

IMPORTANT NEWS

Year 7 Virtual Parent Consultation Evening Wednesday, 12th January from 4pm to 7pm

We look forward to meeting with all our Year 7 parents at the consultation evening taking place on **Wednesday 12th January from 4pm to 7pm.**

Due to the ongoing Covid situation, we have taken the decision to make this a virtual event rather than face to face to ensure the safety of our whole school community. This means that you will meet with your child's teachers online via video call.



All appointments can be made through our online booking system here [SchoolCloud - Beckfoot Upper Heaton](#) or via the website [Beckfoot Upper Heaton - Home](#).

Each appointment will last for 5 minutes with your chosen teachers.

If you require any support in booking your appointments or about any aspect of the parents evening please contact us at reception@beckfootupperheaton.org. We will be happy to help.

Key Stage 3 Student Progress Reports are being posted home today and you should be in receipt of this early next week. This document includes an Attendance & Punctuality report.

Introducing our new Attendance Officer—Lou Nutton



My name is Lou Nutton and I am the new Attendance Officer here at BUH. My role is to support all students and their families to improve their attendance so they can gain the qualifications they deserve. I am usually around meeting and greeting the students as they arrive, but you may also see me around school. I will be your point of contact if your child is unable to come to school and will help remove any barriers to achieving 100% attendance.

Student absence reporting: 01274 493533 Option 1 or via our free school app - MyEd – which is available to download here

www.myedschoolapp.com/get

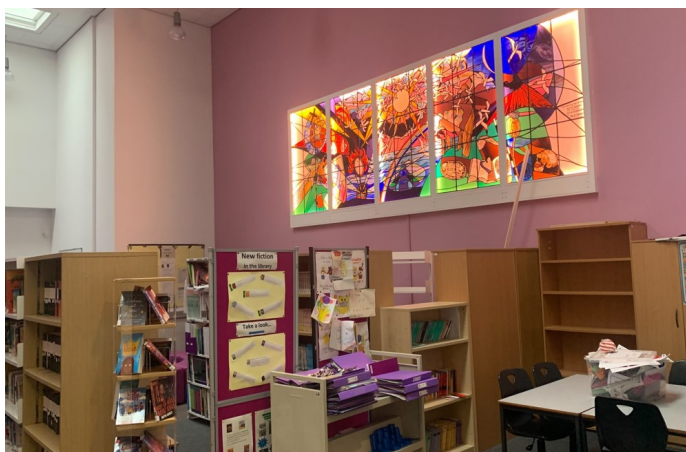
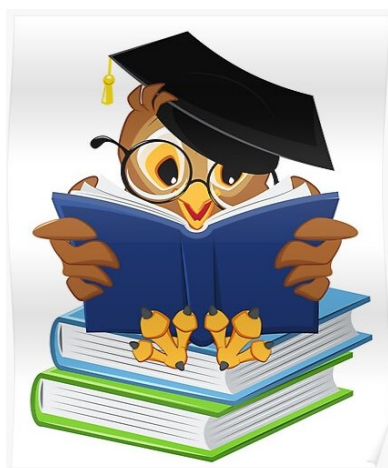
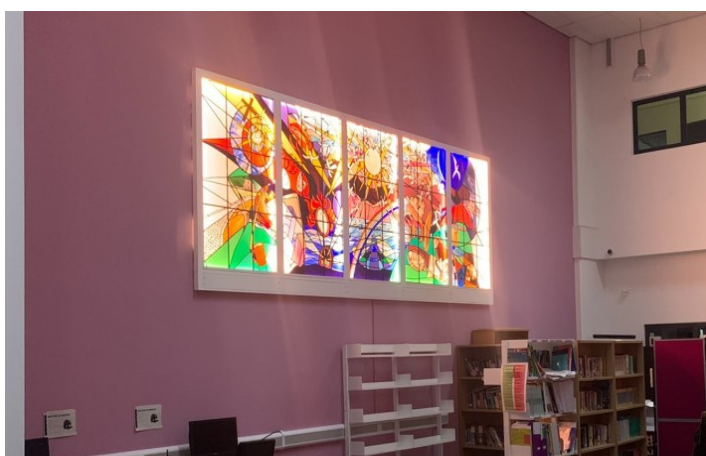
IMPORTANT NEWS

Grand Re-opening of BUH Library

On Wednesday January 12th, 2022, Beckfoot Upper Heaton library will open its doors again after almost two years of being closed.

To celebrate we are having a 'grand re-opening' event. There will be competitions, a bake sale and most importantly a chance for students to wonder at the JB Priestley Memorial Window, reacquaint themselves with the books they have missed, discover the new books we have acquired and meet Mrs Mathewson, the new librarian. There will also be drinks and nibbles and of course the opportunity to borrow books! Due to Covid rules, numbers will be regulated throughout the day. Students can apply for tickets to attend via a form provided by their tutor.

After school there will be an official unveiling of the J.B. Priestley windows with guests representing Beckfoot Trust, Bradford Council and the J.B. Priestley Society to name but a few.



NOTICES

COVID-19 Vaccinations

The School Nursing Team will be in school on **Tuesday, 18th January** to administer Covi-19 vaccinations to those students for whom we have parental consent. Some students will be receiving their first and some their second vaccination.



Vocal Group – Thursdays 2:35 – 3:35pm



SAMBA BAND – FRIDAYS 2:35 – 3:35PM



All Music clubs held in the Music Room.

EVERYBODY IS WELCOME!

Get permission letters from Miss Dickson.

NOTICES

Calling all Year 10 Geography students!

Challenge of Natural Hazards - end of unit assessment is on Wednesday 12th January
- Tectonic Hazards, Weather Hazards, Climate Change.

Use the paper resources provided to support your revision. All resources including knowledge organisers, links to online tutorials have been uploaded onto class charts.

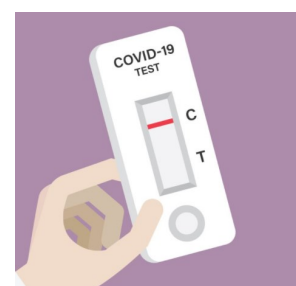
Any questions or issues please see either Mrs Siggins or Mr Uddin

Well done on a smooth return to school this week - students have been great and it's been lovely to see them all.



Remember that all students need a mask in lessons and on corridors, so please ensure your child has a mask by Monday (preferably washable as it is more eco-friendly).

We want to encourage all students to carry out lateral flow testing at home twice a week - LFT tests kits are available from the school office.



Students - Don't forget your coats / hats / gloves- the weather is cold and you will be spending some time outside every day.

