

Great Wyrley Acade-

Curriculum Guide Year 8



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CURRICULUM GUIDE

Dear Parent,

At Great Wyrley, we are proud of the support and guidance we offer our students and their parents. We place great importance on our home school links and consider it very important for students to know that home and school are working together in their interests. Our Curriculum Guide for Year 8 shows you what your child is learning and the key skills they are developing within each subject across the curriculum. Our curriculum intent is to ensure all students regardless of background and ability have the opportunity to “unlock their academic and personal potential” We are committed to students being challenged from their previous key stage learning experiences, and providing them with the foundation for academic success in examinations

Mr J Studholme

Deputy Headteacher

Year 7 and Year 8 Threshold curriculum Framework

Builds on KS2 Primary curriculum. The year 7 and 8 curriculum provides the foundations for academic success in examinations. The curriculum framework consists of the

Threshold Concepts

Threshold concepts define potentially powerful transformative points in the student's learning experience. They are the 'jewels in the curriculum' because they identify key areas that need mastery. Until students 'get them', they can struggle to

Mastery / Deep Learning

The route to deep learning and the development of expertise and mastery is to do fewer things in greater depth. Threshold Concepts are mastered through repeated sequencing that allows the student to apply Threshold Concepts into different

Long term Memory

- sequencing
- story telling

Long term memory is the foundation for incorporating and making sense of new knowledge. Material sits in the long term memory when it has been 'chunked' into meaningful schemata, stories or concepts. Sequencing Threshold Concepts over the journey of the curriculum helps students to make progress and allows them to apply the Threshold Concepts into different con-

Challenge

The provision of difficult work that causes students to think deeply and engage in healthy struggle—a high challenge, low risk culture is created.

Tier 2 and Tier 3 vocabulary

To have access to and master deep subject knowledge, students need to be exposed to the cultural capital of language. Tier 2 are general academic words which occur across different subjects and are essential for reading comprehension. Tier 3 are subject specific words. The richness of vocabulary allows students to enter the academic discipline and address social

Character

The Windsor Academy Trust ASPIRE character framework identifies fourteen character virtues that are explicitly taught through the curriculum, virtues such as teamwork and resilience.

How can you help as a parent?



At Great Wyrley, we want your child to succeed. You can help us to help your child to succeed in Year 8 in the following ways:

Please work with us to make sure that your child:

- Has a suitable bag for books and equipment (check their bag with them the night before to make sure they have what they need)
- Always brings the correct equipment to school
- Does homework regularly (check and sign their homework planner at least once each week)
- Reads regularly (encourage them to use the school and public library)
- Talks to you about progress in school and targets set
- Attends regularly and is always punctual
- Participates in out of hours learning opportunities and House activities

Teaching Groups

At Great Wyrley, English and Mathematics classes are grouped according to student ability.

Key Stage 2 data and progress in Year 7 and 8 influence the setting process.

The groups are arranged in 4 sets according to ability

- ❖ Working above national expectation – set 1
- ❖ Working at national expectation – sets 2 and 3
- ❖ Working below national expectation – set 4

All other subjects are either taught in mixed ability groups or form groups.



Rewards

Praise and rewards are highly valued and utilised at Great Wyrley. The reward system enables us to value students and have high expectations of them. Credits are awarded using the ASPIRE criteria. These credits accumulate, leading to further awards.

Homework

Homework is regularly set and recorded for all subjects in student planners; parents are asked to check and sign the planner each week. The average amount of homework per night ranges from about one hour in Year 7 and 8 to two hours in year 9.

At Great Wyrley, we fully support homework because we believe it encourages a mature attitude towards study, provides opportunities for independent learning and research. Homework allows students to practise skills acquired during lessons and improves their chances of overall academic achievement and personal development.

