



### **Key Stage 3 'My Community' Teaching and Learning Framework**

The teaching of 'My Community' is a combination of history, geography, citizenship and Religious Education. It will take place within the context of other curriculum areas in addition to a discrete 'My Community' lesson each week. Learning may be linked to the topic or story the pupils are studying that half term, with opportunities to make connections across the curriculum. It will provide the pupils with opportunities to reinforce learning in other areas such as communication, reading, writing, maths and science.

The 'My Community' curriculum aims to provide opportunities for students to be curious about their community, country and world. Students will develop their understanding of the landscape of the world and how it can change, with a particular focus on gaining life skills specific to this area of learning. These include learning how to make observations, ask questions, understanding chronology, understanding bias and developing empathy. Students will develop understanding of climate change and how this impacts on our environment and human life as well as understanding their responsibility to look after and understand the physical and human world in which they live. The Religious Education curriculum follows the recommendations in the Local Agreed Syllabus 'Believing and Belonging'. In addition to the curriculum below, we have an Enrichment curriculum that compliments the pupils' RE curriculum as well as key learning around British Values, Safeguarding and Social Moral Spiritual and Cultural (SMSC).

Pupils will develop their sense of belonging to their community by learning about the religions in their community, learning about the past and the physical and human landscape in the world around them. They will explore how their world has changed over time and they will visit different locations, ensuring that they develop a sense of confidence and safety in different locations.

We have a three year curriculum, allowing opportunities for pupils to revisit and build on prior learning. As our focus is on teaching life skills linked to this subject, we will monitor progress through their EHCP outcomes and in English.

Cycle One					
Autumn 1			Autumn 2		
What is religion?			Comparing and Contrasting Localities		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<p>Pupils will be able to associate key traditions and festivals with religion eg Rosh Hashanah, Divali, Christmas.</p> <p>Pupils will understand that being silent and ‘thinking time’ are important.</p> <p>Pupils will associate Bhangra dancing with religions and cultures from South Asia.</p>	<ul style="list-style-type: none"> <li>- Explore their answers to the above question.</li> <li>- Be able to name the main religions in their locality (Christianity, Islam, Sihis, Hinduism, Judaism) and link some practices</li> </ul>	<p>In addition, the pupils will:</p> <ul style="list-style-type: none"> <li>- Enquire into Humanists beliefs in the centrality of science and evidence rather than sacred texts and revelation.</li> <li>- Pupils will explore how humanists believe that science can inform but not answer</li> </ul>	<p>Pupils will experience the difference between different localities eg the woodland area, the coast and the field.</p> <p>Pupils will be able to say which locality they like/ dislike</p>	<ul style="list-style-type: none"> <li>- Pupils will be able to identify the physical and human features (weathering, weather, population, types of shops and economic activity) in Scarborough and Guisely and identify the main differences.</li> <li>- Pupils will use a map of the world to find the United States of America and to identify the different states within America.</li> </ul>	<p>Pupils will use maps of the world to identify Africa, Russia, Asia and the Middle East.</p> <p>They will learn about the environmental regions of these countries and key physical and human characteristics.</p>

	<p>and beliefs to them</p> <ul style="list-style-type: none"> <li>- Pupils will formulate their own opinions about what religion is and is not based on what they have learnt.</li> <li>- Understand that some beliefs may not be religious and what is meant by 'humanist'.</li> <li>- Pupils will understand what is meant by atheism and</li> </ul>	<p>questions of meaning and value.</p>		<ul style="list-style-type: none"> <li>- Pupils will be able to name the continents of the world.</li> <li>- Pupils will know what a desert is and be able to identify deserts across the world.</li> <li>- Pupils will be able to identify the main differences between Texas and Guiseley.</li> <li>- Pupils will know the difference between North America and South America.</li> <li>-</li> </ul>	
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<b>Spring 1</b>			<b>Spring 2</b>		
<b>Buddhism</b>			<b>Rivers and Coasts</b>		
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>
Pupils will understand how Wesak is celebrated by making candles, lanterns and giving gifts to people.	<p>Pupils will understand where Buddhism originated.</p> <ul style="list-style-type: none"> <li>- Pupils will understand the key features of Buddhism and why it does not have a creator god.</li> <li>- Pupils will understand</li> </ul>	<p>Pupils will understand how the five Precepts explain what Buddhists should and shouldn't do.</p> <p>Pupils will consider how the Noble Eightfold Path explains what Buddhists</p>	<p>Pupils will explore what a river is and what it looks like as a symbol.</p> <p>Pupils will explore through sensory activities, the impact of weathering and erosion on landscape.</p> <p>Pupils will understand, through looking at pictures, that the landscape in</p>	<ul style="list-style-type: none"> <li>- Pupils will be able to identify where South Africa is on a world map and identify the capital cities of South Africa.</li> <li>- Pupils will use an Ordnance Survey map to locate the physical and human features of Ilkley.</li> <li>- Pupils will understand the key effects of weathering and erosion and how this</li> </ul>	<p>Pupils will interpret Ordnance Survey maps in the classroom and in the outdoors, including grid references and scale, topographical mapping and aerial and satellite photographs.</p>