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

ENGLISH

English Curriculum: Key Stage 3

	HT1 (7 weeks)	Assessment	HT2 (7 weeks)	Assessment	HT3 (7 weeks)	Assessment	HT4 (6 weeks)	Assessment	HT5 (5 weeks)	Assessment	HT6 (7 weeks)	Assessment
Year 7	<ul style="list-style-type: none"> Transition Unit Novel: My Sister Lives on the Mantelpiece 	Baseline Assessment	<ul style="list-style-type: none"> Novel: My Sister Lives on the Mantelpiece Writing: Narrative Writing 		<ul style="list-style-type: none"> Shakespeare: The Tempest 	Reading: Shakespeare extract and analysis	<ul style="list-style-type: none"> Poetry: creating an anthology Non-Fiction: Travel Writing 	Reading: Non-fiction extract and analysis	<ul style="list-style-type: none"> Writing: Scriptwriting Women in Writing: Female Leaders 	Writing: drama (script)	<ul style="list-style-type: none"> 19th Century: Oliver Twist Writing: Short story competition 	End of Year Test
Year 8	<ul style="list-style-type: none"> Novel: Trash 	Reading: Fiction extract and analysis	<ul style="list-style-type: none"> Novel: Trash Writing: Conflict Writing 	Writing: Descriptive writing	<ul style="list-style-type: none"> Shakespeare: Macbeth 	Reading: Shakespeare extract and analysis	<ul style="list-style-type: none"> Poetry: War Poetry Non-fiction: Success Stories 	Reading: Non-fiction extract and analysis	<ul style="list-style-type: none"> Writing: Narrative writing Women in Writing: Voices of Women 	Writing: Narrative Writing	<ul style="list-style-type: none"> 19th Century: British Empire Writing: Writing the News 	End of Year Test
Year 9	<ul style="list-style-type: none"> Novel: Noughts and Crosses 	Reading: Fiction extract and analysis	<ul style="list-style-type: none"> Novel: Noughts and Crosses Writing: Rhetoric (transactional writing) 	Writing: Transactional Writing	<ul style="list-style-type: none"> Shakespeare: Richard III 	Reading: Shakespeare extract and analysis	<ul style="list-style-type: none"> Modern Drama: The Crucible 	Reading: Drama extract and analysis	<ul style="list-style-type: none"> Women in Writing: The Brontes 	Writing: Transactional Writing (context based)	<ul style="list-style-type: none"> 19th Century: Crime and Punishment Writing: Writing about our community 	End of Year Test

Beckfoot Upper Heaton English Curriculum: Key Stage 4

	HT 1		HT 2		HT 3		HT 4		HT 5		HT 6	
Y10 Lang	English Language Paper 1: 'The Road'(H)/'Harry Potter'(M/L)	English Language Paper 1 Q1-4	English Language Paper 1: 'Game of Thrones'(H/M)/'Pick Your Poison'(L)	English Language Paper 1 Q5	English Language Paper 1: 'Sound of Thunder'(H/M/L)	English Language Paper 1 Q1-4	English Language Paper 1: 'Sound of Thunder'(H/M/L)	MOCK: English Language Paper 1	English Language Paper 2: 'Touching the Void/Scott's Diary'(H/M/L)	English Language Paper 2: Q1-4	English Language Paper 2: 'JFK/Mandela'(H/M/L)	MOCK: Language Paper 2
Y10 Lit	English Literature Paper 1: Christmas Carol		English Literature Paper 1: Christmas Carol		English Literature Paper 1: Romeo and Juliet	English Literature Paper 1: R&J	English Literature Paper 1: Romeo & Juliet	MOCK: English Literature Paper 1	English Literature Paper 2: Power and Conflict Poetry	Poetry Comparison	English Literature Paper 2: Power and Conflict Poetry & Unseen Poetry	Poetry Comparison & Unseen Poetry

Year 11 2021-2022 only

	HT 1		HT 2		HT 3		HT 4		HT 5		HT 6	
Y11 Lang	English Language Paper 1 revision and practice		English Language Paper 1 Q5	MOCK: English Language Paper 1 & 2	English Language Paper 2: Schools Paper + Revision	English Language: Paper 2 Q1-4	English Language Paper 2 Q5	MOCK: English Language Paper 1 & 2	Revision: bespoke by group		Revision: bespoke by group	GCSE EXAMS
Y11 Lit	An Inspector Calls Re-reading and exam practice		Power and Conflict Poetry Revision* OR An Inspector Calls and Unseen Poetry revision	MOCK: English Literature Paper 2**	English Literature Paper 1: Romeo and Juliet revision	English Literature: Romeo and Juliet	English Literature Paper 1: A Christmas Carol revision	MOCK: English Literature Paper 1	Revision: bespoke by group		Revision: bespoke by group	GCSE EXAMS

*if compulsory for summer 2022

**without Section B if Anthology Poetry is not compulsory

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

MATHS

GCSE (9-1) HIGHER 1MA1/H

ORDER OF STUDY – OVERVIEW

YEAR 9	
Unit 1	Number
Unit 2	Algebra
END OF AUTUMN TERM1 ASSESSMENT – UNITS 1 & 2	
Unit 3	Interpreting and representing data
Unit 4	Fractions, ratio and percentages
Unit 5	Angles and trigonometry
END OF SPRING TERM2 ASSESSMENT – UNITS 3-5	
Unit 6	Graphs
Unit 7	Area and volume
Unit 8	Transformation and constructions
END OF YEAR1 ASSESSMENT – UNITS 1-8	

YEAR 10	
Unit 9	Equations and inequalities
Unit 10	Probability
Unit 11	Multiplicative reasoning
END OF AUTUMN TERM4 ASSESSMENT – UNITS 9-11	
Unit 12	Similarly and congruence
Unit 13	More trigonometry
Unit 14	Further statistics
END OF SPRING TERM5 ASSESSMENT – UNITS 12-14	
Unit 15	Equations and graphs
Unit 16	Circle theorems
Unit 17	More algebra
END OF YEAR2 ASSESSMENT – UNITS 1-17	

YEAR 11	
Unit 18	Vectors and geometric proof
Unit 19	Proportion and graphs
END OF AUTUMN TERM7 ASSESSMENT – UNITS 18 & 19	
REVISION	Recap of units and previous work
EXAM	Exam preparation
9-1 GCSE EXAM	

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

MATHS

YEAR 7 AND 8 MASTERY PROGRAMME

ORDER OF STUDY – OVERVIEW

The department approach to teaching the new 9-1 GCSE Mathematics course is one based on 'mastery'. In other words, skills we want our students to acquire. Mastery of maths means a deep, long-term, secure and adaptable understanding of the subject. Among the by-products of developing mastery, and to a degree part of the process, are a number of elements:

- fluency (rapid and accurate recall and application of facts and concepts)
- a growing confidence to reason mathematically
- the ability to apply maths to solve problems, to conjecture and to test hypotheses.

Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material will consolidate their understanding, including through additional practice, before moving on.

YEAR 7	
Unit 1	Number
Unit 2	Algebra
Unit 3	Graphs, tables and charts
Unit 4	Fractions and percentages
Unit 5	Equations, inequalities and sequences
Unit 6	Angles
Unit 7	Averages and range
Unit 8	Perimeter, area and volume 1
END OF YEAR1 ASSESSMENT – UNITS 1-8	

YEAR 8	
Unit 9	Graphs
Unit 10	Transformations
Unit 11	Ratio and proportion
Unit 12	Right-angled triangles – Pythagoras and Trigonometry
Unit 13	Probability
Unit 14	Multiplicative reasoning
Unit 15	Constructions, loci and bearings
Unit 16	Quadratic equations and graphs
Unit 17	Perimeter, area and volume 2
END OF YEAR2 ASSESSMENT – UNITS 1-17	
GCSE BASELINE ASSESSMENT → CHOOSE APPROPRIATE TIER FOR YEAR 9	



Foundation tier

Higher tier

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

SCIENCE

Science Curriculum Coverage – Year 7

<u>Subject - Science</u>	HT1	HT2	HT3	HT4	HT5	HT6
CURRICULUM CONTENT – KNOWLEDGE AND SKILLS	Recap of KS2 Science KS3 Transition and Introduction to Science	Forces: Speed & Gravity Electromagnets: Voltage and resistance & Current	Energy: Energy costs & Energy transfer	Waves: Sound & Light Matter: Particle model & Separating mixtures	Reactions: Metals and non-metals & Acids and alkalis	Earth: Earth structure & Universe
ASSESSMENTS	Year 7 Baseline	Forces Electromagnets	Energy	Waves Matter	Reactions	Earth End of Year 7 Assessment

Science Curriculum Coverage – Year 8

<u>Subject - Science</u>	HT1	HT2	HT3	HT4	HT5	HT6
CURRICULUM CONTENT – KNOWLEDGE AND SKILLS	Organisms: Movement & Cells Genes: Variation & Human Reproduction	Ecosystems: Interdependence & Plant Reproduction	Electromagnets: Electromagnets & Magnetism Forces: Contact forces & Pressure	Energy: Work & Heating and cooling	Waves: Wave effects & Wave properties Matter: Periodic table & Elements	Reactions: Chemical energy & Types of reaction Earth: Climate & Earth resources
ASSESSMENTS	Organisms Genes	Ecosystems	Electromagnets Forces	Energy	Waves Matter	Reactions Earth End of Year 8 assessment

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

SCIENCE

Science Curriculum Coverage – Year 9

<u>Subject</u> - Science	HT1	HT2	HT3	HT4	HT5	HT6
CURRICULUM CONTENT – KNOWLEDGE AND SKILLS	Organisms: Breathing and digestion	Ecosystems: Respiration and Photosynthesis	Genes: Evolution and Inheritance	KS3 Curriculum Recap and Revision Preparation for GCSE	B1: Cell structure and transport B2: Cell division C1: Atomic structure	B3: Organisation and the digestive system B4: Organising animals and plants C2: The periodic table
ASSESSMENTS	Organisms	Ecosystems	Genes	GCSE Baseline	B1, B2 C1	B3, B4 C2

Science Curriculum Coverage – Year 10

<u>Subject</u> - Science	HT1	HT2	HT3	HT4	HT5	HT6
CURRICULUM CONTENT – KNOWLEDGE AND SKILLS	B5: Communicable disease B6: Preventing and treating diseases C3: Structure and bonding	B7: Non-communicable disease B8: Photosynthesis B9: Respiration C4: Chemical calculations C5: Chemical changes	C6: Electrolysis C7: Energy changes P1: Conservation and dissipation of energy P2: Energy transfer by heating P3: Energy resource	B10: The human nervous system P4: Electric circuits P5: Electricity in the home P6: Molecules and matter P7: Radioactivity	B11: Hormonal coordination B12: Reproduction C8: Rates and equilibrium	B13: Variation and evolution B14: Genetics and evolution B15: Adaptations, interdependence & competition C9: Crude oil & fuels C10: Chemical analysis C11: The Earth's atmosphere
ASSESSMENTS	B5, B6 C3	B7, B8, B9 C4, C5	C6, C7 P1, P2, P3	B10 P4, P5, P6, P7	B11, B12 C8	B13, B14, B15 C9, C10, C11 AQA GCSE Paper 1 Mock Exams

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

SCIENCE

Science Curriculum Coverage – Year 11

<u>Subject:</u> Science	HT1	HT2	HT3	HT4	HT5	HT6
CURRICULUM CONTENT – KNOWLEDGE AND SKILLS	B16: Organising an ecosystem B17: Biodiversity and ecosystem C12: The Earth's resources P11: Wave properties	P8: Forces in balance P9: Motion P12: Electromagnetic waves P13: Electromagnetism Revision of GCSE Paper 1 Content	P10: Forces & motion	Revision of AQA GCSE Content	Revision of AQA GCSE Content	Revision of AQA GCSE Content
ASSESSMENTS	B16, B17 C12 P11	P8, P9, P12, P13 AQA GCSE Paper 1 Mock Exams	P10	AQA GCSE Science Paper 1&2 Mock Exams	External AQA GCSE Exams	External AQA GCSE Exams

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

GEOGRAPHY—YEAR 7



Geography KS3 Curriculum Map- Year 7

Students study Geography for 2 hours a week.

Year 7	Key graphical knowledge and skills.
<p>Intro to half Term 1</p> <p>Enquiry question How do Geographers investigate where we live?</p> <p>Students will build on their geographical enquiry and skills from KS2 through investigating where they live.</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Locate and name the world's continents and oceans Locate and name countries in a range of continents Begin to identify human and physical features of localities. Location of local area/ Bradford / Yorkshire / UK / Europe <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand and appreciate the 'sense of place' and scale <p>Competence in Geographical Enquiry and Skills</p> <ul style="list-style-type: none"> Locate and describe places using latitude and longitude. Demonstrate ability to use Ordnance Survey <u>Maps</u>; scale, grid references, height, direction. Use of aerial photos.
<p>End of half term 1 and into half Term 2</p> <p>Enquiry Question Can the development gap be closed?</p> <p>Students will tackle the concept of development. They will gain powerful knowledge about how we come to see the world and the complexities of development as a constantly changing concept.</p> <p>Understanding of <u>the principles</u> of development will be progressed through the KS3 learning journey.</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Understand global patterns of development, locating countries in different stages of development. Identifying the BRICs and looking at how China has developed over time. <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Define big ideas in Geography – development Consider different definitions of development Understand that development occurs at different rates and different times in countries. Understand how organisations work to support development and close the development gap. <p>Competence in Geographical Enquiry and Skills</p> <ul style="list-style-type: none"> Interpret statistics- development indicators Interpreting and drawing a range of graphs including choropleth, line and bar graphs. Decision making - closing the development gap. Communicating understanding of development and use of new terminology.
<p>Half Term 3</p> <p>Enquiry Question How does the economy connect the world?</p> <p>Students will be introduced to the specifics of what makes up an economy, trade and globalisation. Students will understand how the economy can be split into different employment sectors and understand why the UK trades with other countries. Students will explore globalisation and the positive and negative impacts to make their own judgements.</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Identify the human and physical features of a locality. Investigate the role of China and Asia as important global economic regions. <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Define big ideas in Geography – economy, economic sectors, trade and globalisation. Classify jobs into economic sectors Understand how economies change and evolve through time.

