



Key Stage 3 Framework for Learning Year 8 2018-2019: Creative Foundations



Curriculum Area:

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<u>Understanding extremism</u> To consider what makes us human, what makes for a good life, factors of radicalization, violent protest and the terrorism jigsaw.	<u>We stand together</u> Personal and societal responses to acts of violence, the reality of terrorism, hate crime and exploration of how should society be ran.	<u>Evil & Suffering:</u> Introduction to moral and ethical dilemmas such as blame, justice, compassion and forgiveness through the case of the '12 Year Old Lifer'.	<u>Crime</u> Religious and secular attitudes to the following: Categories and causes of crime, nature of punishment, the death penalty, prison system.	<u>War</u> Religious and secular attitudes to the following: Nature and causes of war, Is it positive or negative, Reasons for or against war.	<u>War</u> Religious and secular attitudes to the following: Terrorism, refugee, just war and holy war, Child Soldiers, Weapons of Mass destruction.
Skills	<u>Critical thinking and analysis</u> Through the use of P4C and Socratic questioning pupils address difficult issue in relation to extremist narratives.	<u>Critical thinking and analysis</u> Through the use of P4C and Socratic questioning pupils address difficult issue in relation to extremist narratives.	<u>Justification and empathy:</u> Pupils develop their ability to give their reasoned opinion and begin to appreciate why people may have differing perspectives on ethical issue.	<u>Compare, contrast and brief evaluation:</u> Pupils hone their skills in recognizing the variety of religious and secular perspectives on contemporary moral issues. Pupils use such skills to give a brief evaluation on each issue.	<u>Analyse, Debate and Conclude</u> Pupils analyses a variety of sources and articulate their opinion on it. Pupil then articulate these opinions in class debates and open ended questions and come up with a logical conclusion.	<u>Analyse, Debate and Conclude</u> Pupils analyses a variety of sources and articulate their opinion on it. Pupil then articulate these opinions in class debates and open ended questions and come up with a logical conclusion.
Assessments	Assessment 1: Factors of radicalization comparison. Pupils compare key life events of Salman Abedi and Thomas Mair Assessment 2: Billy McCurrie research. Pupils research someone who committee an act of terror and later turned their life around. (Home Learning)	Assessment 1: Progress Test (Classwork) Assessment 2: Look for the helpers quite analysis. Pupils analyse well known quote and apply it to Manchester's response to the MEN arena attack	Assessment 1: Court Case Speech. (Classwork) Assessment 2: Crime and Punishment quote analysis . Pupils break down the key component of a quote and evaluate a key question on its content. (Home Learning)	Assessment 1: Progress Test (Classwork) Assessment 2: Quote application evaluation on forgiveness. . Pupils break down the key component of a quote and evaluate a key question on its content. (Home learning)	Assessment 1: Letter of Last resort (Classwork) Assessment 2: Quote application evaluation on War. . Pupils break down the key component of a quote and evaluate a key question on its content. (Home Learning)	Assessment 1: Progress Test (Classwork) Assessment 2: Quote application on conflict. . Pupils break down the key component of a quote and evaluate a key question on its content. (Home learning)
Cultural Enrichment	READ: A song for Jenny by Julie Nicholson WATCH: Freedom writers	Read: A thousand splendid Suns Khaled Hosseini WATCH: Kite Runner	READ: One of Us is lying by Karen McManus WATCH: The Hunger Games VISIT: Peoples history	READ: The Naturals by Jenifer Lynne Barnes WATCH: Inside Strangways VISIT: Manchester Police Museum	READ: A long way Gone by Ismael Beah WATCH: Good night Mr Tom VISIT: Imperial War Museum	READ: The boy in the striped pajamas WATCH: War Horse VISIT: Museum of Science and Industry



CHORLTON HIGH SCHOOL: CURRICULUM

Character	LEADERSHIP		museum		RESILIENCE	
			INITIATIVE			
	 QoS – Optimism Students foster optimism by assessing the good that can come out of violent events and the strength of the human spirit.	 QoS – Empathy Students display empathy for other in producing a creative response to the MEN arena attack.	  QoS – Creativity & Curiosity Pupils develop their curiosity Around moral and ethical issues and understanding why other individuals may have differing opinions to them.	  QoS – Responsibility & Reflection Pupils develop responsibility and reflection in understanding the importance of acknowledging and appreciating how a variety of differing upbringings may lead someone to hold different beliefs to their own.	  QoS – Practice & Resiliency Pupils learn about resiliency and the triumph of the human spirit over adversity by looking at how people living in war overcome challenges and practice forgiveness.	 QoS – Motivation Pupils revisit the concept of morality and conscience and reaffirm their motivation to do the right thing in difficult situations.