English

What will I be studying? Topics/Overview

Cycle 1: visions of the future and travel writing

Cycle 2: Shakespeare and poetry from other cultures

Cycle 3: Detective fiction and a novel

English in Year 8 will take you on a journey through terrifying horror extracts, bold heroes and devious villains. You will begin with an exciting topic called *Visions of the Future* where you will explore dystopian worlds and time travel. You will then investigate the heroic feats of incredible men and women who have left their legacy for you to read and analyse such as Shakespeare, Orwell and Conan-Doyle. There is something for everyone this year with varied and exciting tasks that will enhance and develop your learning.

Subject Intent

We want to inspire a love of language and literature, through an engaging and challenging curriculum.



Threshold Concepts

TC1: understanding texts: identifying explicit and implicit information; selecting accurate and precise quotations

TC2: Writers' methods:

TC3: Show understanding of the relationships between texts, comparing their ideas and the contexts in which they were written.

TC4: Evaluate writers' craft- including comparison skills

TC5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

TC6: Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation.

TC7: Speaking and listening - in different contexts and for a variety of audiences and purposes

TC 8: Spelling

How will the student be assessed?

In English you will be assessed through reading, writing and speaking and listening skills. This will occur during key moments in each topic to ensure that you are both challenged and supported appropriately. You will be assessed against Mastery which is formed through key aspects of the English curriculum such as your ability to comment on the writer's aims and use a range of techniques appropriate to purpose.

Throughout each unit there are many opportunities for self and peer assessment with regular target setting and evaluation. This will help you to reach your maximum potential in English.

How are teaching groups organised?

Teaching groups are organised into three bands based on target levels and your achievement in Year 7. However your progress is reviewed regularly throughout the year and the sets will change depending on the challenge or support your teachers feel you need.

Aim High!

How we challenge/support your learning

In English we believe that both challenging and supporting our learners is very important. Whether this is through our Booster sessions or in our Accelerated Reading programme, there are a range of activities available to ensure that you feel both challenged and inspired through your English studies.

Useful resources, websites and extra curricular opportunities to support learning

Throughout the year there are a range of educational visits to see an exciting variety of plays.

- ♦ Look out for National Poetry Day
- ♦ Regular creative writing competitions
- ♦ World Book Day and many more

www.bbc.co.uk/schools/ks3bitesize/english

www.poetrysociety.org

www.theguardian.com/childrens-books-site

www.bbc.co.uk/blast/writing

www.bbc.co.uk/schools/ks3bitesize/english/

Mathematics

Subject Intent

All students to believe they are capable of achieving high standards and becoming competent and resilient mathematicians.

What will I be studying? Topics/Overview

Cycle 1 Equations and Statistics (Data Handling)

Cycle 2 Formulae, Ratio, Proportion and Transformations

Cycle 3 Angles, Constructions, Sequences and Graphs



Threshold Concepts

TC13: Inverse
TC14: Modelling
TC15: Collect
TC16: Display
TC17: Analyse
TC18: Interpret
TC19: Predict
TC20: Formulaity
TC21: Rearrange
TC22: Proportionality
TC23: Congruence
TC24: Turn
TC25: Angles
TC26: Linearity
TC27: Gradient

How will the student be assessed?

You will have three Key Assessment Tasks spread throughout the year with one being an end of year exam in the summer term. There will also be Key Learning Tasks in between in order for you to check your progress and identify areas for improvement.

How are my teaching groups organised?

The groups are set according to ability. You will be broadly set based on your KS2 performance/Year 7 achievement and your class work.

How we challenge/support your learning

There will be an after-school support session available if students have found a topic difficult or would like some extra help.
Set 1 is given the opportunity to take part in the UK Junior Mathematics Challenge.

Useful resources, websites and extra curricular opportunities to support learning

We subscribe to a website called mathswatch. Students will be given a general login and password so that they can access this at home.
The website has lots of Maths questions and students can click on the level they are working at to find explanations and questions to try.