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

GEOGRAPHY—YEAR 7

<p>Understanding of the principles of economy/trade will be progressed through the KS3 learning journey.</p>	<ul style="list-style-type: none"> Understand how places are interconnected and interdependent through trade. <p>Competence in Geographical Enquiry and Skills</p> <ul style="list-style-type: none"> Decision making – role of TNCs advantages and disadvantages Interpreting pie charts and line graphs. Fieldwork – surveys
<p>Half Term 4</p> <p>Enquiry Question Why does the UK experience such mixed weather?</p> <p>Students will be introduced to the principal elements of weather and climate- temperature, rainfall, air pressure, wind and sunshine. Students will discover why it rains, types of rainfall, air masses and the weather systems affecting the UK. Students will investigate the UK climate and carry out a fieldwork in the school grounds.</p> <p>Understanding the basics of these principles of weather and climate will be progressed through the KS3 learning journey.</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Weather and climate of the UK <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Define big ideas in Geography –weather and climate Understand the basic principles, processes and patterns of weather and climate. Understand how weather is measured, recorded and forecast. <p>Competence in Geographical Enquiry and Skills</p> <ul style="list-style-type: none"> Use synoptic code, weather charts and satellites to analyse weather patterns. Interpret and draw climate graphs for the UK Interpret climate maps Fieldwork enquiry - microclimate investigation of the school grounds
<p>Half Term 5</p> <p>Enquiry question What impact will climate change have on weather?</p> <p>Students will investigate the concept of climate change, causes, effects and responses and be introduced to the concept of sustainability. These are key concepts that students will return to throughout their learning journey at KS3. Students will investigate extreme weather events in the UK and globally and the impacts they have. Students will make judgements about if the weather is becoming more extreme.</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Extreme weather events in the UK and globally Global patterns of climate change and greenhouse gas emissions. Consequence of climate change <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand how weather events can have severe impacts on society and nature. Understand the concept of climate change Understand the role of greenhouse gases Understand the contribution of using natural resources, energy development, economic growth, population change on the world's changing climate Understand that actions to face climate change requires international agreement and collaboration <p>Competence in Geographical Enquiry and Skills</p> <ul style="list-style-type: none"> Investigate controversial issues Consider and critically reflect on different view points Class debate – options for the future Consider future actions as a geographer.

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

GEOGRAPHY—YEAR 7

<p>Half Term 6</p> <p>Enquiry question Can the lives of the Urban <u>Poor</u> in LICs/ NEEs be improved?</p> <p>In this enquiry students explore the world's biggest cities, why some are growing at faster rates than others and the impacts of growth. This unit further progresses students' understanding of key concepts of development and economic change. Students will investigate the challenges of urban growth in LICs with a particular focus on squatter settlements/slums.</p> <p>Note Sept 2021 Year 8 will start with the enquiry question</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none">• Understand the global distribution of the worlds' megacities• Impacts of city growth on a range of cities around the world• Focus on India- Mumbai, Dharavi slum <u>and also</u> Kolkata - India <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none">• Define big ideas in geography –megacities, population distribution change, growth, migration, urbanisation• Understand that city growth occurs at different rates and times in different countries (linking back to development).• Understand the decisions that people make to migrate• Understand how migration changes settlements- growth of squatter settlements and improving quality of life in squatter settlements. <p>Competence in Geographical Enquiry and Skills</p> <ul style="list-style-type: none">• Map and atlas skills – locating megacities• Interpreting sources of information- range of maps/ data tables/ written text• Decision making- improving the quality of life for the urban poor in Kolkata
---	--

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

GEOGRAPHY—YEAR 8

Geography KS3 Curriculum Map- Year 8	
Students study Geography for 1 hour a week	
Year 8	Key graphical knowledge and skills.
<p>Half Term 1</p> <p>Enquiry Question UK urban futures – can cities become more sustainable?</p> <p>This enquiry question explores the impact of urban change with a focus on the <u>UK Students</u> will explore the issues of where to build new houses, traffic congestion and solutions , urban inequality and urban regeneration. Students will build on the concept of sustainability with a focus on sustainable urban living.</p> <p>Note Sept 2021 Students will start on Enquiry question Can the lives of the urban poor in LICs/ NEES be improved? – see half term 6 Year 7. Due to changes in sequencing as a result of Covid/ closure implications.</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Locate cities in the UK Opportunities and challenges in cities in the UK <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand that urban change in cities leads to a variety of social, economic and environmental opportunities and challenges. Urban inequality Define big ideas in Geography – sustainability Understand urban sustainability required management of resources and transport. <p>Competence in Geographical Enquiry and Skills</p> <ul style="list-style-type: none"> Use of photos Interpretation of a range of graphs Fieldwork/ geographical <u>enquiry opportunity</u>-sustainability in my local area.
<p>Half Term 2 and 3</p> <p>Enquiry Question How do rivers shape the land in Yorkshire?</p> <p>Students will be introduced to the concept of fluvial (river) processes of erosion, transportation and deposition and how they shape the landscape. Students will focus on the local River Aire and how the landscape around changes from source to mouth.</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Identify human and physical features of a locality – River Aire <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand the water cycle and drainage basin processes Understand river processes – erosion, transportation, deposition to create landscapes Identify river landscape features – describe and explain how rivers create landforms. <p>Competence in Geographical Enquiry and Skills</p> <ul style="list-style-type: none"> Comparing 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
<p>Half Term 5</p> <p>Enquiry question Can a rivers rage be controlled?</p> <p>Students will start to explore the reasons for flood hazards and how people respond to these. They will develop their understanding of challenges involved river management and the conflicting demands on rivers.</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Flooding in the UK and flooding in Australia. <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Know how human and physical factors cause rivers to flood Identify ways people respond to river flooding Identify how river flooding can be managed

