.g. Hindu creation story) on the creation of the world and the things within it e.g. nature and animals. | Symbols – How are churches/mosques/ synagogues important to believers?What are common symbols amongst different communities and what symbols are specific to each community.  |

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| **Y8** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Focus for****Learning** | Tudors/ Elizabeth 1st/King Henry | Geography - | Industrial Revolution /Victorians | Geography - | World war 1/2 | Geography - Habitats |
| **Pathway 1** | Symbols – The importance of religious texts such as the Quran, the bible and the Torah and how they were used in the past and their relevance to life today. Importance of special clothing, foods and objects. | Expressing faith through the arts – Exploring, comparing, contrasting art, architecture, sculptures and music from different religions. Creating our own expressions of faith e.g. of love, hope, happiness. | How different religions celebrate and honour the earth. Investigating religious viewpoints on what makes the earth special and beautiful and how they appreciate the earth in their beliefs and practices.  | Celebrations and the history of Easter (Stories of Jesus).Lent and the reasons for it, carnival celebrations in different cultures, ash Wednesday and the traditional celebration of Easter. Pupils compare cultural traditions and understand their religious origins. | Ethics and Morals – How do religions respond to global issues of war and human rights/fairness/social justice? For example What do religions teach about how we can all live together – look at charities such as Christian Aid, Oxfam and Islamic Relief.  | Religious expression: How do people express their religious and spiritual ideas on pilgrimages (Muslims, Buddhists and Christians) |
| **Pathway 2** | Symbols – Special books/clothing/foods/ ornaments - What objects are special to me? | Expressing faith through the arts - Exploring art, architecture, sculptures and music from different religions. Creating our own expressions of faith e.g. of love, hope, happiness. | What makes the world special? - Pupils explore and compare sensory stories of creation from different religions.  | Celebrations and the history of Easter (Stories of Jesus) - Pupils explore the meaning of Easter and Lent and how it is celebrated around the world in different cultures.  | Ethics and Morals – Pupils explore how religions respond to global issues such as war, human rights, equality and charity and develop their questioning and discussion skills.  | Religion, family and community: Prayer – How do religious families and communities live out their faith (Jewish Christian and Muslim faiths) |
| **Pathway 3** | Symbols – Special books/clothing/foods/ ornaments – What objects are special to me? | Expressing faith through the arts – Exploring art, sculptures and music from different religions. Creating our own expressions of faith e.g. of love, hope, happiness.  | What makes the world special? - Pupils explore sensory stories of creation from different religions.  | Celebrations and the history of Easter (Stories of Jesus) - Pupils explore the meaning of Easter and Lent and how it is celebrated around the world in different cultures. | Judaism – Artefacts, symbols and traditions in a Jewish family home.  | Believing: How and why do people pray? Christians, Muslims and Jewish people.  |

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| **Y9** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Focus for****Learning** | Pathway 2 History - Who were the StuartsPathway 3 History - Celebrations based on events from the past | (Pathway 2 Geography)(Pathway 3 Geography) | History - Slave trade/Native Americans | Geography -  | Religious Leaders | Geography -  |
| **Pathway 1** | Who celebrates what and why? – Learning about harvest festivals from different religions and comparing their practices. Studying key Jewish celebrations and the reasons behind them. Learning about Muslim celebrations of Eid al Fitr and Eid al Adha. | Gifts - Develop understanding of the reasons and history behind gift giving and the meaning of words such as “grateful” and “thankful”. Considering how we can help and contribute to charitable causes and give to those less fortunate than us.  | Morals and ethics – Equality, inequality and human rights. Discussion of what concepts such as inclusion and belonging mean. What do religions say about these issues and why? What do different religions do to help others or address inequality? | Hinduism – Investigating and discussing key beliefs, traditions, practices and symbols of the Hindu religion and comparing it to other religions we have learnt about. | Leaders – What makes some people inspiring to others? Pupils hear and retell three moral stories of key leaders (inc. 1 non-religious) and question how they made a difference to our lives – considering questions about being good/kind/forgiving/ generous. Pupils investigate religious leaders further to look at their impact. Pupils look at “wise sayings”.  | Celebrations and Ceremonies – Weddings, Baptisms and Coming of age. Pupils explore a range of religious traditions and rites of passage and compare and contrast the different practices for similar occasions noticing similarities and differences. |