Another useful website for video explanations and practice is www.corbettmaths.com

Science

What will I be studying? Topics/Overview

Students follow the activate teaching scheme where they will learn and apply Science in interesting and relevant contexts.

This year is divided into 10 chapters:

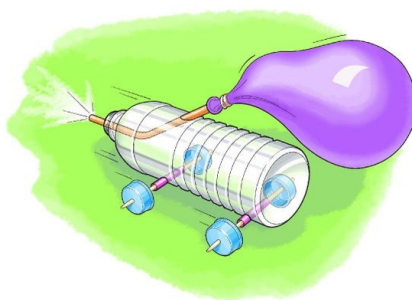
- ♦ Health and lifestyle
- ♦ Ecosystem processes
- ♦ Adaptation inheritance
- ♦ The periodic table
- ♦ Separation techniques
- ♦ Metals and acids
- ♦ The earth
- ♦ Electricity and magnetisms
- ♦ Energy
- ♦ Motion and pressure

How will the student be assessed?

- Key assessed tasks are closed book tests.
- ♦ Key learning tasks are skill orientated tasks where students can apply their knowledge.

Subject Intent

We aim to provide all students with the knowledge, skills and desire to become effective, aspirational scientists.



How are teaching groups organised?

Students are taught in mixed ability groups.

How we challenge/support your learning

- All schemes of work are fully differentiated
- Independent work Included
- Extension tasks



Threshold Concepts

- TC1: Cells
- TC2: Interdependence
- TC3: Particles
- TC4: Chemical reactions
- TC5: Forces
- TC6: Energy
- TC7: Planning
- TC8: Obtaining
- TC9: Analysing (concluding / mathematical skills)
- TC10: Evaluation

Useful resources, websites and extra curricular opportunities to support learning

www.bbc.co.uk/schools/ks3bitesize/science
www.scibermonkey.org/year.htm?y=7
www.kerboodle.com/users/login

Art and Design

Subject Intent

We provide every student with the skills to become an independent creative learner and the opportunity to be inspired by the Arts and achieve success.



What will I be studying? Topics/Overview

Students will begin by building on the observational skills taught in year 7. Working from a choice of resources, they will record their observations and insights relevant to the theme of 'Under the Sea' through a range of creative approaches; to include continuous line and tonal drawing, working on a range of surfaces. Knowledge will be developed about composition, pattern and colour as well as sketchbook layout and presentation. Students will experience a range of processes, media and materials including collage, oil pastel and paint techniques.

Ideas will be developed through learning about the methods of a range of artists.

How will the student be assessed?

- ♦ Regular verbal feedback is given in lessons
- ♦ Assessment criteria is shared with students for mastering, meeting and working towards a particular skill
- ♦ Work will be assessed against the criteria every half term, feedback is given with opportunities provided to refine work before final assessment

How are teaching groups organised?

Mixed ability groups

How we challenge/support your learning

Students who have a particular talent will be encouraged to work more independently and develop their work in greater breadth and depth. They may be encouraged to work on a larger scale, use more challenging materials or more complex imagery. Different homework may be set.

Threshold Concepts

TC1: Works of art consist of formal art elements

TC2: Mark making, often in the form of drawing, is considered to be the foundation of art – a way of thinking visually. It can be used for different purposes and is a powerful form of communication.

TC3: Art, in many forms, tells us of our past, present and future, shaping and influencing our lives in significant ways and is not dependent on language or logic.

TC4: Artists learn the 'rules' and conventions so they can decide when to break them.

TC5: The meanings of artworks are never fixed; what the artist intends and what the viewer understands may be different.

Useful resources, websites and extra curricular opportunities to support learning

Art clubs and drop-ins after school and at lunchtimes.

www.bbc.co.uk/bitesize/subjects/z6f3cdm (KS3)

www.bbc.co.uk/blast/

www.studentartguide.com

www.tate.org.uk

www.ipaintfish.com/gallery/



Computing

Subject Intent

Ensure that students gain a broad range of digital skills to prepare them for the ever evolving digital world

Threshold Concepts

TC1: Digital Communication - To understand the concept of communicating safely and effectively through technology.