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

GEOGRAPHY—YEAR 8

	<p>Competence in Geographical Enquiry and Skills</p> <ul style="list-style-type: none"> Interpreting a range of data. Decision making – reduce the damage from flooding in Brisbane, Australia.
<p>Half term 4 and 5</p> <p>Enquiry Question What are the opportunities and challenges in the Horn of <u>Africa</u>.</p> <p>This is the first regional enquiry that students investigate along their KS3 learning journey. This unit further progresses students' understanding of key concepts including climate, development, economy and trade. Students will start by looking at global biomes before zooming into focus on the physical <u>landscape</u>, looking at tectonic theory and <u>processes</u> and the climate of the Horn of Africa. Students will explore a <u>range</u> <u>human</u> activities. Students will explore the issue of desertification and other factors including food insecurity linking to development of the region.</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Locate the Horn of Africa and its countries. Identify key features of the Horn of Africa's physical landscape, climate, environment, population distribution and economy <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Know the global distribution of world biomes. Know the physical landscape of the Horn of Africa Understand the pattern of climate zones across the Horn of Africa Understand how geological processes have shaped the Horn of Africa. Understand the theory of plate tectonics, understanding of how plates move, the types of plate boundary- Rift Valley Understand how urbanisation is changing parts of the Horn of Africa- Addis Ababa- contrasts/ challenging stereotypical views about Africa. Understand the importance of trade and links with other countries. Understand the impact of physical geography on trade and development of the countries within the Horn of Africa. <p>Competence in Geographical Enquiry and Skills</p> <ul style="list-style-type: none"> Use atlas, maps and photos to investigate the Horn of Africa. Interpret statistics, graphs, population density maps, population pyramids. <p>Decision making – <u>Djibouti</u> – Ethiopia railway project- to what extent does the railway benefit the Horn of Africa?</p>
<p>Half Term 6</p> <p>Enquiry Question How does the use of glaciated landscapes cause conflict? (Lake District)</p> <p>This enquiry question builds on previous physical geography and processes (rivers) but now applied to a glacial context. Pupils will investigate how the processes of erosion, transportation and deposition creates distinctive landforms and how people use these landforms.</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Identify human and physical features of a locality –Lake District, UK <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand how erosion, deposition and transportation create and change landforms Identify and understand how people use glacial landforms Understand the conflict associated with use of glacial landforms. <p>Competence in Geographical Enquiry and Skills</p> <ul style="list-style-type: none"> Comparing OS maps with aerial and ground level photos to identify glacial landforms

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

GEOGRAPHY—YEAR 9



Geography KS3 Curriculum Map- Year 9

Students study Geography for 2 hours a week.

Year 9	Key graphical knowledge and skills.
<p>Half Term <u>1 and 2</u></p> <p>Enquiry questions</p> <p>Part 1 How does the physical geography of the Middle East create challenges and opportunities for the region?</p> <p>Part 2 Why is economic development within the Middle East uneven?</p> <p>This unit further progresses students' understanding of many key concepts introduced most notable economy and trade, natural resources, climate, development, population change and distribution. The Middle East is of major world importance and is often in the news. <u>This first</u> enquiry question focusses on the landscape within the region, looking at how the physical geography can create challenges such as water scarcity but also opportunities such as the oil industry. The second enquiry question focusses on the complex nature of contrasting levels of development, the impact of conflict and the continued global interest in the region.</p>	<p>Contextual world knowledge</p> <ul style="list-style-type: none"> Identify the meaning of a region Locate the Middle East and its countries Identify key features of the Middle East's physical landscape, climate, environments, population distribution, economy Consider the importance of the region to the world <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Know the physical landscape of the Middle East Identify the impact of plate tectonics on the Middle East Understand the pattern of climate zones Compare a desert and 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 <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Draw climate graphs Use atlas maps and photos to investigate Middle East Interpret statistics, graphs, population density map, population pyramids to investigate population change Consider different points of view and decisions people make to change Apply understanding of development, population and economy to investigate UAE and Yemen
<p>Half Term 3</p> <p>Enquiry Question</p> <p>Can we protect our coasts?</p> <p>This enquiry continues to progress students' understanding of the processes of erosion, deposition and transportation building upon the previous <u>rivers and</u> glaciation enquiry. Students will focus on marine and sub-aerial processes at the boundary between land and sea. Students will also consider how coastal areas are used by people. Investigating how humans are influenced by coastal flooding and the management strategies.</p>	<p>Contextual world knowledge</p> <ul style="list-style-type: none"> Identify human and physical features of a locality – Holderness coast Global impact of climate change – coastal flooding <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> 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

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

GEOGRAPHY—YEAR 9

	<ul style="list-style-type: none"> Impact of climate change on coastal flooding and management strategies associated. <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Comparing an OS map with aerial and ground level photos to identify coastal features, and how people try to manage the coast <p>Consider different viewpoints and justify decisions about coastal management</p>
<p>Half Term 4 into 5</p> <p>Enquiry Question Should Russia be allowed to exploit oil in the Arctic?</p> <p>Russia is the largest country in the world, so it is important that students <u>have an understanding</u> of this nation. This unit progresses <u>a number of</u> concepts introduced in earlier enquiry questions including climate, use of climate graphs, biomes and economy.</p>	<p>Contextual world knowledge</p> <ul style="list-style-type: none"> Locate Russia and its surrounding countries Identify key features of Russia's physical landscape, climate, environments, population distribution, economy <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand the features and causes of a continental climate Understand how biomes are formed by the interaction of the Earth's spheres – taiga, tundra Define big ideas in geography – population distribution Understand the distribution of natural resources and economic activities across Russia Appreciate how cold temperatures impacts on people's lives Understand how size and physical geography affects economic growth of Russia Consider different points of view about the future of the Arctic in relation to the economy of Russia. <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Interpret and draw climate graphs for Russia Interpret climate maps for Russia Use atlas maps and photos to investigate Russia Use GIS/GoogleEarth to investigate Russia <p>Geographical enquiry – using range of geographical data</p>
<p>Half Term 5 into 6</p> <p>Enquiry question Haiti – Shaping a country. Why is Haiti the poorest country in the western hemisphere? This final enquiry <u>question will</u> build on many of the threshold concepts that students have studied in previous schemes of learning to find out why Haiti has struggled to develop.</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Locate Haiti and its surrounding countries/ location in the world. Identify physical features. <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand the level of development of <u>Haiti</u>, comparing it to other countries around the country and factors that affect the development of the country. Understand how trade impacts on a country's development. Understand the theory of plate tectonics, understanding of how plates move, the types of plate boundary Understand how people respond to an earthquake and appreciate how people manage risk in areas prone to earthquakes and volcanoes

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

GEOGRAPHY—YEAR 9

	<ul style="list-style-type: none">• Understand the impact of level of development and the ability to manage risk. <p>Competence in Geographical Enquiry and Skills</p> <ul style="list-style-type: none">• Interpret atlas maps, eye witness accounts, scientific evidence, public information material to investigate plate tectonics• Interpreting photos of damage/ satellite images- use of key/ symbols/ direction/ scale.
--	---

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

R.E.—YEAR 7



Religious Education KS3 Curriculum Map- Year 7

Students study Religious Education for 1 hour a week.



