

Levenshulme High School – Curriculum Map – RE

		Term 1		Term 2		Term 3	
No. of Weeks		8	7	6	6	5	7
Year 7	Topic Title	Me and My School NC Link: Does religion help people to be good?	Me and Myself NC Link: Is death the end? Does it matter?	Me and My City NC Link: What difference does it make to believe in...? Buddhist, Christian, Jewish, Muslim, Sikh	Me and my Country NC Link: What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?	Me and my World NC Link: Why is there suffering? Are there any good solutions? Christian and Buddhist	Me and my future NC Link: Should happiness be the purpose of life? Christian, Buddhist and non-religious e.g. Humanist
	<i>Pupils should know...</i>	Students will be introduced to ethics philosophy and religion, by looking at the multifaceted topics of emotions and ethical behaviours with a focus of applying these to a school setting. Students will examine and make comparisons between religious attitudes towards behaviour and ethical decision making. Therefore, answering how religion helps people to be good.	In this unit students will examine personal and spiritual beliefs. There will be a focus on the Christian and Islamic idea of heaven and hell. This will lead students to make comparisons with the Hindu and Buddhist belief of reincarnation and supernatural phenomena such as ghost and psychics. Students will make conclusions at to whether they think death is the end.	Students will be made aware of the most frequent words used in the LGBT community. Students will examine the UK laws about hate crimes and discrimination and what people had to do in Manchester to fight for their human rights. Students will then study the religious attitudes towards the discrimination of the LGBT and views on equality, therefore answering 'What difference does it make to believe in a religion when	In this unit students will describe what it means to be British. They will explain why Britain is a multicultural society, explaining the benefit of multiculturalism. Students will be required to evaluate their own ideas of 'Britishness'. Further learning will take place around the reasons why people leave their own countries and move to Britain.	In this unit students will identify the basic needs of life. Progressing to examining what are the causes of poverty and the effects on populations around the world. Students will evaluate religious responses to poverty. Students will categorise the types of charity and charitable organisations that exist to overcome the effects of poverty. Students will then construct their own charity with developed	Students will identity their own personal strengths and weaknesses in relation to their approach to work. Given consideration of their own ambitions in future work. Discussion and analysis of their own employability skills, with the identification of how to work towards any identified weaknesses. Students will identify of their 'dream job'. Further learning will take place around the evaluation of

				looking at the LGBT community.		explanations of the type of poverty that is to be helped and the way the help will be administered.	religious teachings and how they can affect our life choices when it comes to deciding a career.
<i>Pupils should be able to do...</i>	By the end of the topic students should be able to develop empathy by having them understand emotions and ethical reactions. Consider their individual identity and the diverse nature within school. Compare similarities and differences between world religions. Analyse a case study	By the end of the topic students should be able to consider and develop their understanding of their own spiritual identity. They will learn to investigate different perceptions of heaven and hell. Evaluating the plausibility of spiritual or physical resurrection Compare and defend their understanding of resurrection. Research and summarise information about supernatural phenomena.	By the end of the topic students should have developed a sense of pride and care for each other. They will have explored their personal and community views and experiences of discrimination. Used drama techniques to display beliefs and ideas about equality. Used persuasive writing skills. Evaluated different religious beliefs and analysed their usefulness when working out 'What difference a belief in their religion makes to the LGBT community'	By the end of the topic students should have considered and evaluated different opinions of 'Britishness'. Advance their literacy and numeracy skills by reading and analysing pie charts to understand different facts. Develop oracy skills by creating and performing a poem on the benefits of multiculturalism.	By the end of the topic students should have considered the most important 'basic need' of humans i.e. in times of crisis what needs to be addressed first. Decided which cause of poverty is the biggest problem for the students chosen country. Used drama techniques to display beliefs and ideas about religious responses to poverty. Analysed why religious people should help people in poor countries. Developed their skills of oracy by present findings from group activity of	By the end of the topic students should have demonstrated an understanding of the concept of 'career' in relation to examples of people that they know. Recognised their own strengths, achievements and weaknesses and evaluating how these might inform future choices in learning and work. Described some of the qualities, attitudes and skills needed for employability. Assessed their needs, interests, skills, attitudes and aspirations in relation to options for learning and work and make creative and realistic plans for	