	<p>how Siddhartha discovered enlightenment and what this means to Buddhists.</p> <ul style="list-style-type: none"> <li>- Pupils will understand the 'Middle way'.</li> <li>- Pupils will study and reflect on the Three POisons of Buddhism.</li> <li>- Pupils will consider how the Four Noble Truths explain the existence of suffering</li> </ul>	<p>should do in life.</p> <p>Pupils will understand what Buddhists believe about Samsara, Karma, Rebirth and Nirvana.</p> <p>Pupils will explain the wheel of Life linked to Samsara and describe how the wheel of life impacts on Buddhist belief.</p>	<p>Tanzania in Africa looks different to that in England.</p>	<p>can be prevented/ slowed down.</p> <ul style="list-style-type: none"> <li>- Pupils will learn about the pleasure found from rivers and the dangers eg swimming, pollution.</li> <li>- Use fieldwork skills of data collection and observation of Ilkley and Guiseley to draw conclusions about the impact of weather and human processes on the landscape.</li> <li>-</li> <li>-</li> </ul>	
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	<p>in the world.</p> <ul style="list-style-type: none"> <li>- Pupils will compare and contrast Buddhism with other religions they know.</li> </ul>				
<b>Summer 1</b>			<b>Summer 2</b>		
<b>Tudor Britain</b>			<b>Islam</b>		
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>
<p>Pupils will identify Tudor buildings as different to modern day buildings. Pupils will understand that some things were built a long time ago and some were built in the present day.</p>	<p>Pupils will learn the features of a Tudor Theatre and the role of the theatre in Tudor society.</p>	<p>Pupils will be able to use and understand the terms ‘ empire’, civilization, parliament and peasantry. Pupils will learn about the English reformation and</p>	<p>Pupils will visit a mosque and associate this with Islam and muslims. Pupils will know some of the things Muslims do when they visit a Mosque. Pupils will understand that the</p>	<p>Pupils will be able to give a considered response why prayer is important to Muslims, noting why there are five daily prayers, the direction of prayer and the positions used in prayer. Pupils will know that there are a range of expressions of worship in addition to</p>	<p>Pupils will explore some important stories such as the night of power, the right of ascension and the story of Eid ul Adha. Pupils will explore the similarities and differences</p>

