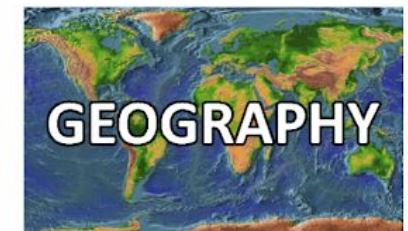
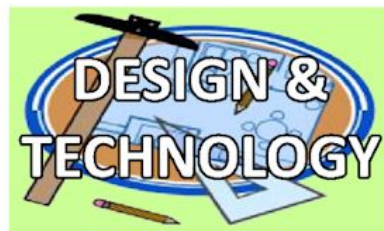
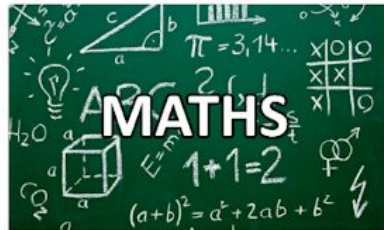
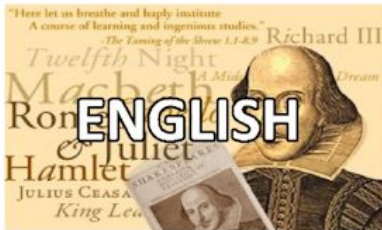




# Corbridge Middle School



## Year 7 Spring Curriculum

## Curriculum Intent - Whole School

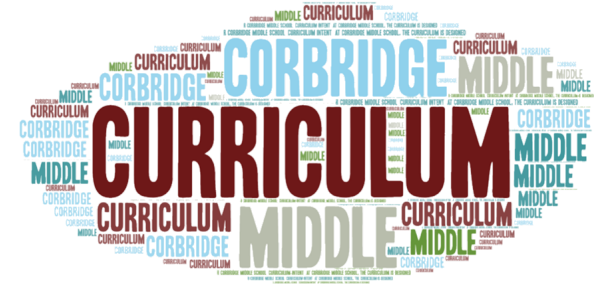
At Corbridge Middle School, the curriculum is designed so that our pupils strive to be **successful learners**, who enjoy learning, make progress and achieve; **confident individuals** who are able to live safe, healthy and fulfilling lives; and **responsible citizens** who make a positive contribution to society.

Children are at the heart of everything we do and every child is recognised as a unique individual. We welcome and celebrate differences within our school community and across the wider world. We encourage pupils to embrace reading; reading widely, to develop the skill of reading fluently and with expression. The curriculum, intertwined with knowledge and skill, is underpinned by our four key values: **respect, care, responsibility** and **resilience**. Each value is immersed within subject areas and pupils show good awareness of the values through their learning, behaviour and the choices that they make.

Opportunities to be creative and enhance and engage in learning, as well as to celebrate our locality, are firmly embedded across our curriculum, as we believe that the four years that pupils spend with us should be a fulfilling, investigative and enquiring time in their lives where curiosity is boundless, providing them with opportunities to light their fire with the new experiences, new skills and knowledge that they will need to succeed in the workplace today and in the future.

We are clear and consistent about the need for great behaviour for learning and we use this to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Children leave Corbridge Middle School resilient, independent and reflective learners who achieve well academically, socially and personally and are fully prepared for the future on a rapidly changing planet.





ENGLISH – YEAR 7	
SPRING TERM	
<p>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:</p> <p>AO1- Reading, understanding and responding to texts. Developing a personal response. Using textual references, including quotations, to support and illustrate interpretations. Identifying and interpreting explicit and implicit information and ideas. Selecting and synthesising evidence from different texts.</p> <p>AO2- Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology.</p> <p>AO3 - Showing understanding of the relationship between texts and the contexts in which they were written. Comparing writers’ ideas and perspectives, as well as how these are conveyed across two or more texts.</p> <p>AO4 Evaluating non-fiction texts critically and supporting this with appropriate textual references.</p>	<p><b>Detectives and Poetry from other cultures and traditions</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● A selection of short stories by authors including Roald Dahl, Sir Arthur Conan Doyle and Agatha Christie</li> <li>● A selection of both contemporary poetry and from our literary heritage</li> <li>● How historical and social context influences a writer</li> <li>● How a writer creates character and plot</li> <li>● How a writer creates tension, suspends belief and leads the reader on</li> <li>● The detective genre and its associated spin-offs, in a variety of media</li> <li>● How to present an argument to a group, to answer questions posed by an audience, and how to prepare and participate in a debate</li> <li>● The details of, and poetry based upon, a real-life murder mystery</li> <li>● How figurative language creates specific effects</li> <li>● How readers can be persuaded by advertisers, for many different purposes</li> </ul>

