



# Y8 Curriculum Overview - Autumn

## ENGLISH

During this year, pupils will have the opportunity to develop the following skills, which are explicitly assessed for English Language and Literature at GCSE, and apply to our curriculum at KS3 (blue text indicates progression of skills from Y7):

AO1- Reading, understanding and responding to wider range of texts. Developing an extended personal response, in both language and literature writing. Using appropriate and relevant textual references, including quotations, to support and illustrate interpretations. **Independently identifying** and interpreting explicit and implicit information and ideas and **explaining them fully**. **Accurately selecting** and synthesising evidence from different texts.

AO2- Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate **and discussing layers of meaning**. Explaining, commenting on and analysing how writers use language and structure to achieve effects, using relevant subject terminology. **Explaining and illustrating how a reader reacts to a text and how authors' choices create different responses**.

AO3 - Showing understanding of the relationship between texts and **understanding of how the social, historical and political contexts in which they were written impacts upon them**. Comparing writers' ideas and perspectives, **drawing on their own wider reading**, as well as how these are conveyed across two or more texts.

### **Gothic Literature - Main Texts: 'Twilight' by Stephenie Meyer 'Dracula' by Bram Stoker (excerpts) 'Monkey's Paw' by W.W. Jacobs**

Pupils will have the opportunity to develop their knowledge about:

- Features of gothic fiction.
- Origins of gothic writing.
- A selection of Victorian ghost stories.
- How to establish and sustain the voice of character through Gothic-inspired narratives.
- How to use the features of storytelling to produce their own gothic composition.
- A selection of war poetry.
- World War I.
- The importance of WWI poets and their work.
- How to adapt language to suit audience and purpose.
- How to use specific linguistic features and structural devices to enhance their work and recognising how a writer uses them to effect.
- Different poetic techniques and form.
- How to create an effect on the reader, through a variety of literary techniques.

<p>AO4 <b>Independently evaluating</b> non-fiction texts critically and supporting this <b>with selected and appropriate</b> textual references.</p> <p>AO5 - Communicating clearly, <b>both independently and within a group</b>, effectively and imaginatively, selecting and adapting tone, style and register. <b>Organising a wider range information and ideas, from a variety of text types and sources</b>, using structural and grammatical features to support coherence and cohesion.</p> <p>AO6- Using a <b>wider</b> range of more <b>ambitious</b> vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>AO7 - Presenting in a formal setting, <b>both independently and within a group</b>.</p> <p>AO8 - Listening and responding appropriately to spoken language, <b>asking questions, or building on the points made to further the discussion</b>.</p> <p>AO9 - Using spoken standard English appropriately and accurately, <b>with a greater awareness of audience and purpose</b>.</p>	
<b>MATHS</b>	
<p>Pupils will have the opportunity to develop the following skills which will help them become more fluent in the fundamentals of mathematic and reason mathematically by:</p> <ul style="list-style-type: none"> <li>• Developing their mathematical knowledge and reasoning, through regular problem solving and evaluation of the outcomes.</li> <li>• Consolidating their mathematical capability by extending their understanding of the number system and place value to include decimals, fractions, powers and roots.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Using written methods to add and subtract more than two numbers (including decimals).</li> <li>• Using mental calculation for multiplication.</li> <li>• Estimating answers to calculations.</li> <li>• Knowing and using divisibility rules.</li> <li>• Using a written method to divide decimal numbers by integers.</li> </ul>