<p>Pupils will be able to sequence events of the day and the week. Pupils will understand the terms old and new.</p>	<p>Pupils will use maps and drawings to find out about life in Tudor Britain. Pupils will learn about Shakespeare- his life, influences and work. Pupils will consider how Shakespeare's work and life influences our population today. Pupils will be able to identify evidence of</p>	<p>Counter Reformation (Henry V111- Mary 1) Pupils will understand how sources of evidence can be used to gain information about the past and they will begin to understand the reliability of different sources of evidence.</p>	<p>Quran is the special book for Muslims.</p>	<p>prayer and fasting. These can include helping the needy, being kind and looking after the planet. To describe and show understanding of the key features and purposes of a Mosque, including community and education. Pupils will explore how Muslims may express their faith in a variety of ways, exploring the difference between culture and religious belief, eg wearing a head covering. Pupils will distinguish the difference between Islamic teachings that are agreed and considered universal and others which are open to interpretation based on cultures and traditions.</p>	<p>between muslims, Christians and Jews, reflecting on how they are all Abrahamic faiths and giving reasons why Jerusalem is a holy site for all these faiths. Pupils will be able to give reasons why visual representations of God and the prophets is forbidden in Islam Pupils will give a considered response to Muslim teachings about life and decisions, such as forgiveness, kindness, ties of kinship, social justice, equality, the greater jihad</p>
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	<p>the Tudor time in photographs and pictures of today's villages and cities.</p> <p>Pupils will be able to place the Tudor period on a timeline with other periods in history.</p> <p>Pupils will know the monarchs of the Tudor period and will use paintings and secondary</p>			<p>Pupils will understand that fasting takes place in a range of religions and that for Muslims it is also a journey of self discipline and spiritual growth.</p> <p>For pupils to explore the importance of the Hajj pilgrimage and the celebration of Eid ul Adha.</p>	<p>(inner self-development) and hala (food, drink, money and conduct).</p>
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	sources of evidence to find out key facts about them.				
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Cycle Two					
Autumn 1			Autumn 2		
<p><b>World Challenges</b></p> <p><i>Please be aware that there are some pupils who have to come to Britain as refugees and who could still be experiencing trauma as a result of this. Please seek advice if you have a child in your class who has come to England as a refugee.</i></p>			<p><b>How is Life Celebrated?</b></p>		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<p>Pupils will learn what a refugee is.</p> <p>Pupils will understand that a refugee arrives in a country with very little.</p>	<p>Pupils will recap what we mean by refugee and why some people are refugees.</p>	<p>Pupils will learn about the social, cultural and technological change in Post War British society.</p>	<p>Pupils will understand what being alive means- breathing, heart beating.</p>	<ul style="list-style-type: none"> <li>- Pupils will explore their own answers to the above question.</li> </ul>	<p>Pupils will explore the role of religion in supporting people.</p>

<p>Pupils will, through role play, understand that a refugee is a person who leaves one place in a hurry to live somewhere else because of danger in their own country.</p>	<p>Pupils will understand and use the term 'civil war'. Pupils will be able to identify Lebanon on a world map and use maps and photographs to identify the physical and human features. Pupils will learn about the climate of Lebanon and how this is different to that of Britain. Pupils will learn about other countries where some citizens feel so unsafe they should flee as refugees.</p>		<p>Pupils will understand what dead means. Pupils will identify ways in which we can remember people we love when they are not with us eg photographs.</p>	<ul style="list-style-type: none"> <li>- Pupils will be able to define life and what living means to them.</li> <li>- Pupils will acknowledge that all humans can die and how this can feel.</li> <li>- Pupils will learn about the rituals in different religions associated with death.</li> <li>- Pupils will learn how hispanic cultures celebrate the dead through festivals and</li> </ul>	
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	<p>Pupils will learn about the challenges facing refugees when they come to Britain.</p> <p>Pupils will study the impact of the migration of people to and from the British Isles.</p>			<p>celebration rather than mourning in 'The Day of the Dead'.</p> <ul style="list-style-type: none"> <li>- Pupils will explore how they have managed the feelings around the death of a loved one in the past and consider ways in which people can be helped if they are experiencing grief.</li> <li>-</li> <li>-</li> </ul>	
<b>Spring 1</b>			<b>Spring 2</b>		

Changing Earth			How does Growing Up Bring Responsibilities and Commitments?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<p>Pupils will understand the difference between hot and cold.</p> <p>Pupils will be able to identify different types of clothing for different weathers.</p> <p>Pupils will be able to identify similarities and differences between themselves and others.</p>	<p>Pupils will understand, using charts, scales and graphs, how the climate has changed over time.</p> <p>Pupils will understand how human and physical processes interact and change the climate and landscape.</p> <p>Pupils will understand how humans rely on the effective functioning of natural systems.</p>	<p>Pupils will use geographical data to identify how the landscape of Britain has changed over time.</p>	<p>Pupils will take on different responsibilities within school life eg litter collecting, sweeping leaves, bringing meals to people.</p> <p>Pupils will understand how they can have responsibility for their own belongings eg taking out and putting away their own things, washing up.</p>	<p>Pupils will be able to identify the different roles of Malal's family members.</p> <p>Pupils will be able to identify what a baby can do, what a child can do, what a teenager can do and what an adult can do.</p> <p>Pupils will explore</p>	<p>Pupils will explain and explore key values including democracy, human rights, rule of law, secularism, freedom of expression and tolerance.</p>