						creation of their own charitable organisation and the issues they will attempt to overcome.	transition into Key Stage 4.
<i>How does it build on prior learning?....</i>	The Golden Rule which is featured in all of the main religions. Religious teachings about forgiveness and how this is at the forefront of all religions.	Key beliefs about what happens after we die. With a focus on the Hindu belief of reincarnation and the effect of Karma. The Christian idea of reincarnation and the Muslim belief of Akhirah.	Key beliefs about the main religious attitudes to discrimination. Including the Christian belief of 'love thy neighbour' and how Muslims believe the "Allah tests different people with different trials, because everyone has a different level of patience, tolerance, and faith."	Building on the key beliefs of all major religions being against discrimination. Students will have remembered the religious teachings of equality, including the passages of the Old Testament and examination of the Five Pillars.	Key beliefs about the Buddhist idea of Karma affecting the person's rebirth and the effect of ahimsa on how we should treat others. Continuing with the Christian view of how Jesus lived his life and how he was a role model for others.	Key beliefs of the Christian idea of what brings about a person's happiness including the religious teaching of "It is easier for a camel to go through the eye of a needle than for a rich man to enter the Kingdom of God." <i>Luke 18:25</i>	
<i>Why are we doing this now?....</i>	This is an introduction unit. Introducing to the school, the Dream Day concept and EPR. It also allows students knowledge from primary school to be assessed.	This looks as individual beliefs on life after death which fits with the 'Me and myself' unit.	Students move on from their own personal thoughts and experience to looking at how religion is displayed on a 'city' level.	Students have learnt about the foundations to their own and other people's beliefs and start to apply it to a more national scale within the country.	Before students move on to think about their own beliefs and how it will affect their future, they discuss how it has an impact on a global scale. Students draw in the ideas from a range of different beliefs to apply	This is the final unit in the Dream Day concept and ties in all of the learning from the whole year. Students get to reflect on learning from Dream Day 1-5 and apply to the 'future' and how both themselves and others may be affected by it.	

	<i>How does it prepare for learning to come?</i>	This lays the foundations to the rest of the year within Dream Day.	This gets students to think about a wide range of religious beliefs and their teachings on life after death which can be used in multiple units later in the year.	It provides students with knowledge and understanding of how their own religion plays a part within the city that they live in, which will be developed on a larger scale in the next unit.	Dream Day builds on each unit, with Me and my World following this one. Students can use the individual, local and national affects of religion and ethics later to look at religion on a global scale.	them to people's beliefs and behaviour around the world. Students need to learn about religion and philosophy on a global scale before they can then apply the teachings and beliefs to the future and their own beliefs.	By the end of this unit the students will have covered a wide range of religious content from various different themes and concepts. This provides god foundations for when they move on to Year 8 and study RE in the more 'traditional' manner.
Year 8	Topic Title	Religion and young People	Life After Death	Evil and Suffering	Ultimate Questions	Religion and the media	Rites of Passage
	<i>Pupils should know...</i>	Students should know how young people and how religion can influence belief. They will be able to explain birth ceremonies from a range of religions as well as coming of age ceremonies. Students will be able to explore key concepts such as peer pressure, religious rules and the generation gap. Students should be able to explain children's	Students will learn about different beliefs about heaven and hell and be able to explain beliefs such as Reincarnation and Purgatory. Students should be able to apply the belief of reincarnation to designing a board game. Pupils should know about Humanism and life after death and how it differs from religious beliefs	Students will learn about the causes of suffering and understand the difference between natural and moral evil. They should understand the Christian message on suffering through the story of Job as well as possible Atheist views on evil and suffering. They will also explore how the media can influence our	Students will explore the difference between moral and ultimate questions. They will understand philosophical arguments for believing in God and explain why some people believe in God and others don't. Students will explore and evaluate what really matters to people and consider whether a belief in God makes a	Students will learn about different types of media and how the media can have an effect on our opinions and beliefs. They will understand what Sexism is and discuss if it exists in the music industry. They will know Christian Teachings about equality for men and women and explore the way that religion and religious people are portrayed on	Students will learn about different types of rite of passage, from a range of different religions. They will focus on rites such as marriage, birth ceremonies and funerals. Students will discuss if it is as important for a non-religious person as a religious person.