TC2: Digital Collaboration - To actively collaborate with others through a range of digital mediums.

TC3: Digital Presentation - To identify and select the most appropriate tools to present information.

TC4: Logic - To understand the relationship between Logic and Mathematics using number Bases.

TC5: Decomposition - To be able to look at a problem and decompose this into its component parts.

TC6: Abstraction - Be able to take the component parts and remove what is not needed.

TC7: Algorithm - Design and create algorithms for real world problems.

TC8: Protocols - To recognise and understand the different properties

What will I be studying? Topics/Overview

Cycle 1:

Vector/Bitmap images, How computers store images and sound, Binary conversions, Basic binary addition, Decimal to hex conversions.

Cycle 2:

Programming basics using python, Iteration, Nested Selection.

Cycle 3:

Basic networking, Internet/WWW, HTML/CSS, Security, Protocols, Topologies.



How will the student be assessed?

- Mid-point KLT
- End of cycle KAT

How are teaching groups organised?

Mixed ability groups

How we challenge/support your Learning

Every task set includes a 'Dig deeper' activity to stretch students further.

Useful resources, websites and extra-curricular opportunities to support learning

<https://www.python.org/>
<http://www.bbc.co.uk/bitesize/subjects/zvc9q6f>

Design and Technology

What will I be studying? Topics/Overview

Technology groups will experience a variety of subject areas under the Technology umbrella. This is done through rotations throughout the year covering all of the following areas:

Food Preparation and Nutrition

Product Design

STEM project



How will the student be assessed?

Tasks and activities are assessed using a variety of techniques – some by observation, some by judgement against the given criteria for the task. Others are key assessments for which we use the National Curriculum criteria and individual target levels.

How are teaching groups organised?

The Design and Technology groups are made up of mixed ability groups.

The groupings tend to stay the same for the duration of Key Stage 3.

How we challenge/support your learning

You will be given extension tasks in lessons in order to further develop your Understanding.

Subject Intent

The Design and Technology (D+T) and Food Preparation and Nutrition (FPN) curriculums in KS3 are aimed at developing students, so that they become inquisitive, healthy and creative citizens.

Threshold Concepts—Product Design

TC1: Research Purposefully: Using a range of sources showing selectivity and analytical skill.

TC2: Visual Communication: Demonstrate innovation and creativity in response to a client's need/problem, using a range of 2D and 3D techniques.

TC3: Safe working Practice: Select and use tools and equipment safely and accurately in order to manufacture a high quality prototype that demonstrates a range of skills.

TC4: Critical Reflection: Demonstrate the ability to reflect critically throughout the design process showing an understanding for modification and improvement.

TC5: Impact on Society: Understand developments in Design and Technology, their ecological and social footprint with an awareness of the impact on society.

Threshold Concepts—(Food, Preparation and Nutrition)

TC1: RESEARCH: Show understanding of the function and properties of ingredients- have an awareness of seasonality and provenance.

TC2: RESEARCH AND ANALYSIS: Nutrition- be able to explain nutrition in regards to the Eat well guide and key commodity areas.

TC3: PREPARATION: Have the ability to prepare ingredients/ themselves/ the environment for safe and effective practical work

TC4: Making: Can select ingredients to work with to reflect the needs of recipes and methods. Shows evidence of a progressive development of technical skills through making.

TC5: Evaluation: Can articulate the use of ingredients/ equipment- Can reflect and analyse dishes produced through sensory testing and can suggest improvements to products and performance.

