

Year 9	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
English	Power and Conflict - The Beast Within Students read <i>Lord of the Flies</i> , exploring the theme of conflict through plot and character development. Students consider how the text links to wider aspects of the human condition including power, savagery, and democracy.	Power and Conflict - The Beast Within Students develop their understanding of writer's craft by exploring Golding's use of symbolism, before practising academic writing through structured literature essays. This is followed by a short poetry unit where students explore similar themes and build confidence with key vocabulary.	WESTCOUNTRY SCHOOLS TRUST COMMON ASSESSMENT 1	Power and Conflict - Controlling the Narrative Students read a range of dystopian texts, focusing on how writers use plot and structure to engage the reader. They examine how narratives are shaped and how dystopian ideas are communicated, while also developing their reading and comprehension skills.	Power and Conflict - Controlling the Narrative Students apply knowledge to write engaging narratives of their own, with a focus on shaping plot and structure to create impact. Accurate spelling, punctuation and grammar are reinforced throughout, supporting students to communicate clearly. This leads into a second short poetry unit on <i>Power and Conflict</i> .	WESTCOUNTRY SCHOOLS TRUST COMMON ASSESSMENT 2	Power and Conflict - Exposing Social Injustice Students read <i>An Inspector Calls</i> to understand ideas about social justice. They focus on the plot, characters, themes, and genre, including the play's 'whodunnit' elements. This helps students build a secure knowledge of the text and recognise its relevance to society today.	Power and Conflict - Exposing Social Injustice Students develop their analytical writing, focusing on how Priestley presents themes such as responsibility and society through character function. They build on their essay writing skills by constructing clear arguments which consider the writer's intentions.
Maths	Geometry Students apply Pythagoras' Theorem, similarity, and congruence to calculate lengths, justify reasoning, and solve geometric problems in practical and theoretical contexts.	Probability Listing all possible outcomes of events, calculating theoretical probabilities, and using fractions, decimals or percentages to represent likelihood in real-life and mathematical contexts.		Algebra Identifying and generating non-linear sequences, recognising patterns and rules. Students perform algebraic manipulations, including simplifying expressions and rearranging formulae, applying these skills to solve problems	Proportion & Geometry Interpreting and solving problems involving direct and inverse proportion. Using trigonometric ratios to find unknown sides or angles in right-angled triangles.		Number & Statistics Calculating with numbers in standard form and using index laws. Plotting and interpreting non-linear and real-life graphs to solve contextual problems.	Algebra Building on prior algebra skills, students learn to manipulate quadratic expressions by expanding, factorising, and simplifying, laying foundations for solving quadratic equations
Science - Biology	Cell Structure and organisation Students will explore cell structure and differentiation. They will be able to classify cells as prokaryotic or eukaryotic. Students will be able to give examples of adaptations that make cells successful.	Cell Structure and organisation Students will apply prior knowledge of cells to transport. Focusing on diffusion, osmosis and active transport, giving real life examples.		Cell Division Students will learn about cell division via mitosis and binary fission. They will be able to say where each happens and start to make comparisons between them.	Cell Division Students will apply their knowledge of cell division to stem cells and cancer. They will discuss what stem cells are, their application, and evaluate their use. We will consider different tumors and how cancer can develop and spread.		Organisation and the digestive system Students will apply fundamental knowledge of cells to the next levels of organization; tissues, organs and organ systems. Here we will explore the digestive system and how enzymes aid digestion of our food.	Organising Animals Students will continue to apply understanding of principles to the circulatory system. Including blood, vessels, and the heart. Students will also consider the respiratory system and how both systems work together.