		rights and how it affects their life.		view of evil and suffering.	difference to how people view what matters.	television. Students will see how the media can influence positive change and will discuss the links between religion and modern-day viral campaigns	
<i>Pupils should be able to do...</i>	Students will be able to explain key beliefs and Comparing different ceremonies within religions. They will develop their ability to describe the key events within religious ceremonies and extract information from religious texts and sources. The challenge for them will be to Interpret the information in religious texts and quotes and apply it to their knowledge of the content. They will go on to the skill of evaluation of information and comparing and contrasting beliefs	Students should be able to explaining key beliefs in different religions and go on to compare and contrast different ceremonies within religions. Students should be able to extract information from religious texts and sources and interpret information in religious texts and quotes	Students should be able to explain key beliefs and compare differences and similarities within religions and their explanations of evil and suffering. They will describe the key religious stories and use their ability of extracting information from religious texts and source to interpret information in religious texts and quotes. They will develop their skill of evaluating of information to comparing and contrast beliefs	Students should be able to explain key philosophical questions and their possible responses. They should use key philosophical language to interpret philosophical teachings in day to day life. Using their philosophical language, they will be able to evaluate of information.	Students should be able to evaluate how the media influences society and compare and contrast different religious views on religious teachings in relation to the media. Students should be able to use key religious scripture to apply to arguments relating to the media.	Students should be able to compare and contrast rites of passage from 2 different religions for each rite of passage that is covered. Students should be able to use key religious teachings and stories to explain the importance and significance of the different celebrations. Students will be able to draw upon a range of examples to support the points that they make. Students will use their knowledge to create presentations to deliver at the end	

		about religious teachings and the law.					of the unit, based on 2 rites of passage of their choice.
<i>How does is build on prior</i>	Key content from Year 7 will help students to progress within this unit. Concepts such as 'The Golden Rule' and the 10 commandments will help students in their application and evaluation of content.	How young people are influenced in their lives and how it will have an effect on their beliefs for after they die. Students should have remembered that they need to use evidence and teachings to support the points that they make.	How beliefs in life after death will influence and affect how a religious person may view and explain evil and suffering in the world. They should also be able to draw upon Year 7 knowledge and understanding of concepts such as The Golden Rule which they can use to apply to this unit.	Key philosophical terms from the Year 7 Dream Day unit that covers discussions from a philosophical perspective. Students can use knowledge from the Evil and Suffering unit to apply to philosophical issues such as 'why do people suffer' etc.	Key religious scripture from the evil and suffering unit as well as the religion and young people to apply to topical issues in the media. Students should remember how religious beliefs (such as those on life after death) affect day to day life which will also influence things that are portrayed and shown within the media.	Key content from all of the previous units of work as they will all in part tie in to different aspects of this unit. They should use their familiarity with religious teachings to use them confidently within their answers and presentations.	
<i>Why are we doing this now?....</i>	This unit builds on content from the Dream Day units which allows a smooth transition from Year 7 to 8.	The Life After Death unit explores different religious beliefs which was also briefly touched upon in Year 7. It also allows for discussions that will become more relevant as the year continues.	This unit allows students to use the knowledge they have gained in the Life After Death unit to look at Evil and Suffering on earth today. They can apply their knowledge of religious teachings to try and explain the	Philosophical question and issues are part of the Locally Agreed Syllabus and this unit fits in well after the Evil and Suffering unit as questions such as 'should every be happy?' and 'Why are we here?' allow students to think	This unit draws together lots of the content from earlier in the year and applies it to issues currently in the media. Students will explore how the media represents stories surrounding evil and suffering, death and the	This is a good unit to end the year on as it not only ties in content right back from the beginning of Year8, but also allows students to complete their own independent research project and present it to the class. They enjoy this unit as	