| **Pathway 2** | Who celebrates what and why? Christians, Jews and Muslims – Pupils explore stories and celebrations of Harvest and Eid ul Fitr/Adha – Stories told at the festivals, enacting celebrations, learning from artefacts and visitors. Pupils find out about different religions and how they celebrate the fruitfulness of the earth e.g. harvest festivals or Muslim Zakat Charitable giving. | Gifts – Giving and receiving. Thinking about charities and those in need. Finding ways to help and contribute to charitable causes and why this is important. | Morals and ethics – Equality, inequality and human rights. What are human rights? Who gets them and why?What do religions say about health, animal rights, human rights and the environment. | Hinduism – Investigating and discussing key beliefs, traditions, practices and symbols of the Hindu religion and comparing it to other religions we have learnt about. | Leaders – What makes some people inspiring to others? Pupils hear and retell three moral stories of key leaders (inc. 1 non-religious) and question how they made a difference to our lives – considering questions about being good/kind/forgiving/ generous. Pupils look at “wise sayings”. Pupils explore exciting photographs and works of art to look at how people practice their religion and follow their leaders. | Celebrations and Ceremonies – Weddings, Baptisms and Coming of age. Pupils explore a range of religious ceremonies and rites of passage. Pupils separate similarities and differences and explore artefacts.  |
| **Pathway 3** | Who celebrates what and why? Christians and Muslims – Pupils explore stories and celebrations of Harvest – Stories told at the festivals, enacting celebrations, learning from artefacts and visitors. Pupils find out about different religions and how they celebrate the fruitfulness of the earth e.g. harvest festivals or Muslim Zakat Charitable giving.  | Gifts – Giving and receiving. How to be thankful and why generosity is a good thing. How does it feel to give or receive a gift? Who might need to receive more than others (link to charities) | Morals and ethics - Equality, inequality and human rights. What are human/animal rights? Why are they important. Quality of life around the world and looking at how some are more fortunate than others.  | Hinduism - Exploring key beliefs, traditions, practices and symbols of the Hindu religion and comparing it to other religions we have learnt about. Sensory and creative activities to celebrate Hindu symbols and art.  | Leaders – What makes some people inspiring to others? Pupils listen to at least 3 sensory stories about how leaders make a difference and their good qualities. Pupils creatively engage with wise sayings from leaders. Pupils explore exciting photographs and works of art to look at how people practice their religion and follow their leaders.  | Celebrations and Ceremonies – Weddings, Baptisms and Coming of Age – Pupils explore artefacts and visual examples of different religious traditions. Pupils sort same and different. |

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| **Y10**History/Geography topics optional for 2 terms for pathway 1 and 2 – Pathway 3 to choose between topics or do ½ of each. | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Focus for****Learning** | Geography focus - | History focus – WW1 | Geography focus - | History focus – WW2 | Geography focus -  | History focus – The Romans |
| **Pathway 1** | How religion affects its members - Investigating the reasons for religious belief and the challenges faced by people of religion. Feelings of belonging and what it means to be religious.  | Ethics and morals – Philosophy for children – Big Questions such as capital punishment, refugees, war, the environment. Investigating what world religions would say on big issues about what is right and wrong.  | Spirituality and feeling the presence of God – Students discover exciting examples of spiritual expression through architecture, music, media and the arts building understanding of similarities and differences between communities. Students examine spiritual experiences.  | Judaism – Religious persecution and anti-Semitism during WW2. The religious differences and moral questions.What were the responses of different religions to genocide? | Islam – A more in depth investigation into Islam and its key beliefs, features and history. Consolidating and expanding on previous learning. Visiting a mosque and asking questions to someone from Islamic faith.  | Christianity – A more in depth investigation into Christianity and its key beliefs, features and history. Consolidating and expanding on previous learning. Reflecting on the role of the Church and Christianity in Britain today.  |