<ul style="list-style-type: none"> <li>• Understanding and using the relationship between ratio and proportion to solve problems</li> <li>• Selecting and using appropriate calculation strategies to solve increasingly complex problems, including those in both familiar and unfamiliar contexts.</li> <li>• Using algebra to generalise the structure of arithmetic, including to formulate mathematical graphical relationships.</li> <li>• Moving freely between different numerical, algebraic, graphical and diagrammatic representations.</li> <li>• Developing increasing algebraic and graphical fluency.</li> <li>• Using mathematical language and properties precisely.</li> </ul>	<ul style="list-style-type: none"> <li>• Adding, subtracting, multiplying and dividing positive and negative numbers, including larger numbers and decimals.</li> <li>• Understand how to write complex calculations with a given answer (EXT)</li> <li>• Extending the 'rules' for calculations with negative numbers to very large numbers and decimal numbers (EXT).</li> <li>• Calculating using squares, square roots, cubes and cube roots.</li> <li>• Giving integers that a square root lies between.</li> <li>• Knowing when the negative square root is an appropriate solution to a problem (EXT).</li> <li>• Calculating combinations of squares, square roots, cubes, cube roots and brackets.</li> <li>• Using a calculator to check answers.</li> <li>• Using index notation.</li> <li>• Writing a number as a product of its prime factors.</li> <li>• Using prime factor decomposition to find the HCF and LCM.</li> <li>• Understanding that prime numbers are the building blocks for the natural numbers - ie that all numbers can be written as a product of prime factors (EXT).</li> <li>• Understanding when to use HCF and LCM to find the answer to a word problem (EXT)</li> </ul> <p><b>Algebra - Expressions and equations</b></p> <ul style="list-style-type: none"> <li>• Expand brackets.</li> <li>• Write and simplify algebraic expressions and formulae using brackets and division.</li> <li>• Understanding the difference between expressions, formulae and equations.</li> <li>• Factorise expressions.</li> <li>• Find the inverse of a simple function.</li> <li>• Writing and solving one-step equations using function machines and understanding that while you can solve most one-step equations 'in your head', you are doing this by identifying and using inverse operations (informally).</li> <li>• Solving two-step equations using function machines.</li> <li>• Solving problems using equations.</li> <li>• Solving equations using the balancing method.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Understanding that writing and solving an equation is a powerful and efficient method for solving many problems involving an unknown quantity - 'using x for the unknown' is a useful problem solving strategy. (EXT)</li> <li>• Knowing that solutions to equations can be positive and negative integers, and (simple) decimals and fractions. (EXT)</li> <li>• Understanding that algebraic operations follow the same rules as number operations. (EXT)</li> <li>• Knowing and using priority of operations to decide on order of inverse operations when using the balancing method. (EXT)</li> </ul> <p><b>Statistics, graphs and charts</b></p> <ul style="list-style-type: none"> <li>• Interpreting pie charts and calculating angles and drawing pie charts.</li> <li>• Using two-way tables.</li> <li>• Calculating the mean from a frequency table.</li> <li>• Using tables for grouped data, find modal class and estimate range.</li> <li>• Drawing and interpreting stem and leaf diagrams with different stem values.</li> <li>• Finding mode, median and range from stem and leaf diagrams.</li> <li>• Comparing two sets of data using averages and range.</li> <li>• Comparing two sets of data using the shape of a line graph or pie charts.</li> <li>• Drawing line graphs to compare two sets of data.</li> <li>• Choosing the most appropriate average to use.</li> <li>• Understand which average is appropriate/inappropriate/more appropriate to represent a set of data. (EXT)</li> <li>• Drawing scatter graphs and describing types of correlation.</li> <li>• Deepen understanding of correlation by considering examples where there is weak or no correlation, as well as examples where there is correlation that you might not expect (between two seemingly random quantities)EXT.</li> <li>• Drawing a line of best fit on a scatter graph.</li> <li>• Interpreting graphs and charts and explaining why a graph or chart could be misleading.</li> </ul>
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	<ul style="list-style-type: none"> <li>Understanding when a statistical diagram is appropriate/inappropriate to represent a set of data. Eg when to use a bar chart/stem and leaf and when to use a pie chart. (EXT)</li> </ul>
<b>SCIENCE</b>	
<p>Pupils will have the opportunity to develop the following skills and continue building on the Year 7 Working Scientifically skills and include:</p> <ul style="list-style-type: none"> <li>Use appropriate techniques, apparatus, and materials laboratory work, paying attention to health and safety.</li> <li>Make and record observations and measurements for different investigations; and evaluate the reliability of methods and suggest improvements.</li> <li>Apply mathematical concepts and calculate results.</li> <li>Present reasoned explanations, including explaining data in relation to predictions and hypotheses.</li> <li>Evaluate data, showing awareness of potential sources of random and systematic error.</li> <li>Identify further questions arising from results.</li> <li>Use and derive simple equations and carry out appropriate calculations.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Sexual reproduction</b></p> <ul style="list-style-type: none"> <li>How egg cells are fertilised in sexual reproduction.</li> <li>Fertilisation and offspring care in fish, mammals and birds.</li> <li>The parts of the female and male reproductive systems, and their jobs.</li> <li>How sperm and egg cells are adapted to their functions.</li> <li>What happens during menopause.</li> <li>How sexual intercourse can lead to the implantation of the embryo.</li> <li>How an embryo is protected and cared for in the uterus.</li> <li>How a pregnant woman should care for her foetus.</li> <li>The stages of birth and how a newborn baby is looked after.</li> <li>What happens during adolescence.</li> <li>What happens in the menstrual cycle.</li> </ul> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>The textures and uses of different rocks.</li> <li>How some of the properties of rocks are related to their texture.</li> <li>The structure of the earth.</li> <li>How igneous and metamorphic rocks are formed.</li> <li>How weathering can break up and erode rocks.</li> <li>How sedimentary rocks are formed.</li> <li>The rock cycle.</li> <li>How metals are obtained.</li> <li>Advantages of recycling metals.</li> </ul>
<b>ART/DT</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>How to blend with acrylic paint.</li> <li>How to blend with watercolours.</li> <li>Using Papier Mache.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Space and Imaginative art.</b></p> <ul style="list-style-type: none"> <li>How to build up a composition.</li> <li>Colour Theory – identifying Primary and Secondary Colours.</li> </ul>