Science - Chemistry	Atomic structure	The periodic table		Structure and bonding	Displacement reactions		Making salts and neutralisation	Making salts and neutralisation

	Describing the structure of an atom, identifying subatomic particles (protons, neutrons, electrons), explaining their charges and positions, and relating atomic structure to element properties.	Students describe the structure of the periodic table, explain how elements in Group 1 and Group 7 are arranged by atomic number, and analyse trends in their reactivity and properties	Students describe the states of matter—solid, liquid, gas—and explain how particle arrangements and movements differ. They understand ionic, covalent, and metallic bonding, compare their structures, and relate bonding types to properties like melting points and conductivity.	Using the reactivity series to predict displacement reactions, explaining how more reactive metals displace less reactive metals from compounds, including metals reacting with metal salt solutions.	Explaining and predicting how acids react with metals, metal oxides, or metal carbonates to produce salts and water through neutralisation, and writing balanced chemical equations for these reactions.	Explaining and predicting how acids react with metals, metal oxides, or metal carbonates to produce salts and water through neutralisation, and writing balanced chemical equations for these reactions.
Science - Physics	Energy stores and transfer Describing different energy stores and explaining energy conservation during transfers, including kinetic, thermal, chemical, gravitational, elastic, and nuclear energy	Energy transfer efficiency Students explain how energy is transferred and dissipated in systems, calculate power, and evaluate the efficiency of appliances by comparing useful energy output to total energy input.	Energy transfer by heating Students describe energy transfer by heating, understand specific heat capacity through calculations and experiments, and analyse how energy is used and conserved in homes to improve efficiency.	Energy resources Students explore different energy resources, evaluate renewable and non-renewable sources, understand global energy demands, and assess environmental impacts including pollution and sustainability challenges.	Molecules and matter Explaining and calculating density, describing properties and changes of states of matter, and exploring specific latent heat through practical investigations, calculations, and real-life examples.	Electric circuits Students describe and calculate electric charge and current, explain potential difference and resistance, and compare series and parallel circuits. Investigate circuit behavior through measurements of current, voltage, and resistance using practical experiments.
French	Talking about identity, describing self and others. Learning about cultural events, such as 'Le festival de Dieppe'. Talking about different people's motivations and goals. Learning about following instructions at work. Talking about what, where, and who you know. Talking about things that always, sometimes and never happen. Grammar: Two-verb structures with 'est-ce que' questions - with/without question words. Gender-neutral pronouns. Modal verbs (present tense). Il faut/il ne faut pas + infinitive. Feminine adjective agreement. Use of the preposition 'à' with towns and cities and 'au' with	Talking about travel activities in France. Talking about identity, nationality and religion. Learning to describe staying in a hotel. Learning about life in French-speaking Senegal. Talking about your day. Noël (Christmas) in France and French-speaking countries. Grammar: Infinitives used as nouns. Feminine noun formation (-en – enne. Plural noun formation (no change with '-s', '-x'. Use of article with 'être' + religion. Possessive adjectives (votre, vos, leur, leurs. Uses of 'avoir' and 'être' (present tense) to talk about feelings. Construction rules for	La Révolution française – the French Revolution. Where you went and what you did. What has happened. Accidents and emergencies. Text exploitation: 'J'ai cherché'. What you do in your free time Crime. Grammar: Negation: ne ... jamais '-er' verbs taking être vs avoir in the perfect tense. Use of the relative pronoun 'qui' in subject relative clauses Use of the emphatic pronouns 'moi' and 'toi' after prepositions. Revisiting: Present vs perfect tenses (with past simple and present perfect equivalent in English). Past participle formation with regular and irregular verbs.	Describing how things are now and how they used to be The French school system – the key similarities and differences to the UK system. Describing how things are and now and how they used to be, Childhood memories. Gender identity and expression. What happened once vs what happened all the time (imperfect tense). What people did and what they used to do. Grammar: '-er' verbs in the imperfect tense (habitual events with 'used to' equivalent in English) (je, il/elle/on). Verbs like prendre, venir, sortir, entendre, lire, choisir and écrire in the imperfect tense vs present tense (habitual	Talking about what you usually read and why. Helping each other at school. Shopping in France. Making decisions about the future. Discussing government policy and ideas about protecting the environment. Learning about Concorde. Grammar: Direct object pronouns (me, te) (preverbal position) with '-er' verbs in the present tense. Contraction of pronouns (me → m', te → t') before a vowel or h muet. Direct object pronouns (le, la, l') (preverbal position) with '-er' verbs in the present tense. Contraction of pronouns (le/la → l') before a vowel or h muet verbs with à and de before an infinitive. Impersonal verbs in phrases such	Learning about refugees in France. Travelling in time: voyage into French history. Talking about what you do to yourself – daily routines. Talking about what someone else does to themselves – daily routines. Describing historical figures. Talking about things that happened at the same time Text exploitation: Excerpts from Kiffe action Demain and two poems. Grammar: Past participle formation: verbs like sortir and choisir. Past participle formation: verbs like venir and attendre. Inversion questions with and without question words in the perfect tense. Reflexive use of verbs in the present tense.