	<p><i>How does it prepare for learning to come?....</i></p>	<p>Students will do quote a lot of 'text based' work which will give them skill that they are unlikely to have used in Year 7. This will help them going forward into Year 8 and beyond.</p>	<p>Students start to really 'evaluate' content and religious beliefs in this unit which will be a key skill for them to have within RE. They start to evaluate statements relating to life after death and give their own opinions on them.</p>	<p>impact of suffering.</p> <p>Student continue to develop their evaluation skills and have some in depth discussions on 'big' moral and ethical questions. This not only prepares them for the upcoming philosophy unit, but also content that they will cover in Years 9-11.</p>	<p>from a philosophical perspective, whilst at the same time drawing on knowledge from the previous unit.</p> <p>Students will use their evaluative skills a lot in this unit, looking at a variety of different perspectives for 'answers' to some of the world big questions.</p>	<p>portrayal of young people for example, all from different religious viewpoints and angles.</p> <p>Students will be exposed to current and modern issues in the media, some of which they may have not come across before. It will allow them to explore their own beliefs as well as others which will help them in future years when looking at various different 'themes'.</p>	<p>it builds on evaluation skills they have gained and content that they have learnt from various different religious beliefs and puts it all together in one project of their choice.</p> <p>This unit allows students to gain some research and presenting skills that they may not have spent much time on earlier in the year. Students will be developing their evaluation skills but in a way that allows them to share their ideas with the class and become confident in their presenting skills. It also prepares them for content they will cover in Year 9 when looking at Christianity and Islam, it will allow some foundations of key beliefs to be built upon.</p>
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	Topic Title	The history of Christianity	Understanding the Christian way of life	The history of Islam
Year 9	<i>Pupils should know...</i>	Pupils should know about the Christian idea of the nature of God, God as omnipotent, loving and just and the problem of evil and suffering. Also, the idea that Christianity is a monotheist religion in light of the concept of The Holy Trinity. Pupils will cover the different Christian beliefs about the creation of the world including the role of the Word, The Holy Spirit and Genesis. Pupils will examine the different Christian beliefs about the afterlife and their importance, including: resurrection; life after death; judgement, heaven and hell. Pupils will study Jesus Christ and His salvation, including beliefs and teachings about the incarnation, Jesus as the Son of God, the crucifixion, resurrection and ascension, sin, including original sin. Pupils should know about the means of salvation, including law, grace and Spirit and the role of Jesus Christ has in salvation including the idea of atonement.	Pupils should know how Christians worship and celebrate their religion. Pupils will look at different forms of worship and their significance, including liturgical, non-liturgical and informal worship including the use of the Bible in private worship. They will exam prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. Pupils should know the role and meaning of the sacraments. The role and importance of pilgrimage and celebrations of Christians including their importance in Great Britain today. Pupils will examine the role of the church in the local and worldwide community, including food banks, street pastors and the work of Christian Aid. Pupils should know the place of mission and evangelism within Church growth and the importance of the worldwide Church including, working for reconciliation and how Christian churches respond to persecution	Pupils should know the key beliefs of Islam including the six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam examining the key similarities and differences. Pupils should know about Tawhid (the Oneness of God), and the nature of God: His omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world whether that be immanence and transcendence. Pupils should know about the role of angels within Islam, including their nature, with a focus on Jibril and Mika'il. Pupils should know about predestination and human freedom and its relationship to the Day of Judgement. Pupils will examine akhira (life after death) thinking through the effect of human responsibility and accountability. Pupils will examine authority within Islam looking at the Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. Pupils will know about the holy books of Islam including the Qur'an, the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. Finally, Pupils will know about the imamate in Shi'a Islam including its role and significance.
	<i>Pupils should be able to do...</i>	Pupils should be able to recognise that Christianity is the main religious tradition in Great Britain. Pupils should be able to refer to scripture and sacred texts by studying the main sources of	Pupils should be able to recall the practices within Christianity based on the Christian sources of wisdom and authority. They should be able to refer to scripture and sacred texts to give	By the end of the unit Pupils should be aware that Islam is one of the diverse religious traditions in Great Britain today. Pupils should be able to recognise the beliefs and teachings of

