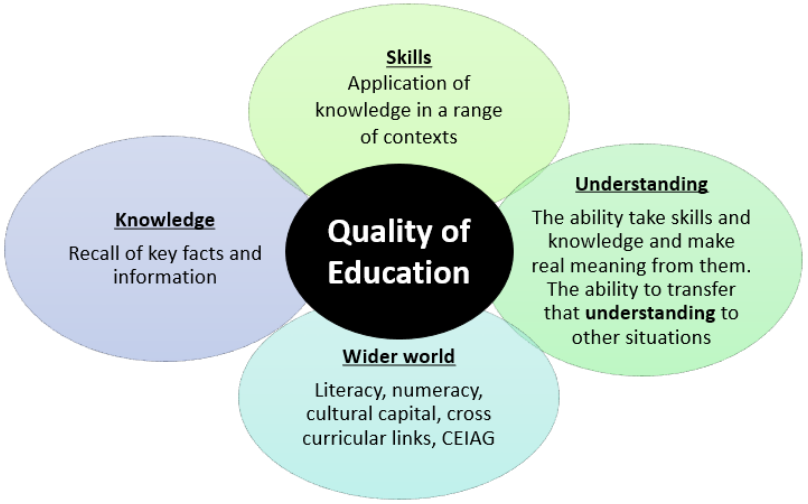
CIM - Curriculum Intent Map PRE

Exam board - GCSE: N/A Exam board - A'Level: N/A

Key questions:

- What are the objectives for your curriculum? To empower learners to understand our society and become reliable, respectful and resilient members of society.
- What do you want pupils to be able to know and do by the time they leave? To have an awareness of how our, and other societies, operate and the factors that impact upon those societies.
- How does your curriculum plan set out the sequence and structure of how it's going to be implemented? See KSU
- Why is it shaped the way it is? What values have guided your decisions about the curriculum you have in place? The curriculum builds on each topic, covering the statutory requirements but from alternative view points and covering philosophical views. Thos also links into the A level P and E
- How does your curriculum reflect your school's context? The main focus is British society and we also develop an understanding of different cultural norms, values and beliefs via the study of ethnicity in different contexts.
- To what extent have you made these objectives clear? Does everybody know them? The Scheme of Learning informs specialist and non-specialist teachers alike of the content focus and learning objectives for each topic, as do the shared teaching resources.
- How does your curriculum reflect national policy (for example, British values and PSHE)? The SOL reflects values from different cultures, looks at the impact of society on different cultures and identities. We also consider how labels impact upon people's lives. How does your curriculum cater for disadvantaged and minority groups? How do you ensure these pupils aren't 'shut out' of pursuing subjects they wish to study because of too sharp a focus on exam results. Via the use of scaffolding, structure strips and a large focus on questioning and discussion.



Knowledge	Skills	Understanding	Wider world
Year 8 **Good V Evil** **Prejudice and discrimination** **Media** **Ethical questions** **Cross curricular project**	• Evaluation of different perspectives • Comprehension • Making links between different religions and belief systems and identifying where the similarities • Decision making • Literacy • Oracy • Creativity • Dual coding to understand detailed and difficult concepts • Application of philosophical concepts to real life situations	Year 8 topics follow on from year 7 topics and begin with a good versus evil topic – here students will understand that being 'good' is a perspective and actually a social construct. They consider different perspectives that link in with the A level Philosophy course, such teleology and deontology. This leads into the topic of discrimination where students understand the history of discrimination and where it actually comes from, they consider the impact this has and whether it is still an issue in todays society. Students understand the impact that media can have on religious believers and none religious believers, different types of media impact and again whether this is still an issue in today's society. In ethical questions students look at the sanctity of life, and medical ethics here students learn about how difficult decisions are made based on different belief systems. Finally the cross curricular projects brings together the humanities faculty – li king key themes of history, belief, development and change in different countries.	Careers: links to careers in – law, media, marketing, humanitarian work, teaching/ lecturing, Links to wider world views, considering different religious and none religious perspectives. Gateway subject: this can lead into many career and job options as it is related to people and modern society

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Year 7 Philosophy of truth Ancient Religions Environment Animal Rights Comparative Religions	• Evaluation of different perspectives • Comprehension • Making links between different religions and belief systems and identifying where the similarities • Decision making • Literacy • Oracy • Creativity • Dual coding to understand detailed and difficult concepts • Application of philosophical concepts to real life situations	Students will understand that all truth is truth, for individuals each truth is based on personal belief, socialisation and the world they live in. It is based around philosophers to begin with and then moves into looking at what we actually mean by the truth. The students will understand where religion/different religions originate from and how they have morphed into what we see today. Students will understand the different perspectives on the environment and be able to make judgements on whose responsibility it actually is to protect the world they live in. This moves smoothly into the topic of animal rights where they consider whether humans hold a higher place than animals and the differing views on this, through time and in today's world. Students then move into a topic where they understand the links between the 6 major religions that have been touched on through the previous topics - the 7 dimensions of religion.	

At The Elizabethan Academy we offer a curriculum that:

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

Assessment Calendar 2020-21				
	AP1	**AP2**	**AP3**	**AP4 Internal**
2 x assessments carried out for each topic., these are then used to inform Ap points as opposed to assessments being carried out for specific AP points.				

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Exam board - GCSE: N/A Exam board - A'Level: N/A

Threshold concepts:				
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