	masculine countries. Use of 'ne...jamais' in single-verb structures (present tense).	numbers 32-69. Impersonal verbs: il est + the time. Revisiting: use of the infinitive after 'aller', 'aimer', modal verbs and the prepositions 'pour' and 'sans', inversion questions in single and two-verb structures, with and without question words. The verb 'croire' (je, tu, il/elle) Feminine and plural noun formation. Article use with 'être' + nationality. Verbs like 'venir' (all persons). Possessive adjectives.	Intonation and 'est-ce que ...' questions with and without question words in the perfect tense. Adverb positioning (present and perfect tenses). Negation (ne...pas).	events with 'used to' and present continuous equivalent in English) (je, tu, il/elle/on). Regular verbs in the imperfect vs perfect tense (habitual events with 'used to' equivalent in English vs specific events) (je, tu, il/elle/on). Intonation questions in the imperfect tense.	as 'il est difficile/facile/interdit de' + infinitive.	Preverbal position of reflexive pronouns. 'Être' in the imperfect tense (with 'was' + adjectival complement equivalent in English). 'Avoir' in the imperfect tense (with 'had' and 'was' equivalents in English). The imperfect vs the perfect tense (ongoing events with 'BE + -ing' equivalent in English vs specific events). 'Aller' and 'faire' in the imperfect tense. Indefinite adjectives: chaque, plusieurs, même(s), tout(e)(s)/tous, autre(s),
Geography	Climate change or climate emergency? This focuses on the natural causes of climate change and the role of humans in accelerating global warming, looking at far away	What is the future for the Middle East? A synoptic study of an incredibly diverse region, understanding how physical geography, cultures and resources have shaped the fortunes of Middle East countries	Will everyone love to be beside the seaside? Physical processes such as erosion, transportation and deposition play a crucial role in determining how coasts are managed and will change in the future	Is Russia a prisoner of Geography? A modern study of Russia's political and cultural characteristics and how biomes and environments have shaped the country's development	The Living World The first unit of GCSE geography with a focus on local ecosystems, tropical rainforests and cold tundra landscapes of Alaska.	
History	How far was Europe a Dark Continent in the 1930s? Students will explore political and social change in Europe between the First and Second World Wars, focusing on the rise of fascism and communism. They will investigate how economic problems, political instability, and extremism shaped life across Europe in the 1930s. Looks at Britain and Europe between the wars – the rise of fascism and communism How responsible was Britain for causing the Second World War?	How did the Allies win the Second World War? Students will investigate the key turning points, strategies, and individuals that contributed to Allied victory in the Second World War. They will consider the importance of leadership, technology, resources, and civilian contributions to the war effort A closer look: What happened to the evacuees of Dunkirk? This enquiry explores the experiences of soldiers	What image would you select to illustrate the holocaust museum? Students will investigate the Holocaust through photographs, testimonies, and historical evidence, considering how events should be remembered and represented. They will evaluate the power of images in shaping understanding and memory of the Holocaust. How did people resist the Holocaust? This enquiry examines different forms of	Why did David Olusoga write about the British Civil Rights Movement in his book? Students will explore the experiences of Black Britons after the Second World War and investigate campaigns for equality and civil rights in Britain. They will consider why these stories have often been overlooked and why historians such as David Olusoga believe they are important to study today.	Why was the post-war world divided? This enquiry focuses on the origins of the Cold War and the growing tensions between the United States and the Soviet Union after the Second World War. Students will investigate ideological differences, key events, and the impact of division on the wider world.	How have attitudes towards mental illness changed over time? Students will investigate changing ideas about mental illness from the Medieval period to the modern day. They will explore how treatments, public attitudes, and medical understanding have developed over time and assess the factors that caused these changes.