Year 7	Key Religious Education knowledge and skills.
<p>Half Term 1</p> <p><u>Comparative Religion</u></p> <p>This unit will introduce students to some of the themes they will study and build upon during the rest of KS3. It will also demonstrate to students that their study of world religions and philosophy will require academic and intellectual rigour.</p> <p>The unit provides a brief overview of the development of religion from an anthropological perspective, then some religious demographics. Factors that religions have in common looks at the Seven Dimensions of Ninian Smart, and the same pattern is followed when examining religious symbolism. More detail about common religious themes is provided. The unit concludes with an analysis of the place and importance of religion in the modern world.</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Recall and explain key aspects of major world religions Make links and consider the similarities and differences. Identify and explain influences of these beliefs on followers. <p>Analysis and Evaluation</p> <ul style="list-style-type: none"> Analyse the commonalities and differences found in and between faiths Evaluate the importance of key beliefs of major world religions Evaluate the importance, influence and relevance of religion in the modern world. <p>Competence in Religious Education Skills</p> <ul style="list-style-type: none"> Communication- Communicate opinions and beliefs and responses to others effectively <u>Team work</u>- Work together to support learning. Empathy- understand and share the feelings of another Analysis - Reflect/Critique practice, beliefs and contexts
<p>Half Term 2</p> <p><u>Judaism</u></p> <p>Judaism is the oldest of the three Abrahamic religions (Judaism, Christianity and Islam). This unit explains the difference between ethnic and religious Judaism and between Jewish denominations. Basic Jewish beliefs and teachings are followed by an examination of how they are practised in daily life. The synagogue and its leadership give an insight into Jewish community life. Two lessons on founding fathers provides a background for the study of two festivals which is followed by an introduction to Jewish ethics.</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Identify and explain beliefs and practices of Judaism Make links and consider the similarities and differences within and between religion Identify and explain influences of beliefs on individuals, groups and the whole Jewish Community <p>Analysis and evaluation</p> <ul style="list-style-type: none"> Analyse the commonalities and differences found within Judaism <u>and also</u> between this faith and others Evaluate the importance of beliefs on followers of Judaism Evaluate the relevance of Jewish beliefs and contextual factors that influence followers of Judaism today. <p>Competence in Religious Education Skills</p> <ul style="list-style-type: none"> Communication- Communicate objectively the aspects of this faith and subsequent responses to it. Inquire - Question and seek to clarify. Analysis- Reflect/Critique practice, beliefs and contexts <u>Team work</u>- Work together to support learning Empathy- understand and share the feelings of another

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

R.E.—YEAR 7

	<ul style="list-style-type: none"> Impact of climate change on coastal flooding and management strategies associated. <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Comparing an OS map with aerial and ground level photos to identify coastal features, and how people try to manage the coast <p>Consider different viewpoints and justify decisions about coastal management</p>
<p>Half Term 4 into 5</p> <p>Enquiry Question Should Russia be allowed to exploit oil in the <u>Arctic</u>?</p> <p>Russia is the largest country in the world, so it is important that students <u>have an understanding of this nation</u>. This unit progresses a number of concepts introduced in earlier enquiry questions including climate, use of climate graphs, biomes and economy.</p>	<p>Contextual world knowledge</p> <ul style="list-style-type: none"> Locate Russia and its surrounding countries Identify key features of Russia's physical landscape, climate, environments, population distribution, economy <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand the features and causes of a continental climate Understand how biomes are formed by the interaction of the Earth's spheres – taiga, tundra Define big ideas in geography – population distribution Understand the distribution of natural resources and economic activities across Russia Appreciate how cold temperatures impacts on people's lives Understand how size and physical geography affects economic growth of Russia Consider different points of view about the future of the Arctic in relation to the economy of Russia. <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Interpret and draw climate graphs for Russia Interpret climate maps for Russia Use atlas maps and photos to investigate Russia Use GIS/GoogleEarth to investigate Russia <p>Geographical enquiry – using range of geographical data</p>
<p>Half Term 5 into 6</p> <p>Enquiry question Haiti – Shaping a country. Why is <u>Haiti</u> the poorest country in the western hemisphere? This final enquiry <u>question will</u> build on many of the threshold concepts that students have studied in previous schemes of learning to find out why Haiti has struggled to develop.</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Locate Haiti and its surrounding countries/ location in the world. Identify physical features. <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand the level of development of <u>Haiti</u>, comparing it to other countries around the country and factors that affect the development of the country. Understand how trade impacts on a country's development. Understand the theory of plate tectonics, understanding of how plates move, the types of plate boundary Understand how people respond to an earthquake and appreciate how people manage risk in areas prone to earthquakes and volcanoes

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

R.E.—YEAR 7

<p>Humanism, students will explore certain philosophical concepts and humanist approaches to them.</p>	<ul style="list-style-type: none"> Analyse the commonalities and differences found within and between religious and non- religious belief Evaluate the importance of beliefs on having a non-religious belief system to follow for Humanists. Evaluate the relevance of Humanist beliefs and contextual factors that influence followers of Humanism today. <p>Competence in Religious Education Skills</p> <ul style="list-style-type: none"> Communication- Communicate objectively the aspects of this belief system and subsequent responses to it. Inquire - Question and seek to clarify. Analysis- Reflect/Critique practice, beliefs and contexts. <u>Team work</u>- Work together to support learning. Empathy- understand and share the feelings of another
<p style="text-align: center;">Half Term 6</p> <p style="text-align: center;"><u>Islam</u></p> <p>Islam is the fastest growing religion in the UK. This unit begins with a lesson on Islam in the UK today, showing the influence and contribution of Islam to Britain's history and culture. The lessons focus on key beliefs within Islam, the different strands and the development of Islam into a worldwide and diverse faith is covered. Authority through holy books, leadership and the mosque are covered in lessons. The Five Pillars come next, allowing students to learn about the duties of Muslims on daily and annual bases.</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Identify and explain beliefs and practices of Islam Make links and consider the similarities and differences within and between religion Identify and explain influences of beliefs on individuals, groups and the whole Muslim Community <p>Analysis and Evaluation</p> <ul style="list-style-type: none"> Analyse the commonalities and differences found within Islam <u>and also</u> between this faith and others Evaluate the importance of beliefs on followers of Islam Evaluate the relevance of Muslim beliefs and contextual factors that influence followers of Islam today. <p>Competence in Religious Education Skills</p> <ul style="list-style-type: none"> Communication- Communicate objectively the aspects of this faith and subsequent responses to it. Inquire - Question and seek to clarify. Analysis- Reflect/Critique practice, beliefs and contexts <u>Team work</u>- Work together to support learning Empathy- understand and share the feelings of another




WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

R.E.—YEAR 8

 Religious Studies KS3 Curriculum Map- Year 8 Students study Religious Studies for 1 hour a week.	
Year 8	Key Religious Studies knowledge and skills.
Half Term 1 <u>Islam</u> Islam is the fastest growing religion in the UK. This unit begins with a lesson on Islam in the UK today, showing the influence and contribution of Islam to Britain's history and culture. The lessons focus on key beliefs within Islam, the different strands and the development of Islam into a worldwide and diverse faith is covered. Authority through holy books, leadership and the mosque are covered in lessons. The Five Pillars come next, allowing students to learn about the duties of Muslims on daily and annual bases.	Knowledge and Understanding <ul style="list-style-type: none"> Identify and explain beliefs and practices of Islam Make links and consider the similarities and differences within and between religion Identify and explain influences of beliefs on individuals, groups and the whole Muslim Community Analyse and Evaluate <ul style="list-style-type: none"> Analyse the commonalities and differences found within Islam and also between this faith and others Evaluate the importance of beliefs on followers of Islam Evaluate the relevance of Muslim beliefs and contextual factors that influence followers of Islam today. Competence in Religious Studies Skills <ul style="list-style-type: none"> Communication- Communicate objectively the aspects of this faith and subsequent responses to it. Inquire - Question and seek to clarify. Analysis- Reflect/Critique practice, beliefs and contexts Team work- Work together to support learning Empathy- understand and share the feelings of another
Half Term 2 <u>Sikhism</u> There are almost half a million Sikhs in the UK. This is a unit of lessons about Sikhism intends to give a broad introduction to Sikhism to students. The unit begins with key beliefs for Sikhs. Sikhism celebrates its Ten Gurus, so the first – Guru Nanak – and last – Guru Gobind Singh – are covered. Sikhism is very focused on worship, so the next lessons cover the Khalsa, gurdwara and worship, and the Guru Granth Sahib. Hence a broad introduction to the religion is gained. Sikhism is a way of life not just a religion, which is shown through lessons on sewa and equality.	Knowledge and Understanding <ul style="list-style-type: none"> Identify and explain beliefs and practices of Sikhism Make links and consider the similarities and differences within and between religion Identify and explain influences of beliefs on individuals, groups and the whole Sikh Community Analyse and Evaluate <ul style="list-style-type: none"> Analyse the commonalities and differences found within Sikhism and also between this faith and others Evaluate the importance of beliefs on followers of Sikhism Evaluate the relevance of Sikh beliefs and contextual factors that influence followers of Sikhism today. Competence in Religious Studies Skills <ul style="list-style-type: none"> Communication- Communicate objectively the aspects of this faith and subsequent responses to it. Inquire - Question and seek to clarify. Analysis- Reflect/Critique practice, beliefs and contexts Team work- Work together to support learning Empathy- understand and share the feelings of another
Half Term 3 <u>Hinduism</u> There are almost one million Hindus in the UK. This is a unit about Hinduism, intending to bring	Knowledge and Understanding <ul style="list-style-type: none"> Identify and explain key beliefs within Hinduism Make links and consider the similarities and differences within and between religion Identify and explain influences of beliefs on individuals, groups and the whole Hindu community.

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

R.E.—YEAR 8

	<ul style="list-style-type: none"> Impact of climate change on coastal flooding and management strategies associated. <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Comparing an OS map with aerial and ground level photos to identify coastal features, and how people try to manage the coast <p>Consider different viewpoints and justify decisions about coastal management</p>
<p>Half Term 4 into 5</p> <p>Enquiry Question Should Russia be allowed to exploit oil in the Arctic?</p> <p>Russia is the largest country in the world, so it is important that students have an understanding of this nation. This unit progresses a number of concepts introduced in earlier enquiry questions including climate, use of climate graphs, biomes and economy.</p>	<p>Contextual world knowledge</p> <ul style="list-style-type: none"> Locate Russia and its surrounding countries Identify key features of Russia's physical landscape, climate, environments, population distribution, economy <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand the features and causes of a continental climate Understand how biomes are formed by the interaction of the Earth's spheres – taiga, tundra Define big ideas in geography – population distribution Understand the distribution of natural resources and economic activities across Russia Appreciate how cold temperatures impacts on people's lives Understand how size and physical geography affects economic growth of Russia Consider different points of view about the future of the Arctic in relation to the economy of Russia. <p>Competence in geographical enquiry and skills</p> <ul style="list-style-type: none"> Interpret and draw climate graphs for Russia Interpret climate maps for Russia Use atlas maps and photos to investigate Russia Use GIS/GoogleEarth to investigate Russia <p>Geographical enquiry – using range of geographical data</p>
<p>Half Term 5 into 6</p> <p>Enquiry question Haiti – Shaping a country. Why is Haiti the poorest country in the western hemisphere?</p> <p>This final enquiry question will build on many of the threshold concepts that students have studied in previous schemes of learning to find out why Haiti has struggled to develop.</p>	<p>Contextual World Knowledge</p> <ul style="list-style-type: none"> Locate Haiti and its surrounding countries/ location in the world. Identify physical features. <p>Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space</p> <ul style="list-style-type: none"> Understand the level of development of Haiti, comparing it to other countries around the country and factors that affect the development of the country. Understand how trade impacts on a country's development. Understand the theory of plate tectonics, understanding of how plates move, the types of plate boundary Understand how people respond to an earthquake and appreciate how people manage risk in areas prone to earthquakes and volcanoes

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

R.E.—YEAR 8

	<ul style="list-style-type: none">• Understand the impact of level of development and the ability to manage risk. <p>Competence in Geographical Enquiry and Skills</p> <ul style="list-style-type: none">• Interpret atlas maps, eye witness accounts, scientific evidence, public information material to investigate plate tectonics• Interpreting photos of damage/ satellite images- use of key/ symbols/ direction/ scale.
--	---

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

R.E.- YEAR 9



Religious Education KS3 Curriculum Map- Year 9

Students study Religious Education for 1 hour a week.