<ul style="list-style-type: none"> <li>• Evaluate my own work, visually adapting and refining work to improve it.</li> <li>• Produce accurate and detailed line drawings.</li> <li>• Review, refine and modify work independently.</li> <li>• Working together on a collaborative piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Blending – dark to light and clashing colours.</li> <li>• Colour blocking.</li> <li>• Free hand drawing.</li> <li>• Line drawings.</li> </ul>
<b>CAREERS</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Self-evaluation and personal strengths awareness.</li> <li>• Research skills to broaden their understanding of employment.</li> <li>• Accessing and analysing information.</li> <li>• Oral communication.</li> <li>• Computer literacy.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Employment and why it is important.</li> <li>• UK labour market – employment, unemployment by area, gender, age group and ethnicity.</li> <li>• Stereotypes in employment and how we may challenge them.</li> <li>• Self-evaluation and its importance.</li> <li>• Characteristics, skills, and strengths for employment.</li> <li>• The North East of England labour market and local employment trends and opportunities.</li> <li>• Job and industry classification.</li> <li>• Preparing for employability: identify, develop and improve soft skills.</li> <li>• Resilience and employment.</li> </ul>
<b>COMPUTING</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.</li> <li>• Develop and refine speed typing skills with increasing confidence and control.</li> <li>• Understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• Exploring the technologies that make up the internet and World Wide Web.</li> <li>• The building blocks of the World Wide Web, HTML and CSS.</li> <li>• How websites are catalogued and organised for effective retrieval using search engines.</li> <li>• School 360 culminating in an online digital assessment.</li> </ul> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>• Binary representations.</li> <li>• Representing numbers and text using binary digits.</li> </ul> <p><b>Digital literacy &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>• How to reflect critically on their behaviour and its impact on others.</li> <li>• Exploration of e-safety knowing how to behave responsibly online and how to access help.</li> </ul>

FOOD TECHNOLOGY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Select from and use specialist tools, techniques, processes, equipment and machinery precisely.</li> <li>• Select and use a wider, more complex range of ingredients according to their functional properties.</li> <li>• Use knowledge of ingredients to adapt recipes considering their nutritional value.</li> <li>• Preparing ingredients; using utensils and electrical equipment; using heat in different ways.</li> <li>• Test, evaluate and refine their ideas and products against their own design criteria, consider the views of others to improve their work</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• How to work safely and hygienically within the food technology room, including correct washing up, safe storage and cross-contamination</li> <li>• The importance of a healthy diet using the Eatwell Guide.</li> <li>• Understand the source, seasonality and characteristics of a broad range of ingredients.</li> <li>• Some superfoods and why they are classified as a superfood.</li> <li>• The importance of a healthy breakfast.</li> </ul>
GEOGRAPHY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Complete and interpret line and choropleth maps.</li> <li>• Study the world's changing population over time.</li> <li>• Drawing conclusions from numerical data.</li> <li>• Draw, interpret and also compare a range of different population pyramids.</li> <li>• Use a model to investigate population change.</li> <li>• Use a variety of historical data to analyse change.</li> <li>• Compare OS maps of different scales.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>How are populations changing?</b></p> <ul style="list-style-type: none"> <li>• Population distribution.</li> <li>• Population patterns.</li> <li>• How the population of a country changes as it develops.</li> <li>• How countries attempt population control.</li> <li>• The success of population control.</li> <li>• Migration, and the different forms of migration.</li> <li>• Social, economic, political and environmental reasons for migration.</li> <li>• Major destinations and routes for international migrants.</li> <li>• Urbanisation and the problems of urbanisation.</li> <li>• The process of rural to urban migration.</li> <li>• How global patterns of urbanisation are changing.</li> <li>• How urbanisation changed in Newcastle.</li> <li>• To understand how urbanisation changed a UK city.</li> </ul>
HISTORY	
<p>Pupils will have the opportunity to develop the following skills:</p>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>What was Britain like in 1750? (Industrial Revolution)</b></p>