	This enquiry examines Britain's foreign policy in the 1930s, including appeasement and reactions to Hitler's actions. Students will assess how far Britain's decisions contributed to the outbreak of the Second World War.	evacuated from Dunkirk during the Second World War. Students will examine personal accounts and historical evidence to understand the challenges faced during and after the evacuation.		resistance during the Holocaust, including acts by individuals, groups, and communities. Students will investigate the risks people took to oppose Nazi persecution and help victims survive.			
Art	YEAR 9 — Image, Composition & Personal Expression Image Makers Artists: Hannah Höch and David Hockney — artists experimenting with collage, photography and fragmented imagery. Critical Learning: Dada collage, composition, image manipulation, photography in contemporary art. Technical Skills: Cropping, layering, collage construction, visual composition. Creative Development: Personal collage outcomes exploring identity and visual communication. Careers: Photography, creative media, visual communication.	YEAR 9 — Image, Composition & Personal Expression Nature Up Close Artists: Georgia O'Keeffe and Andy Goldsworthy — artists exploring natural form, scale and environmental processes. Critical Learning: Natural forms, environmental art, composition from observation. Technical Skills: Observational drawing, tonal blending, acrylic painting, photography-informed composition. Creative Development: Personal responses to natural environments through drawing and painting. Careers: Environmental art, photography, illustration.					YEAR 9 — Image, Composition & Personal Expression Ocean Worlds Artists: Courtney Mattison and Tibetan Buddhist Mandala traditions — exploring marine conservation, spirituality, pattern and the temporary nature of art. Critical Learning: Environmental issues in art, belief and ritual in artistic traditions, mandala design, relief pattern and conservation. Technical Skills: Clay construction, relief texture, acrylic painting, pattern design, sketchbook presentation. Creative Development: Ocean-inspired ceramic outcomes informed by observational studies and symbolic mandala compositions. Careers: Ceramics, environmental design, marine illustration.

Food & Nutrition	What students will learn In this Food and Nutrition project, students will deepen their understanding of nutrition, food science, and food safety through a range of practical and theory-based activities. They will explore how food can be adapted to meet special dietary requirements, including allergies, intolerances, and sports nutrition needs, while learning how balanced meals can support health and wellbeing. Students will also investigate the science behind cooking by studying how ingredients behave during preparation and heating, and how different techniques affect the final outcome of dishes. Alongside this, they will develop a strong understanding of food hygiene, pathogenic bacteria, cross contamination, and the safe handling and storage of high-risk foods. Skills and activities Students will develop a wide range of practical cooking and scientific investigation skills. Through recipes such as pizza, marble cake, burritos, and paella, they will practise techniques including kneading, whisking, folding, simmering, and baking, while learning how ingredients function within recipes. Students will safely adapt dishes for gluten-free and lactose-free diets by substituting ingredients and considering nutritional balance. They will also build sensory evaluation skills by assessing texture, taste, aroma, and presentation to improve the quality of their dishes. In food safety lessons, students will work responsibly with high-risk ingredients such as rice, eggs, and raw meat while learning about bacteria, contamination, safe storage, and hygiene procedures to reduce food safety risks. Assessment and support Students are supported through regular teacher feedback, practical demonstrations, modelling, and clear step-by-step teaching. Progress is checked through questioning, practical outcomes, Ten Zone activities, and self-assessment opportunities, allowing students to reflect on and improve both their practical and theoretical understanding over time. Students will evaluate the success of their dishes by considering nutritional value, safety, presentation, and sensory qualities, identifying ways to refine and improve their work. The unit is designed to be inclusive, with visual aids, structured routines, and additional support available so that all students can develop confidence, independence, and safe working practices while enjoying practical food and nutrition lessons.																						