Useful resources, websites and extra curricular opportunities to support learning

www.technologystudent.co.uk

www.nutrition.org.uk

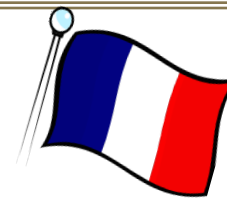
www.digitalbrain.com

www.data.co.uk

French

Subject Intent

We are committed to fostering the highest expectations in MFL and aim for all our learners to develop appropriate, high levels of linguistic ability, a set of transferable skills and an international growth mind set; deep, intercultural understanding.



What will I be studying? Topics/Overview

Equal emphasis is given to the skills of listening, speaking, reading and writing. During the year students will cover the following topics:

- Literature, films and poems
- Passed times and new technologies
- My identity: relationships, fashion, passions
- My town / Food
- Holidays: past, present and future
- Talking about talent and ambition

During the year, students will be focusing on applying the past and future tense as well as building on their transactional language.

Threshold Content

TC1: Knowledge about the language. Students understand key structures and patterns about language so that it can be Manipulated.

TC2: Linguistic Competence. Students have linguistic skills that they adapt to deepen understanding, enable them to communicate effectively, take the initiative and cope with unexpected structures/unpredictable situations.

TC3: Creativity. Students are able to adapt and reuse language in modified forms, for different purposes/contexts, to enable them to use their imagination, express their own thoughts, ideas and feelings.

TC4: Intercultural Understanding. Students extend and develop their world knowledge so that they can make links/connections, recognise different ways of seeing the world.

How will the student be assessed?

You will be formally assessed once every term in at least one skill from listening, speaking, reading and writing. We will also assess your skills informally when you create presentations, write texts or hold conversations in class.

How are teaching groups organised?

You will be taught French in mixed ability groups

How we challenge/support your learning

More able students will have the chance to put their skills to more practical use, to study the language in more detail, and to hold longer, more spontaneous conversations.

Useful resources, websites and extra-curricular opportunities to support learning

All students will have the opportunity to take part in a trip in the summer term.

A French dictionary

www.languagesonline.org.uk

www.livinglibrary.co.uk/s_browse.asp

www.tout.le.monde.co.uk

www.french.about.com/library/begin/fun/b1-gameindex.htm

www.linguascope.com

www.languagesonline.org

www.wordreference.com

(online dictionary and verb conjugator)

www.duolingo.com

Geography

Subject Intent

We aim to provide all students the knowledge and skills to become effective Geographers and citizens in the 21st century.

What will the student be studying? Topics/Overview

Cycle 1—Risky World

This topic includes the study of hazards around the world, impacts of hazards, links between humans and hazards and sustainable management strategies when responding to hazards.

Cycle 2—Our Changing Weather and Climate

This topic includes study of how places are changing over time due to weather events, the causes of weather hazards, where they occur and sustainable management strategies to reduce the risks that they pose.

Cycle 3—Global Issues

This topic includes the study of why global issues have changed over time e.g. climate change, interactions between people and the environment and to recognise the issue of natural resources and management of them.

How will the student be assessed?

Each unit of work has assessment opportunities and three KATs (Key Assessment Tasks) will be completed during the year.

You will be assessed using the Threshold frameworks for Geography that are specific to each study programme.

How are teaching groups organised?

Students are taught in mixed ability groups.

How we challenge/support your Learning

Individuals are identified and extension work/ different activities are offered within lessons, considering appropriate extra-curricular provision and enrichment ideas. Lead Learner positions are also available. The threshold curriculum has been designed to enable increased depth and challenge for students.

Threshold Concepts

TC1: To understand the concept of place, space and scale and how they constructed and changing over time.

TC2: To understand processes are key to explaining what the Earth is like and why it is changing.

TC3: To understand a range of perspectives/ stake-holders views that exist on an issue to be able to find the most appropriate solution.

TC4: To understand that there are numerous natural and human patterns found on Earth and these are not random.

TC5: To understand that there are interactions between different components and concepts. This reinforces the idea that places are not separate, but are interdependent with each other.

TC6: To recognise and understands that sustainability (social, economic and environmental) is now a key strategy in a range of areas of Geography.