<ul style="list-style-type: none"> <li>● Make links within and across periods and explain connections.</li> <li>● Examine and begin to analyse the causes and consequences of events and changes.</li> <li>● Describe and begin to explain, different historical interpretations of events, people and changes.</li> <li>● Critically evaluate sources relating to the nature, origin and purpose of sources.</li> <li>● Reach a valid, informed and detailed conclusion to an independent enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>● How the country and its society changed due to the Industrial Revolution.</li> <li>● How a variety of key factors affected the population after 1745.</li> <li>● Coal mining and why coal was referred to as 'black gold'.</li> <li>● The 'Cripple Factory' and conditions in factories.</li> <li>● Key reforms that eventually improved life for Britain's workers.</li> <li>● The importance of the Liverpool and Manchester railway.</li> <li>● Four of the most common diseases in the nineteenth century.</li> <li>● Why disease was so common at the time.</li> </ul>
<b>MFL – FRENCH</b>	
Pupils will have the opportunity to develop the following skills: <ul style="list-style-type: none"> <li>● Describing tourist destinations in Paris.</li> <li>● Giving extended positive and negative opinions.</li> <li>● Participating in a role-play to ask about museum visits.</li> <li>● Write using passé composé to describe a visit.</li> <li>● Discuss the general pressures adolescents may face, such as social expectations, COVID and social media.</li> </ul>	Pupils will have the opportunity to develop their knowledge about: <ul style="list-style-type: none"> <li>● Active pedagogy through the Belgian school system, watching the documentary <i>Sortir du Rang</i>.</li> <li>● Francophone music, including Zaz's Paris album, Christophe Maé's La Parisienne and Stromae's Carmen.</li> <li>● Basic German vocabulary through several introductory sessions.</li> </ul>
<b>MUSIC</b>	
Pupils will have the opportunity to develop the following skills: <ul style="list-style-type: none"> <li>● How and what to listen for.</li> <li>● Listening with respect.</li> <li>● Articulating responses.</li> <li>● Responding to a pulse within pieces of music.</li> <li>● Performing rhythmic patterns.</li> <li>● Composing rhythmic patterns.</li> <li>● Basic vocal techniques.</li> <li>● Singing as part of a group.</li> <li>● Singing with confidence.</li> <li>● Increase familiarity with a wide range of music and songs from a range of cultures and traditions.</li> <li>● Staff notation.</li> </ul>	Pupils will have the opportunity to develop their knowledge about: <ul style="list-style-type: none"> <li>● <i>Symphony No. 5</i>.</li> <li>● The choral work <i>Requiem</i>.</li> <li>● The song <i>Somewhere In My Memory</i>.</li> <li>● The composers Ludwig Van Beethoven, Wolfgang Amadeus Mozart and John Williams.</li> <li>● The four instrumental families that make up an orchestra.</li> <li>● The order of pitch of orchestral instruments.</li> <li>● The symphonic orchestra layout</li> <li>● Pulse and rhythm.</li> <li>● Rhythms and rests.</li> <li>● Rhythmic patterns.</li> <li>● Composing rhythmic patterns in ternary form and in time to a steady pulse.</li> </ul>



- Different types of voices.
- Warming up voices.
- Good posture when singing.
- The treble clef and staff notation.
- A range of musical genres.

## PE

Pupils will have the opportunity to develop the following skills:

### Football

- Perform a pass using inside and outside of foot and understand the importance of receiving correctly.
- Perform these passes in a small-sided game.
- Outwit opponents with a variety of passes.
- Perform and accurately replicate different types of dribbling with control, speed and fluency.
- Outwit opponents with the combination of turns and dribbling.
- Perform techniques in a small-sided game making decisions about how best to advance on opposition.
- Appreciate how to adjust shot selection based on opponents positioning.
- Perform the different types of heading in different situation.
- Perform and develop defensive strategies i.e tackling, jockeying, forcing onto weaker foot.

### Rugby

- Handle a rugby ball correctly and replicate a pass while on the move.
- Demonstrate receiving skills applying control throughout.
- Consolidate the ability to pass and receive a rugby ball with control.
- Show an awareness of space and distance when sending and receiving.
- Develop the ability to make decisions about attack and evaluate its success.
- Work co-operatively to organise and maintain a game.