AO5 - Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register. Organising information and ideas, using structural and grammatical features to support coherence and cohesion and texts

AO6- Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

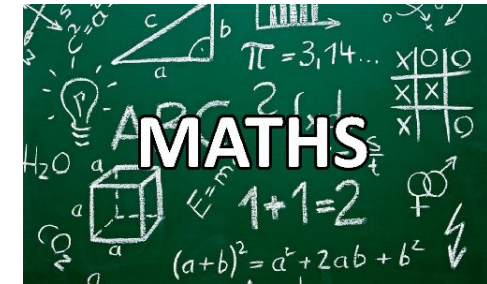
AO7 - Presenting in a formal setting

AO8 - Listening and respond appropriately to spoken language

AO9 - Using spoken standard English appropriately

- Contextual non-fiction texts and letters
- The slave trade and its long-term impact on contemporary and modern-day society
- Equality issues in today's society
- The impact of the Vietnam War
- How people from other cultures express their identities
- How spoken language is different to written language and how to adapt it to audience and purpose
- **How accent and dialect are important cultural factors**





MATHS – YEAR 7	
SPRING TERM	
<p><b>Addition and Subtraction</b> – throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Use formal methods of addition with integers and decimals</li> <li>● Solve problems in the context of perimeter, money and frequency trees and tables</li> </ul> <p><b>Multiplication and division</b> - throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Multiplying by 10, 100 and 1000; unit conversions</li> <li>● Formal methods of multiplication and division</li> <li>● HCF and LCM</li> <li>● Areas of triangles, rectangles and parallelograms</li> <li>● Finding the mean</li> <li>● Finding fractions and percentages of amounts</li> <li>● Solving two-step equations (with and without a calculator)</li> <li>● Order of operations</li> </ul> <p><b>Negative Numbers</b> - throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Ordering directed numbers with and without context</li> <li>● Revisit four operations to include directed number</li> <li>● Using a calculator with directed number</li> <li>● Order of operations</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Addition and Subtraction</b> - strategies for adding/subtracting any number</p> <p><b>Multiplication and division</b> - strategies for multiplying/dividing any number; understand and use Highest Common Factors and Lowest Common Multiples</p> <p><b>Negative Numbers</b> - strategies for ordering and calculating with negative numbers</p>

**Adding and subtracting fractions** - throughout the term pupils will have the opportunity to develop the following skills:

- Representing tenths and hundredths on diagrams and number lines
- Adding/subtracting fractions with a common denominator, including with answers above one
- Revisit equivalent fractions
- Adding and subtracting fractions with simple different denominators e.g. quarters/eighths, thirds/sixths
- Mixed questions e.g.  $34+0.2$

**Adding and subtracting fractions** - strategies for adding/subtracting complex fractions; how to calculate with mixed decimals and fractions



SCIENCE – YEAR 7	
SPRING TERM	
<p>Pupils will have the opportunity to develop the following skills; Working Scientifically for KS3:</p> <ul style="list-style-type: none"> <li>● Work with accuracy, precision, repeatability and reproducibility</li> <li>● Understand that scientific theories develop as earlier explanations are modified to take account of new evidence and ideas</li> <li>● Evaluate risks in practical work</li> <li>● Ask questions and develop a line of enquiry based on observations of the real world</li> <li>● Make a prediction or hypothesis using scientific knowledge and understanding</li> <li>● Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables</li> <li>● Apply sampling techniques</li> <li>● Present observations and data using appropriate methods, including tables and graphs</li> <li>● Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Cells and organisation</b></p> <ul style="list-style-type: none"> <li>● Describe cells as the fundamental unit of living organisms, including how to observe, interpret</li> <li>● Record cell structure using a light microscope</li> <li>● Explain the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts</li> <li>● Compare the similarities and differences between plant and animal cells</li> <li>● Explain the role of diffusion in the movement of materials in and between cells</li> <li>● Describe the structural adaptations of some unicellular organisms</li> <li>● Consider the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms.</li> </ul> <p><b>Sexual Reproduction and Asexual Reproduction</b></p> <ul style="list-style-type: none"> <li>● Describe reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without</li> </ul>