Design and Technology	In this scheme of work students, we be taught the Knowledge, Understanding and Skills needed to engage in an Iterative process of Designing and Making. Design and Evaluation Concepts in this unit: <table><tr><th>Teaching hours</th><th>Iterative design process Design/Make/Evaluate</th><th>Design brief and specification Identify/reformulate/problem solving</th><th>User needs and context Research/exploration/Sustainability /test</th><th>Developing Innovation/function/appeal</th><th>Evaluation and communication Drawing/modelling/annotating/ analysing</th></tr><tr><td>20</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table> Making Concepts in this unit: <table><tr><th>Materials and Properties Knowledge/appropriate selection</th><th>Tools and Equipment Safe use of; Hand/machine</th><th>Simple and Complex processes Limitations and potential</th><th>CAD/CAM Emerging technologies</th><th>Structures Materials/mechanical systems/forces</th></tr><tr><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table> What students will learn In this Year 9 Design and Technology project, students will learn how designers use the iterative design process to solve real-life problems by designing and making a wood and mixed media automata product. They will explore how mechanical systems can be used to create movement through levers, linkages and rotary cams, gears and cogs. Their designs incorporate product research with imagination and creativity. They use Computer aided design programs to build and test their ideas before creating prototypes and models. Pupils will follow an <i>iterative design process</i>, which means they will design ideas, make them, test how well they work, evaluate them, and then improve them. Along the way, they will think about who the product is for, how it should look and function, and how design choice can affect the environment. Skills and activities Students will develop a wide range of skills, including drawing designs by hand and using computer software (CAD) to prepare work for the laser cutter and 3D printers. They will safely use workshop tools and equipment to measure, cut, shape, join and finish materials such as wood and acrylic. Lessons gradually build confidence, starting with design ideas and drawing techniques, then moving on to hands-on making in the workshop. Health and safety is taught throughout so that students learn to work responsibly and independently. Assessment and support Students are supported through regular feedback, practical demonstrations, and clear step-by-step teaching. Progress is checked through discussions, Ten Zone questions, self-assessment, and reviewing how designs improve over time. At the end of the unit, students will evaluate their final product and show how it could be improved in the future. Students will have received a broad experience of working with different materials and trialing a variety of techniques and processes to help them consider if one of the creative subjects might be a suitable GCSE Option choice.	Teaching hours	Iterative design process Design/Make/Evaluate	Design brief and specification Identify/reformulate/problem solving	User needs and context Research/exploration/Sustainability /test	Developing Innovation/function/appeal	Evaluation and communication Drawing/modelling/annotating/ analysing	20	✓	✓	✓	✓	✓	Materials and Properties Knowledge/appropriate selection	Tools and Equipment Safe use of; Hand/machine	Simple and Complex processes Limitations and potential	CAD/CAM Emerging technologies	Structures Materials/mechanical systems/forces	✓	✓	✓	✓	✓
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✓	✓	✓	✓	✓																			

Music	Blues and pentatonic scales This unit investigates the blues genre and its conventions. Students listen to early blues and make connections to rock/pop genres that follow. They explore and develop melody through improvisation with the Blues scales, call and response and pentatonic scales. Structure and Form conventions are studied through the 12 bar blues structure and it's development and impact on 16 bar blues-rock.	EDM and music technology This unit introduces the use of Music Technology in composition. Students listen to the origins of Electronic Dance Music (EDM) from House, Trance, to current Drum'n'Bass. They learn to program drum loops in each genre, explore automation controls and edit audio samples to create a composition.	Music and the Moving Image This unit explores how music enhances film by supporting mood, character, action, and narrative. Pupils study soundtracks' emotional impact through harmony, tonality, motif, and instrumentation, then compose a piece to a short film clip in GarageBand. Students also explore the use of foley sounds and record their own. This builds skills in preparation for GCSE Music Composition units.	A Brief History of Pop This unit explores the birth of pop and rock music with an introduction to The Beatles' Music. Students analyse how it changed British pop music culture and technology. Students work in small groups to learn and perform two pieces of music – 'Let it Be' The Beatles and linked pop/rock pieces. This develops ensemble and performance skills in preparation for GCSE Music.