		wisdom and authority in Christianity. Pupils should be able to explain the beliefs and teachings of Christianity influences individuals, communities and societies.	meaning as to why Christians practice in such ways. Pupils should be able to explain the influence these practices have on individuals, communities and societies.	Islam and Islamic sources of wisdom and authority. They should be able to refer to scripture and other sacred writings and the influence they have on the beliefs and teachings studied on individuals, communities and societies.
	<i>Why are we doing this now?.... How does it build on prior learning?.... How does it prepare for learning to come?.....</i>	At this stage pupils are introduced to an in-depth study of Christianity as it is the main religious tradition in Great Britain. This is building on prior learning from Year 7 and Year 8 and allows pupils to fill in any gaps in their knowledge. Pupils will examine key ideas in order to have a foundation on which to build, this includes the Christian ideas of the nature of God and focus on who is Jesus Christ, students will cover beliefs around the effects of a person's life on the afterlife and what the afterlife may look like. This will allow pupils to access the thematic studies in Year 11, as this will give pupils the context of how Christians approach different issues.	Having previously studied Christian beliefs pupils will now progress onto learning about how Christians put their beliefs into practice. This topic leads nicely from the previous topic of learning about the beliefs of the Christian religion to how that religious person puts their beliefs into practice. Pupils will cover how Christians live their lives, this includes the way Christians believe they should worship their faith looking at festivals and celebrations. Also, how Christians should respond to people in need and the reasons for their reactions. This will prepare pupils for future topics in Year 11, as pupils will gain an understanding of how Christians respond to issues particularly those issues affecting others.	Once Pupils have examined Christianity we now move onto an in-depth study of Islam, as this is one of the diverse religious traditions within Great Britain. Pupils will examine key ideas from Islam in order to have a foundation on which to build for future units of work. This includes the Islamic ideas of the nature of God, the sources of authority, the Islamic idea of the afterlife and the impact this belief has on a person's life. This study will allow pupils to have the foundations for the next topic which is learning about how Muslims put their beliefs into practice.
Year 10	Topic Title	Islamic Practices	Relationships and family	Religion and life
	<i>Pupils should know...</i>	Pupils should know the five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam. Pupils will focus on; The Shahadah which is the declaration of faith and its place within Muslim practice; Salah and its significance, how and why Muslims pray including times and movements; Salah in the home and mosque, Friday prayer and the key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views	Pupils should know the issues surrounding human sexuality including: heterosexual and homosexual relationships. Pupils should know the religious views of sex before and outside of marriage as well as contraception and family planning. Pupils will then gain an understanding of the nature and purpose of marriage including same-sex marriage, cohabitation, divorce, and remarrying.	Pupils should know the origins of the universe, including different interpretations of religious teachings and the relationship between scientific views, such as the Big Bang theory, and religious views. Pupils should know the value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. Pupils should know about the uses

	<p>about the importance of prayer. Pupils will then move on to focus on Sawm, the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power. Zakah is the next pillar pupils should know, they will explore the role and significance of giving alms including origins, how and why it is given, benefits of receipt and Khums in Shi'a Islam. Finally, pupils should know about Hajj, including the role and significance of the pilgrimage to Makkah, how hajj is performed, the actions pilgrims perform at sites and their significance. The end of the unit will look at festivals and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</p>	<p>Pupils should know about the nature of families, including the role of parents and children. Pupils will examine extended and nuclear families. Pupils should know there are a range of contemporary families including same-sex parents and polygamy. Finally, pupils should know the roles of men and women within society including gender equality, gender prejudice and discrimination.</p>	<p>and abuses of the environment and animals, including: animal experimentation, the use of animals for food. Next, Pupils should explore the issues surrounding abortion, including the ethical arguments related to abortion, involving those based on the sanctity of life versus the quality of life. Finally, pupils should know the issues surrounding euthanasia, focusing on the beliefs about death and an afterlife, and how these impact the value of human life.</p>
<p><i>Pupils should be able to do...</i></p>	<p>Pupils should be able to describe and explain the key concepts and knowledge from the unit, applying religious beliefs to these in context. Pupils will need to understand and interpret information from religious texts and quotes to support analysis and evaluation of religious practices with evidence to support their points.</p>	<p>Pupils should be able to describe and explain the key concepts and knowledge from the unit, applying religious beliefs to these in context. Pupils will need to understand and interpret information from religious texts and quotes to support analysis and evaluation of religious practices with evidence to support their points.</p>	<p>Pupils should be able to describe and explain the key concepts and knowledge from the unit, applying religious beliefs to these in context. Pupils will need to understand and interpret information from religious texts and quotes to support analysis and evaluation of religious practices with evidence to support their points.</p>
<p><i>Pupils should have remembered...</i></p> <p><i>Why are we doing this now?....</i></p> <p><i>How does it build on prior learning?....</i></p>	<p>Having studied Islamic beliefs pupils will now see how those beliefs impact on a Muslim's life by studying the practices that Muslims perform, such as following the five pillars of Islam and the ten obligations of Shi'a Muslims. This will build upon prior knowledge from the previous Islamic</p>	<p>Having completed their in-depth studies of Christianity and Islam Pupils are now well equipped to look at issues affecting human life. This will build upon previous knowledge of the studied religions and also build upon their skills of analysing philosophical and ethical arguments relating to</p>	<p>Having previously studied Christianity and Islam in depth and analysed relationships within religions pupils should now have the knowledge and skills needed to study the religious teachings, and religious, philosophical and ethical arguments, relating to the issues around religion and life. Pupils</p>