<ul style="list-style-type: none"><li>● Use SI units (e.g., m, cm, mm) and chemical symbols &amp; formula</li></ul>	<p>details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</p> <ul style="list-style-type: none"><li>● Explain the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.</li></ul> <p><b>Pure and Impure Substances (elements, mixtures and compounds)</b></p> <ul style="list-style-type: none"><li>● Consider the concept of a pure substance</li><li>● Identify pure substances.</li><li>● Research mixtures, including dissolving</li><li>● Explain simple techniques for separating mixtures:<ul style="list-style-type: none"><li>○ Filtration</li><li>○ Evaporation</li><li>○ Distillation</li><li>○ Chromatography</li></ul></li></ul>
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AMBITION – YEAR 7	
SPRING TERM	
<p><b>An Introduction to Strategies for Safety &amp; Wellbeing</b> – pupils will have the opportunity to develop the Protective Behaviour Approach (focussing on mental health):</p> <ul style="list-style-type: none"> <li>● It is an approach on self-empowerment with an emphasis on personal safety (physical, emotional and mental)</li> <li>● It encourages people to be more in touch with how they feel, be able to identify and ‘early warning signs’ that are personal to them, explore their support networks and develop strategies to help them feel safer. This has been shown to raise self-esteem and confidence</li> <li>● It helps build resilience, improve communication around talking about concerns and helps concentration and engagement in learning.</li> </ul>	<p><b>An Introduction to Strategies for Safety &amp; Wellbeing</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Issues surrounding safety, mental health and wellbeing and how to access sources of support</li> <li>● rights and responsibilities as pupils</li> <li>● concept of safety: what feels safe/unsafe and how to recognise this and early warning signs</li> <li>● connections between feelings and thoughts</li> <li>● friendships and the characteristics of a good friend</li> <li>● internal and external support networks for pupils and how to identify what may be appropriate</li> <li>● our feelings and how to understand and manage these coping and help-seeking strategies</li> </ul>



ART/TECH – YEAR 7	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Accurately use acrylic paints</li> <li>● Apply a good quality finish to the finished product Use watercolour paints to create bright and bold solid colour</li> <li>● Cut, shape and smooth materials with accuracy and pride</li> <li>● Draw a portrait, using accurate proportion and adding accurate detail</li> <li>● Draw accurately using various media, adding tone and texture.</li> <li>● Evaluate what is a success and what needs to be improved</li> <li>● Produce accurate and detailed line drawings</li> <li>● Use tools and equipment, showing accuracy and precision</li> <li>● Use tools and equipment with confidence when working with wood</li> </ul>	<p><b>Keith Haring Blocks</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● An artist called Keith Haring</li> <li>● Isometric 3D drawing</li> <li>● The properties of materials when making</li> </ul> <p><b>Self Portrait</b> – pupils will have the opportunity to further develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● How artists portray themselves</li> <li>● Proportions of the face</li> <li>● Research an artist and produce a detailed information page about them, analysing their work using technical and subject specific language</li> <li>● Similarities and differences in artists work</li> </ul>

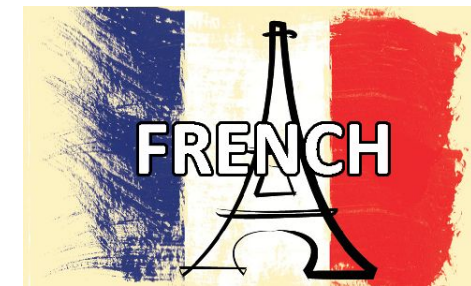


COMPUTING – YEAR 7	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Apply some computational thinking techniques e.g. decomposition and abstraction</li> <li>● Use basic techniques to produce efficient and effective coding solutions understanding the need for care and precision of syntax</li> <li>● Develop simple ICT-based models to explore patterns and relationships, and make predictions about the consequences of their decisions e.g. effects of changing data variables in a model</li> <li>● Use simple electronic circuits incorporating inputs and outputs</li> <li>● Test and evaluate work showing understanding of the product context and limitations</li> <li>● Communicate and exchange information and ideas with others, collaborating to develop and improve work</li> </ul> <p>Use ICT safely</p>	<p><b>Python Programming</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Text-based programming language ‘Python’ and understand the need for care and precision of syntax and typography in giving instructions</li> <li>● Sequences of instructions as well as how to write or debug a short program</li> <li>● How a computer recognizes variables and what type of data makes a variable</li> <li>● How a program decides which commands to run depending on whether certain things (conditions) are true or false</li> <li>● Variables, user input, calculations and any advanced feature</li> </ul> <p><b>BBC Micro: Bit</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● How to control various component on the Micro: Bit</li> <li>● Inputs, outputs and other external devices</li> </ul> <p><b>Digital literacy</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● <b>Cyberbullying</b> - the difference between being a passive bystander versus a brave up stander in cyberbullying situations</li> </ul>