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Drama	Tension and Suspense This unit focuses on advanced performance skills used to create tension and suspense on stage. Students explore pace, silence, proxemics, body language, and vocal control to manipulate audience response. Pupils refine their ability to build atmosphere and dramatic impact, developing confidence in purposeful and controlled performance choices.	Creating Action – Stage Fighting and Physical Performance Students explore safe and effective stage fighting techniques to create believable action sequences for performance. The unit develops skills in coordination, spatial awareness, timing, and physical control, with an emphasis on safety, trust, and ensemble discipline. Pupils work collaboratively to choreograph and rehearse action scenes, applying drama techniques to create clear, engaging, and realistic physical storytelling.	DNA by Dennis Kelly – GCSE-Style Text This unit introduces students to GCSE-level study through <i>DNA</i> by Dennis Kelly. Pupils explore character, relationships, morality, and themes through scripted scene work, discussion, and performance. Emphasis is placed on subtext, naturalism, and making informed performance choices, alongside developing analytical vocabulary and rehearsal discipline. The unit supports students in bridging KS3 skills into GCSE expectations.	Creating Comedy – Style and Improvisation This unit explores the creation of comedy through both spontaneous and polished improvisation, scripted work, some physical theatre as well as comedic character creation. Students investigate comic timing, exaggeration, audience awareness, and vocal and physical expression. The unit encourages confident performance, adaptability, and creativity while reinforcing character consistency and ensemble collaboration within comedic styles.	Theatre Review – Preparing for GCSE Written Skills This unit focuses on developing evaluation and analytical writing skills through live and recorded theatre. Students watch and review National Theatre streamed productions via Drama Online, with all classes studying <i>Small Island</i> as a core text. Additional productions may include <i>Treasure Island</i>, <i>Medea</i>, <i>Peter Pan</i>, or <i>Wonder.Land</i>, depending on class and cohort. Pupils learn how to describe, analyse, and evaluate performance, design, and directorial choices using appropriate drama terminology, directly preparing them for GCSE written examination requirements.
Computing	 Bitmap Graphics & Image Editing Understanding how bitmap images are made from pixels, how resolution and colour depth impact image quality and file size, and using graphical editing software to create, edit, and enhance images through tools such as cropping, resizing, and layering.	 Data Representation (Sound, Images, Data) Learning how computers represent different types of data using binary, including how sound is sampled, how images are stored using pixels, and how factors like sample rate, resolution, and bit depth affect quality and file size.	 Game Development Designing and developing games using appropriate software, focusing on key concepts such as sprites, movement, collision detection, scoring systems, and event-driven programming to create interactive and engaging experiences for users.	 Python Programming (Efficiency) Improving Python programs by writing more efficient and effective code, using appropriate algorithms, reducing unnecessary repetition, and structuring programs clearly with loops, selection, and variables to solve problems more logically.	 Animation Creating digital animations using frames and timelines, understanding how keyframes and transitions produce movement, and applying these techniques to design smooth, visually engaging animations within software tools.