| **Pathway 2** | How religion affects its members - Investigating why people are or aren’t religious. Learning about what religion brings to people's lives and what it means to belong. | Ethics and morals – Philosophy for children Right and wrong (Good or bad), Lies and truth, Fair and unfair. Debating and deciding how to act in situations. Investigating what religions would say about different issues.  | Spirituality - Students discover exciting examples of spiritual expression through architecture, music, media and the arts building understanding of similarities and differences between communities. | Judaism – Daily life and traditions for Jewish people. Looking into the history of the Jewish religion (WW2) and questioning why it happened, and who was good or evil. | Islam - Investigating in more depth Islamic beliefs, rules, symbols and practices and exploring mosques and talking to someone from Islamic faith.  | Christianity – Investigating in more depth the beliefs, symbols and practices. Visiting a Church and talking to someone from the Church.  |
| **Pathway 3** | How religion affects its members – Exploring why someone might be religious or not be religious. Learning what religion brings to its members.  | Ethics and morals – Right and wrong (Good or bad), Lies and truth, Fair and unfair.  | Spirituality - Students discover exciting examples of spiritual expression through architecture, music, media and the arts building understanding of similarities and differences between communities. | Judaism – Beliefs and artefects from Jewish history. Visiting a Synagogue. Exploring how people pray.  | Islam - visiting places of worship and investigating the symbols, artifacts and routines that bring a religion together.Sensory stories of cooperation from Islam. | Christianity - Investigating in more depth the beliefs, symbols and practices. Visiting a Church and talking to someone from the Church. |

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| **Y11** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Focus for****Learning** | History focus – Making of Modern Britain/ Industrial Revolution 1750-1900 | Geography focus -  | History focus – Britain and Ireland 1960-1986 | Geography focus - | History focus – From Slavery to Civil rights.  | Geography focus -(4 weeks) |
| **Pathway 1** | The Journey of Life and Death – Where do we come from? Why are we here? Where are we going? | Light and Dark - Exploring the use of light as a symbol within religion and investigating the role of media in religion. | Humanism - What do humanists believe and why? How and why do humanists reject religion, the afterlife and ultimate views of the universe. What do humanists say about world issues and right and wrong? Understand the difference between atheism, agnosticism and humanism.  | Will you do Good or Evil? What do different religions and world views do to help us choose good and reject evil? What can we do to make sure we have a positive impact on the world? | Inspirational people –Students investigate the life, teaching and examples of key leaders/founders of religions and non-religious leaders. Students look into a current religious controversy e.g. migrants from religious communities and their treatment and present arguments from both sides.  | Expressing faith through the arts - Exploring how music, dance, poetry and art can be used to express abstract feelings such as faith and belonging.  |
| **Pathway 2** |  The Journey of life and death - Where do we go? What do people think about life after death? Creative and sensory exploration – the sky and heaven. Christians, Muslims and Hindus.  | Light and Dark – Exploring festivals and celebrations of light including Hanukkah and Diwali and light as a symbol in religions. | Humanism - What do humanists believe? What is the difference between humanism and a religion? What do they say about happiness and good ways to live?  | Will you do good or evil? Choices, right and wrong. What do different religions say on good and evil and how can we be better. | Inspirational people from long ago: What can we learn from inspiring leaders who started religions e.g. Moses, Buddha, Muhammed.  | Expressing faith through the arts - Exploring how music, dance, poetry and art can be used to express abstract feelings such as faith and belonging. |
| **Pathway 3** | The Journey of Life and Death -Sensory exploration of ideas such as heaven, sky, angels, ghosts, spirits.  | Light and Dark – Exploring festivals and celebrations of light including Hanukkah and Diwali and light as a symbol in religions.  | Humanism - What do humanists believe? What do they say about happiness and good ways to live? | Good or Evil?What behaviours are good or evil? What do different religions say e.g. Buddhists. How can we be better? | Inspirational people from long ago: Stories of inspiring leaders who started religions. Explore art, media and poetry such as stained glass, drama and films.  | Expressing faith through the arts - Exploring how music, dance, poetry and art can be used to express abstract feelings such as faith and belonging. |