Useful resources, websites and extra-curricular opportunities to support learning

www.heinemann.co.uk

www.lizardpoint.com/fun/beoquiz

www.news.bbc.co.uk

<http://maps.live.com>

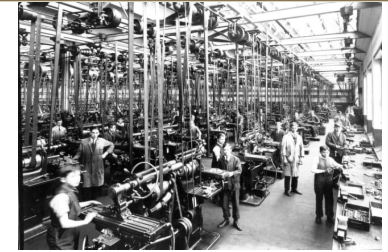


FLOOD ALERT
FLOODING IS POSSIBLE. BE PREPARED.

History

Subject Intent

Our mission is to create Historians who have an enquiring mind, read critically, are able to appreciate how history is constructed and see history as an unfolding story which involves us all.



What will I be studying? Topics/Overview

We develop the skills and knowledge you began acquiring in History in Year 7. You will have become familiar with how to extract information from sources at Year 7. We will now look at how we can test these sources for reliability in Year 8 you will become a more developed historian, not only will you be able to use evidence to support your arguments, you will now be able to evaluate evidence to test its credibility. Essay writing skills to judge most important reasons for an event are a focus this year.

We will look at

- ♦ Religious change in Europe and the impact on Britain
- ♦ Industrial Revolution
- ♦ Medicine through Time

How will the student be assessed?

You will be assessed in two ways, through Key Assessment Tasks and continual teacher assessment based on classwork.

How are teaching groups organised?

Students are taught in mixed ability groups for History.

How we challenge/support your learning

We offer a variety of enrichment activities through lessons, as well as leadership opportunities and Masterclasses.

Threshold Content

TC1- Understanding that history is subjective

TC2- Sources are pieces of evidence

TC3- Understand that history is interconnected

TC4- Appreciate the otherness of History

TC5- Appreciate the significance of a person

TC6- Understand factors that lead to change and continuity

TC7- Assess the extent of similarity and difference

Useful resources, websites and extra-curricular opportunities to support learning

www.spartacuslearning.co.uk

www.activehistory.co.uk

Music

Subject Intent

We believe music should encourage engagement, and creativity in all students. It encourages and develops key skills such as leadership and teamwork, and can help teach diversity and equality.



What will I be studying? Topics/Overview

The two topics studied in Year 8 enable students to build on the topics studied in Year 7 and apply their knowledge, skills and understanding to the topics listed below:

- Performance Skills - The Blues
- Musical Elements - Film Music

Threshold Concept

Performing

TC-P1: Understand how notation works across a number of genres and traditions.

TC-P2: Be able to apply the understanding of notation score to a number of instruments.

TC-P3: Understand the importance of music being performed live.

Composing

TC-C4: Be able to apply knowledge of musical elements when creating music.

TC-C5: Understand key features used in different music, and why they are used, and be able to apply these to compositions.

Listening and Appraising

TC-L6: Understand the terminology associated with musical elements and be able to apply these when describing a range of music.

TC-L7: Be able to compare and evaluate music against certain criteria.

Useful resources, websites and extra-curricular opportunities to support learning

We offer a wide range of clubs aimed at all ability levels and for all musical tastes. Some clubs are aimed at our more advanced musicians to provide challenge. To see the range of our activities, please see the extra-curricular music timetables displayed around the music department.

How will the student be assessed?

Opportunities for assessing students are built into both units of work studied. The key skills are specific and are assessed regularly.

The Music Department will also track the progress of students across the year according to whole school policy and Department assessment criteria.

How are teaching groups organised?

The students are taught in mixed ability in groups.

How we challenge/support your learning

In lesson time, there are a range of extension tasks that have been developed for our 'talented' students. There are also many opportunities for students to participate in music clubs, to lead rehearsals, take part in concerts and workshops etc. Instrumental lessons are available.