Year 9	Key Religious Education knowledge and skills.
<p>Half Term 1</p> <p><u>Peace and Conflict</u></p> <p>In this series of lessons students will investigate the issues connected with war, conflict and peace. They will explore the arguments for and against conflict alongside the study of religious views on war. They will develop skills in conflict resolution considers a range of solutions and forming a judgement on which is best. This unit explores the sanctity of life and how this is used when considering ethical dilemmas such as those found in conflict. As a result, students will study alternative views to conflict and their associated methods.</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Identify and explain religious beliefs on war considering the arguments for and against conflict. Make links and consider the similarities and differences within and between religions. Identify and explain alternative methods of dealing with conflict in the different contexts studied. <p>Analysis and Evaluation</p> <ul style="list-style-type: none"> Analyse the commonalities and differences found within and between faiths on this ethical issue. Evaluate the effectiveness of peace methods in preventing war. Evaluate the concept of action for the greater good and the impacts this may have in different circumstances. <p>Competence in Religious Education Skills</p> <ul style="list-style-type: none"> Communication- Communicate objectively the aspects of this faith and subsequent responses to it. Inquire - Question and seek to clarify. Analysis- Reflect/Critique ethical issues and dilemmas <u>Team work</u>- Work together to support learning <u>Empathy</u>- understand and share the feelings of another
<p>Half Term 2</p> <p><u>Prejudice and Discrimination</u></p> <p>This unit encourages students to learn about religion and beliefs / worldviews, racism and prejudice in challenging ways that promote the wellbeing of all in our richly plural communities. It aims to highlight the internal diversity of all religious communities. Each of the lessons gives students the opportunity to consider one or more of the key concepts of anti-racism. Considering a range of contemporary contexts including and using examples from the recent BLM movement. Application of religious beliefs is applied both to modern events and the key figures involved in past movements linked to such issues.</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Identify and explain religious beliefs on racism. Make links and consider the similarities and differences within and between religions. Identify and explain alternative methods of protesting against forms of prejudice and discrimination. <p>Analyse and Evaluate</p> <ul style="list-style-type: none"> Analyse the commonalities and differences found within and between faiths on this ethical issue. Evaluate the effectiveness of peace methods in highlighting social injustices. Evaluate the effectiveness of key figures, influenced by religion, in their attempts to drive change. <p>Competence in Religious Education Skills</p> <ul style="list-style-type: none"> Communication- Communicate objectively the aspects of this faith and subsequent responses to it. Inquire - Question and seek to clarify. Analysis- Reflect/Critique ethical issues and dilemmas <u>Team work</u>- Work together to support learning <u>Empathy</u>- understand and share the feelings of another
<p>Half Term 3</p> <p><u>Crime and Punishment</u></p> <p>Students will learn about human rights and religious points of view. Moving on, they look at</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Identify and explain religious and secular beliefs on crime and punishments considering the aims and arguments for and against different types of punishments. Make links and consider the similarities and differences within and between religions.

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

R.E.- YEAR 9

<p>what happens when someone violates another's rights or breaks the law. The focus of their study is why people are punished, and whether conventional sanctions fulfil the aims of punishment. Students learn that punishment may have one or more of four aims and religious responses to these aims. The point is made that not all religious people – even those of the same faith – agree about the aims and purposes of punishment. This is evident as they explore capital punishment, its advantages and disadvantages and the effectiveness of method linked to forgiveness as an alternative.</p>	<ul style="list-style-type: none"> Identify and explain alternative methods of dealing with criminals including beliefs on forgiveness. <p>Analysis and Evaluation</p> <ul style="list-style-type: none"> Analyse the commonalities and differences found within and between faiths on this ethical issue. Evaluate the effectiveness of the aims of punishment. Evaluate the challenges faced when using corporal or capital punishment as a consequence for crime. <p>Competence in Religious Education Skills</p> <ul style="list-style-type: none"> Communication- Communicate objectively the aspects of this faith and subsequent responses to it. Inquire - Question and seek to clarify. Analysis- Reflect/Critique ethical issues and dilemmas <u>Team work</u>- Work together to support learning Empathy- understand and share the feelings of another
<p>Half Term 4 into 5</p> <p><u>Medical Ethics</u></p> <p>This unit explores the morality that surrounds medical science. Students will learn that as advancements are made, more debates occur over the ethics involved in using such methods. Students will learn the religious and non-religious beliefs on issues such as organ donation, abortion, euthanasia, IVF and Genetic Engineering. They will discuss and debate the arguments for and against such methods considering whether there is a 'lesser of the two evils' when it comes to controversial methods that religion and some in society deem unsuitable.</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Identify and explain religious beliefs on different types of medical issues considering the arguments for and against such aspects. Make links and consider the similarities and differences within and between religions. Identify and explain the laws surrounding the medical issues that are studied. <p>Analysis and Evaluation</p> <ul style="list-style-type: none"> Analyse the commonalities and differences found within and between faiths on this ethical issue. Evaluate the arguments for and against found in the medical ethics studied. Evaluate the concept of 'lesser of the two evils' and the impacts this may have in different circumstances. <p>Competence in Religious Education Skills</p> <ul style="list-style-type: none"> Communication- Communicate objectively the aspects of this faith and subsequent responses to it. Inquire - Question and seek to clarify. Analysis- Reflect/Critique ethical issues and dilemmas <u>Team work</u>- Work together to support learning Empathy- understand and share the feelings of another
<p>Half Term 5 into 6</p> <p><u>Wealth and Poverty</u></p> <p>This unit completes the exploration of human rights and religion. Students have examined human rights issues in relation to peace and conflict, prejudice and discrimination, crime and punishment and medical ethics. Here students will consider basic need and explore religious and non-religious views on wealth, poverty, distribution and caring for those less fortunate. Students study and learn why religions go on to teach that those with surplus income have a responsibility to help people in extreme poverty to have their basic needs met. They are given</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Identify and explain religious beliefs on wealth and poverty. Make links and consider the similarities and differences within and between religions. Identify and explain religious responses to victims of natural disasters <p>Analysis and evaluation</p> <ul style="list-style-type: none"> Analyse the commonalities and differences found within and between this faith on this ethical issue. Evaluate the duty of religions to take care of the poor.

WHAT WILL MY CHILD BE LEARNING THIS TERM?

The information shown on the following pages can be found on our website here

[Beckfoot Upper Heaton - Curriculum Overview - What your child is learning this term](#)

R.E.– YEAR 9

<p>some examples of how some religious people put their beliefs into action. Considering the ways some have fought for justice for others.</p>	<ul style="list-style-type: none">• Evaluate the effectiveness of ways in which people fight for justice for others. <p>Competence in Religious Education Skills</p> <ul style="list-style-type: none">• Communication- Communicate objectively the aspects of this faith and subsequent responses to it.• Inquire - Question and seek to clarify.• Analysis- Reflect/Critique ethical issues and dilemmas• <u>Team work</u>- Work together to support learningEmpathy- understand and share the feelings of another
--	--