PE	The Key Stage 3 Physical Education curriculum is designed to provide all learners with a broad, balanced, and challenging programme that develops physical competence, confidence, and a lifelong engagement in physical activity. Across Years 7 to 9, students are supported in: • Developing a wide range of physical skills and techniques • Making and applying effective decisions in a variety of contexts • Analysing and evaluating performance to improve outcomes • Building knowledge and understanding of fitness, health, and wellbeing • Demonstrating resilience, persistence, and a strong work ethic The curriculum is underpinned by the belief that all students can succeed in PE through effort, reflection, and purposeful practice. A clear understanding of how learning takes place enables students to take ownership of their progress and become independent learners. Students experience a wide range of activities, including: Football, basketball, rugby, fitness, netball, handball, table tennis, orienteering, gymnastics, dance, cricket, badminton, athletics, and rounders. The curriculum also aims to develop transferable skills such as leadership, communication, teamwork, and respect, preparing students for both Key Stage 4 and lifelong participation in physical activity.		
PSHE	Mental and physical Health What do we mean by 'risk'? Why is smoking dangerous? What are the risks and consequences associated with drugs and alcohol? What does the law say about drugs? What is the impact of drug taking? How do I manage situations involving drugs? What does it mean to gamble?	Healthy Relationships What makes a positive relationship? What is meant by consent in the law? What choices are there around sex? Is commitment important in relationships? What are STIs? What is meant by the term 'sexting'?	Living in the Wider World What is FGM and what is UK law on this? What is healthy eating and why is it important? What are the health benefits of regular exercise? What things can support our health? What things can go wrong with our health? How do I make myself more employable?

Religious Education	Module 1: Christianity & Society This module explores how Christianity has changed over time and how changes in wider society have affected Christian belief and practice. Pupils explore: • Why did the Romans go from hating to loving Jesus? • How are the words Protest and Protestantism linked? • How did the Enlightenment affect Christianity? • How has religion affected the "right to life" – compare the UK and USA? The module follows Christianity historically from the Roman Empire through the Reformation and	Module 2: Islam Belief & Intricacy This module develops the basic understanding of Islam established earlier by showing pupils that Islam contains different traditions, beliefs and sources of authority. Pupils explore: • Why and how did Islam split after the death of Muhammad? • What is the Imamate and why might Shia and Sunni Muslims view it differently? • What are Hadith and how are they used by Muslims? The starting point is the death of Muhammad and the development of Sunni and Shia Islam. Pupils examine	Module 3: Creation – Big Qs This module moves Year 9 explicitly into philosophical comparison. Pupils compare the creation accounts of the four religions studied at KS3 with scientific and atheist perspectives. Pupils explore: • How do Christians, Muslims, Buddhists and Sikhs explain how the Earth was created? • Is there only one way to interpret religious creation stories? • How does science compare to religious creation stories? • As science and technology become more capable, will people stop believing in religion? An important part of the module is	Module 4: Islam and Society The final module takes pupils from studying differences within Islamic belief to examining the enormous diversity of Islam as it is actually lived around the world and in Britain. Pupils explore: • Are all Muslims the same all over the world? • Does the Quran stop women from showing their faces? • Why do some people feel threatened by Muslims? • Is Sharia Law compatible with British law? Pupils compare core Islamic practices with the different ways Islam is expressed in different countries and traditions. They
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	Enlightenment to the modern day. Pupils encounter the development of Catholicism, Protestantism and Anglicanism and examine the significance of figures and movements such as Henry VIII, Martin Luther and the Reformation. The final part applies this understanding to a contemporary ethical issue: abortion and the right to life, comparing attitudes in the UK and USA and linking differences to different forms of Christianity.	different understandings of religious leadership, including the role of the Imam and Imamate. They consider the relationship between the Quran and Hadith and how religious sources are used by Muslims. This is an important progression because pupils move away from talking about "what Muslims believe" as though every Muslim necessarily believes and practises in precisely the same way.	distinguishing between literal and non-literal interpretation. This allows pupils to move beyond a simplistic assumption that science and religion must always provide competing explanations. Pupils also encounter the concepts of scientific theory and scientific method, allowing them to compare different ways in which people arrive at explanations about the origins of the universe and life.	encounter issues surrounding Hijab, Niqab and Burka, alongside Sharia Law and different Islamic movements. The module then moves into the contemporary social context. Pupils consider how recent world affairs have influenced perceptions of Islam and explore the lived experience of British Muslims.
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