Pupils will have the opportunity to develop their knowledge about:

### Football

- Where passing is used in football.
- The importance of width and playing into space in order to attack.
- How to execute a successful shot on goal, eg, across goal.
- How to head the ball correctly and safely.
- When to defend and how to stop opponents from advancing.

### Rugby

- The importance of width and space when advancing in attack.
- Tag rugby rules and scoring.

### Basketball

- Attacking principles.
- The need of tactical movements and strategies to invade opponents half.
- Rebounding.
- Basketball rules.
- Different types of shot.

### Cross-country

- How to conduct a warm-up
- Benefits of a warm-up
- Different methods of warm-up

<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>• Perform passing and receiving techniques and use to outwit opposition.</li> <li>• Perform these in a small-sided game with success.</li> <li>• Use dribbling technique correctly and understand what constitutes a double dribble and traveling.</li> <li>• Perform and accurately replicate a range of dribbling skills to outwit opponents.</li> <li>• Outwit opponents with the use of defending skills. i.e. interception, strip, side step.</li> <li>• Perform skills in a small-sided game making decisions about how best to stop opposition.</li> <li>• Perform the jump shot appreciating the outcome necessary</li> </ul> <p><b>Cross Country</b></p> <ul style="list-style-type: none"> <li>• Developing and using new skills and techniques as they move from familiar activities and environments into less familiar ones.</li> <li>• Develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others.</li> <li>• Analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves.</li> </ul>	
<b>PSHE</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Negotiating and solving problems.</li> <li>• Further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.</li> <li>• Define what stereotypes are.</li> <li>• How to access local health services and other sources of support</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b><u>Being Me In My World</u></b></p> <ul style="list-style-type: none"> <li>• Similarities, differences and diversity of peoples' identities.</li> <li>• The influence family has on self-identity.</li> <li>• Stereotypes.</li> <li>• First impressions and how they can lead to judgements that may be misinformed.</li> </ul> <p><b><u>Celebrating Difference</u></b></p>

<ul style="list-style-type: none"> <li>• How to safely access sources of support for themselves or their peers.</li> <li>• Describe the positive feelings that result from doing something positive.</li> <li>• Describe what inequality means in the UK.</li> <li>• Give examples of LGBTQ bullying.</li> <li>• Describe the steps that can be taken to challenge LGBTQ bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals who have made a positive contribution despite prejudice and discrimination.</li> <li>• Examples of social injustice in the UK.</li> <li>• The benefits of living in a multi-cultural society.</li> <li>• The emotional impact of LGBTQ bullying on perpetrator and victim.</li> <li>• How taking positive action can improve mental wellbeing.</li> <li>• Self-efficacy.</li> <li>• How respect and equality, or the lack of these, affects relationships.</li> </ul>
<b>RELIGIOUS EDUCATION</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Reflect on whether people of the same religion should quarrel with each other.</li> <li>• Reflect on whether protest is right or wrong.</li> <li>• Reflect on whether people with different beliefs can work together.</li> <li>• Recognise the different ways Christians use the Bible in their worship.</li> <li>• Reflect on the importance of different Christian symbols.</li> <li>• Evaluate the importance of Christianity worldwide.</li> <li>• Reflect on how Guru Nanak's experiences influence Sikh teachings.</li> <li>• Reflect on the idea of commitment.</li> <li>• Evaluate the importance of having specific dedicated places to worship.</li> <li>• Evaluate the importance of music and scripture in worship.</li> <li>• Consider the value of leadership.</li> <li>• Reflect on how religion provides a code for living.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Christianity – is it increasing or decreasing?</b></p> <ul style="list-style-type: none"> <li>• The Great Schism.</li> <li>• The terms 'Orthodoxy' and 'Roman Catholicism' and 'Protestantism'.</li> <li>• Why people began to protest against the Roman Catholic Church.</li> <li>• The term 'ecumenical movement'.</li> <li>• The Worldwide Council of Churches.</li> <li>• Evangelism.</li> <li>• How the Bible is interpreted and used in different ways.</li> <li>• The way symbols have been used in Christianity.</li> <li>• Different reasons for the spread of Christianity across the world.</li> </ul> <p><b>What's it like to be a Sikh in the North East of England?</b></p> <ul style="list-style-type: none"> <li>• Guru Nanak and Guru Gobind Singh.</li> <li>• The origins of the Khalsa.</li> <li>• Features of a gurdwara.</li> <li>• Sikh act of worship.</li> <li>• How Sikh principles affect work and behaviour.</li> <li>• The Sikh community in Newcastle.</li> <li>• Key people in the Sikh community in Newcastle.</li> </ul>