				<p>Malala's achievements and discuss whether this was something she had to do.</p> <p>Pupils will identify the different roles and responsibilities they have as they get older.</p> <p>Pupils will explore whether there are some things that should not be our responsibility.</p>	
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				<p>Pupils will explore the concept of moral responsibility.</p> <p>Pupils will explore what different religions teach about responsibility and commitment.</p>	
<b>Summer 1</b>			<b>Summer 2</b>		
<b>In Depth Study from Current Affairs</b>			<b>Judaism</b>		
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>
Pupils will learn about the world around them	Pupils will identify an aspect of	Pupils will carry out a local history study.	Pupils will visit a synagogue and	Pupils will research key	Pupils will describe and explain the diversity within Judaism including

<p>through first hand experience. They will choose one area of interest and consider how that might have been different in the past.</p>	<p>current news stories that interests them Pupils will ask questions and consider ways in which they can find the answers. Pupils will access a range of sources of evidence including primary and secondary sources of evidence, explore their reliability and use it to gain more information about their chosen area. Pupils will create a timeline of their are of study, enhancing their understanding of cause and effect and chronology.</p>		<p>associate this with the Jewish religion. Pupils will understand that the Torah is the sacred book of Judaism. Pupils will begin to understand how Jewish people worship.</p>	<p>Jewish figures today and how they influence people's lives eg Stephen Fry, Mark Zuckerberg, Natalie Portman Pupils will understand and describe how the Shema is an important commandment and how this affects daily life in prayer and the significance</p>	<p>the differences between the Tenakh (written word) and the Talmund (oral histories). Pupils will explain the differences between reform and orthodox Judaism and how these are expressed in beliefs, worship, lifestyle. Pupils will explore the Jewish beliefs about the Mesiah from studying texts such as Isaiah 1-2-3 and Micah 4:1-9 and compare these with Christian beliefs and interpretations. Research and analyse importance of the the land of the Jews and beliefs about Jewih state.</p>
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	<p>Pupils will begin to compare and contrast significant events in their chosen area of study to other contexts.</p>			<p>of the mezuzah</p> <p>Show an understanding about anti-semitism, exploring and reflecting on the causes and impact for Jews and others.</p> <p>Explore the importance of Tzedakah (justice) and Chesed (charity)</p> <p>Explore the impact of the Holocaust (Shoah) on Jewish people and</p>	
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				responses to this.	
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Cycle Three					
Autumn 1			Autumn 2		
World War One and the Impact on Guiseley			How do Christians Understand God and the Trinity?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<p>Pupils will understand that World War One happened in the past. The pupils will develop an understanding of the terms long ago, yesterday, now.</p> <p>Pupils will be able to sequence events in their day and their week.</p> <p>Pupils will explore reminders of the war in Guiseley in the present day.</p>	<p>Pupils will learn about the events that led to World War One.</p> <p>Pupils will learn how the First World War ended and the writing of the Peace Settlement.</p> <p>Pupils will understand the cause and effect within the context of the rise of dictators in the inter-war years.</p>	<p>Pupils will learn about the women's suffrage movement and research evidence of this in their local area.</p>	<p>Pupils will visit a church and associate this building with the Christian religion.</p> <p>Pupils will understand that the Bible is the sacred book of Christianity.</p> <p>Pupils will be able to identify some artefacts and symbols used in</p>	<p>Pupils will understand the concept of the Christian belief in the Holy Trinity and the significance of each of these for Christians.</p> <p>Pupils will be able to compare and contrast expressions of spirituality including individual and collective worship, prayer and music.</p> <p>Explain the content and meaning of the Lord's prayer.</p>	<p>Pupils will be able to explain how Christian teachings are a code for living and how these might be interpreted in different ways.</p> <p>Pupils will be able to give a considered response to how Christians express their beliefs through forgiveness and reconciliation, social justice and equality, charity, lifestyle choices.</p>