Physical Education

Subject Intent

To ensure we equip our students with the tools necessary to both understand and lead a Health Active Lifestyle



What will I be studying? Topics/Overview

Students will continue to participate in a range of activities and sports that look to build on knowledge and understanding learnt in year 7. They will do this by developing their skills and practical performance, strategies and tactics/ compositional ideas alongside their ability to lead others and an increased understanding of health and fitness

Cycle 1 Netball, Football, Hockey, Badminton, Basketball, Gymnastics, Dance, Handball, Health and Wellbeing

Cycle 2 Netball, Football, Hockey, Badminton, Basketball, Gymnastics, Dance, Handball, Health and Wellbeing

Cycle 3 Cricket, Rounders, Athletics

How will the student be assessed?

Assessment is continuous from the initial base assessment through to formative feedback and target setting in every unit of work. All assessments are made against age appropriate expectations of the students with a summative end of unit evaluation taking place to the student's mastery of the activity. Students are encouraged to continually use some form of self-assessment and peer-assessment throughout the activity.

Assessment is also supported by overall performance and ability seen in extra-curricular clubs.

How are teaching groups organised?

Students are taught in single gender groups when possible

How we challenge/support your learning

Within lessons students can expect:

- ☐ Differentiation in lessons – extension tasks
- ☐ Peer coaching in lessons
- ☐ Umpiring and officiating responsibilities in lessons

Further opportunities are offered through:

- Extra-curricular activities

Threshold Concept

TC1: To develop an understanding of a Healthy Active Lifestyle, and how this can lead to lifelong participation in physical activity

TC2: To both understand and portray sporting behaviours and leadership skills

TC3: The ability to develop fundamental skills that will allow transference of skill from sport to sport

TC4: The understanding and demonstration of sequencing and choreography

TC5: The delivery and response of effective communication

TC6: The ability to problem solve demonstrating a logical thought process in changing environments

Useful resources, websites and extra-curricular opportunities to support learning

www.sportengland.org.uk
www.uk.athletics.net
www.bbl.org.uk
www.uksports.gov.uk
www.netball.org
www.lta.org.uk
www.laaf.org

Religious Education

Subject Intent

Creating excellent philosophers and respectful religiously literate citizens of the future.



What will I be studying? Topics/Overview

The Religious Education Schemes of Work introduces the students to two attainment targets.

'Attainment Target 1: Learning about religion, which is mainly concern with students developing their knowledge and understanding of religion.'

'Attainment Target 2: Learning from religion, which is mainly concerns with students' personal development.'

Within Year 8 students study the following three units:

Cycle 1 Islam: Lifestyle

Cycle 2 Jesus Christ and Christian Beliefs

Cycle 3 Christianity: Lifestyle

How will the student be assessed?

Students will be formally assessed at the end of each unit.

The assessments are either of a formal written nature or project work, reflecting on enquiry based skills.

These assessments establish the students' progress against the school's Mastery levels. From their performance students will be set targets to help them reach the next level.

How we challenge/support your learning

All students will be challenged to make significant progression in Religious Education.

Notably students will be supplied with both extension work and targeted questioning, which will support their progression into higher levels through the enhancement of their analysis and evaluative skill-set.

Threshold Concepts

1. To understand that religious beliefs are interpreted differently, even with in the same religion or denomination.
2. To understand that religious practices have varying levels of adoption
3. To understand that misconceptions exist surrounding religious beliefs and practices that need addressing
4. To understand that religious values can be accepted and adopted by non-religious believers
5. To understand the varying impact of modern, often secular based, challenges to religious Beliefs
6. To understand the influence key beliefs, teachings and practices have on religious believers, and at times non-religious believers, today (individuals, society and community)
7. To understand the variety of sources of authority within religion and the different approaches to them
8. To understand the symbolisms found within religion

Useful resources, websites and extra-curricular opportunities to support learning

BBC Bitesize KS3 Religious Studies
RE Online
RE Quest

Notes



Notes