	<i>How does it prepare for learning to come?....</i>	belief's unit. This will help pupils with the subsequent thematic units as pupils will gain an understanding of how and why Muslims react to life issues.	issues that impact and influence the modern world. Pupils will be made aware of contrasting perspectives in contemporary British society. Pupils will then be able to use these skills in the coming units of work.	should be prepared to discuss how these religious beliefs have an impact and influence in the modern world as they should be able to explain contrasting beliefs abortion, euthanasia and animal experimentation by referencing Islam and Christianity. The skills developed will enable students to analyse future thematic topics.
Year 11	Religion, Crime and Punishment.	Religion, human rights and social justice.	Revision	
<i>Pupils should know...</i>	Pupils should know about the individual's reasons to commit crime and the different aims of the punishments meted to those who transgress; this will include investigation of the use of capital and corporal punishment, how criminals are treated by law and society and the idea of forgiveness. Pupils should know all aspects include the study of the religious viewpoints on the topic from both Christian and Muslim perspectives.	Pupils should know about the concept of social justice and how the religions enact this, the reasons why prejudice develops, how resulting discrimination manifests (both positive and negative) and reasons for wealth inequality and the role religion plays from both Christian and Muslim perspectives.	Pupils will recap key learning points from Christian and Islamic Beliefs and Practices as well as the thematic studies of Relationships and Families, Religion and Life, Crime and Punishment and Human Rights and Social Justice	
<i>Pupils should be able to do...</i>	Pupils should be able to describe and explain the key concepts and knowledge from the unit, applying religious beliefs to these in context. Pupils will need to understand and interpret information from religious texts and quotes to support analysis and evaluation of religious beliefs and practices regarding crime and punishment.	Pupils should be able to describe and explain the key concepts and knowledge from the unit, applying religious beliefs to these in context, giving practical examples where appropriate. Pupils will need to understand and interpret information from religious texts and quotes to support analysis and evaluation of religious beliefs and practices regarding human rights.	Pupils should be able to make use of study skills learned throughout the course to produce effective and clear revision materials that can be used to supplement classroom learning.	
<i>Why are we doing this now?.... How does it build on prior learning?....</i>	Pupils have developed their critical thinking skills in the previous topics which allows pupils to critically analyse both crime and punishment in Great Britain. Pupils will use key ideas from Christian and Islamic beliefs and practices in order to have a foundation on which to build in the thematic ideas. Pupils will then be able use the knowledge and skills from learning about crime and punishment	Pupils should be also to use the knowledge from previous units of work to discuss the key Christian and Islamic beliefs surrounding human rights and social justice. This includes the religious teachings of treating those different to ourselves (e.g.: Good Samaritan) and practical application of scripture to charity. This will allow pupils to access all content on their GCSE exam.	Pupils will sit their GCSE exam in this half term so should be prepared to recall and apply knowledge from all aspects of the course.	

<i>How does it prepare for learning to come?....</i>	and apply those to the issue of examining social justice in the next topic.		
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