	<p>Pupils will develop a sense of historical chronology by being able to place the World Wars in a timeline with other periods of history with which they are familiar.</p> <p>Pupils will learn about how Guisley was affected during and after World War One.</p>		<p>Christianity eg crucifix, candles,</p>	<p>Explore how Christians use and study the prayer in different ways.</p> <p>Describe and evaluate how Christians express spirituality in creative ways, such as art, music, songs, poetry, sculpture, dance, drama</p> <p>Explore and summarise how Christians understand the significance of Jesus' death and resurrection.</p> <p>Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Explore what this means to Christians today.</p>	
<b>Spring 1</b>			<b>Spring 2</b>		
<b>Victorians</b>			<b>What is marriage and how is it Celebrated?</b>		
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>

<p>Pupils will explore a Victorian street and what a Victorian school was like.</p> <p>Pupils will begin to learn how poor people lived in Victorian Britain.</p> <p>Pupils will learn that Victorians lived a long time ago and that this was different to present day.</p> <p>Pupils will continue to build on their understanding of sequencing and chronology.</p>	<p>Pupils will be able to place the Victorian period on a timeline with other periods of history with which they are familiar.</p> <p>Pupils will learn about how people lived during the Victorian time and that there was a big difference between the rich and poor.</p> <p>Pupils will learn what it was like to work in a factory</p>	<p>Pupils will learn about Britain as the first industrial nation and its impact on society.</p>	<p>Pupils will learn the meaning of marriage.</p> <p>Pupils will explore different marital ceremonies through role play.</p> <p>Pupils will learn how marriage can be different for different people.</p>	<p>Pupils will explore their own answers to the above question.</p> <p>Pupils will consider how ideas of marriage have changed over time.</p> <p>Pupils will explore the different religious teachings about marriage and their view of these.</p> <p>Pupils will learn that marriage can take place between any two people regardless of gender (same sex or a man and a woman).</p>	<p>Pupils will be able to express their personal opinions, giving reasons for their answers.</p>
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	<p>and what education was like in Victorian Britain.</p> <p>Pupils will use a range of sources of evidence to gain information about Victorian Britain.</p>			<p>Pupils will compare and contrast different religious and non- religious views on marriage and civil partnership.</p>	
<b>Summer 1</b>					
<b>The British Empire and Jamaica</b>			<b>How Beliefs Grapple with Evil and Suffering</b>		
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>
<p>Pupils will learn that Jamaica is a different country and that it has a different climate to England.</p>	<p>Pupils will use world maps and atlases to locate Jamaica.</p> <p>Pupils will learn about the development of the British empire and</p>	<p>Pupils will use sources of evidence to find out about the transatlantic slave trade, its effects and eventual abolition.</p>	<p>Pupils will understand the difference between right and wrong in everyday situations.</p>	<p>Pupils will explore what is meant by evil and suffering.</p> <p>Pupils will explore whether the concepts of evil and suffering change over time.</p>	<p>Pupils will enquire into how Humanists and other non- religious people contribute to the development of morality, social justice and equality, such as Humanist contributions to science and technology, the welfare state, the abolition of slavery, minority</p>

<p>Pupils will understand the difference between hot and cold and dry and wet. Pupils will explore Jamaican culture by trying different foods and exploring Jamaican music.</p>	<p>the colonisation of Jamaica. Pupils will learn about the slave trade and how slaves were transported to and from Jamaica and bought and sold in Jamaica. Pupils will use a range of sources of evidence to find out about Jamaica and the slave trade. Pupils will learn about the climate and physical and human features of Jamaica and compare and contrast to Britain. Pupils will learn about the windrush generation, why people came from Jamaica to</p>		<p>Pupils will explore how it feels to be silent. Pupils will explore how they feel when they listen to different types of music. Pupils will explore how it feels to be collaborating with others.</p>	<p>Pupils will learn what different religions teach about evil. Pupils will explore how people of different religions use their faith to support them through suffering. Pupils will express insights into how non-religious people cope with and strive to minimise pain, injustice and suffering. Pupils will explore and make reasoned responses to Humanist beliefs about finding meaning, purpose and value in life without the need for religion.</p>	<p>rights, abortion rights and charity work, Humanist support in hospitals and prisons.</p>
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**Green  
Meadows**  
Academy

	England and their experiences when they were in England.				
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