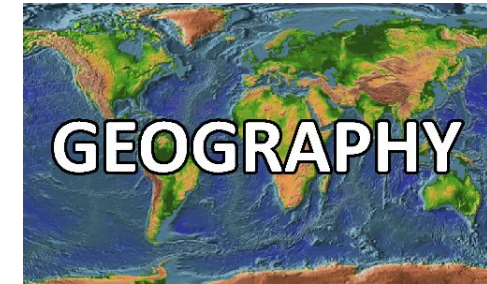
	<b>Creators rights</b> - responsibilities as creators and users of creative work
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<b>FOOD TECHNOLOGY – YEAR 7</b>	
<b>SPRING TERM</b>	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Select from and use a wide range of tools and equipment to perform practical tasks</li> <li>● Use knowledge of ingredients to adapt recipes</li> <li>● Prepare some simple recipes including healthy salads</li> <li>● Evaluate their ideas and products against their own design criteria</li> <li>● The safe use of a knife</li> </ul>	<p><b>Introduction to Food</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● How to work safely and hygienically with food</li> <li>● The names of some basic equipment</li> <li>● A healthy diet using the Eatwell Guide</li> </ul>



FRENCH – YEAR 7	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Pick out the main points and some detail in a short passage that is spoken slowly and clearly</li> <li>● Write down high frequency verbs when spoken clearly</li> <li>● Use sentences independently to describe people, places, things and action</li> <li>● Use formal and informal modes of address</li> <li>● Pronounce known language well and can read unknown words aloud applying phonics knowledge</li> <li>● Use a bi-lingual dictionary to look up nouns, adjectives and verbs</li> <li>● Use simple connectives, qualifiers, adverbs of frequency, numbers and time expressions and simple negatives</li> <li>● Demonstrate a vocabulary base and phrases related to people, places, things and simple actions</li> </ul>	<p><b>Daily Life</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Responding to invitations</li> <li>● Expressing opinions</li> <li>● How to order drinks and snacks in a café and ask about, and understand prices</li> <li>● How to talk about their daily routine</li> <li>● How to talk about their school life giving details of their timetable, opinions of subjects etc</li> </ul> <p><b>Grammar</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Reinforcement of au, à la, à l', aux</li> <li>● Reflexive verbs (1st, 2nd, 3rd person singular)</li> <li>● Question forms</li> <li>● High frequency adverbs</li> <li>● Intensifiers and connectives</li> </ul>



<b>GEOGRAPHY – YEAR 7</b>	
<b>SPRING TERM</b>	
<p><b>Subject Skills</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>● locate and understand key physical and human characteristics of Africa &amp; Asia.</li> <li>● locate cities, countries and regions of Africa &amp; Asia on physical and political maps.</li> <li>● understand the contrasts in levels of international development and how to measure development using a range of development indicators.</li> <li>● understand how physical processes affect the environment and impact of people living nearby</li> <li>● understand geographical similarities and links between places through the study of human and physical geography of a region within Asia.</li> </ul>	<p><b>Subject Knowledge</b></p> <p><b>Geography - Settlement &amp; World population</b></p> <p>World population distribution and the growth over the past two centuries form the initial part of this unit. Creating and comparing population pyramids for countries in various stages of economic development and comparing with the UK population and distribution.</p> <p>Children will learn about world population including:</p> <ul style="list-style-type: none"> <li>● its distribution and factors affecting this</li> <li>● comparing and contrasting various regions of the world</li> <li>● population density</li> <li>● measures taken to control population growth</li> </ul>





<b>HISTORY – YEAR 7</b>	
<b>SPRING TERM</b>	
<p><b>Subject Skills</b></p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>● make links within and across periods and explain connections.</li> <li>● describe the characteristic features of past societies and periods.</li> <li>● examine and begin to analyse the causes and consequences of events and changes</li> <li>● begin to explain, different historical interpretations of events, people and changes.</li> <li>● select and combine information from historical sources</li> <li>● select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations.</li> </ul>	<p><b>Subject Knowledge - History 1066 to the middle ages – The State, the Church &amp; Society:</b></p> <p>This unit explores key aspects of medieval society after the Norman invasion and how this impacted on society. We study the Harrying of the North and the establishment of the Feudal system, the Magna Carta, how parliament was established through Simon de Montfort and how the Black Death rocked society. We continue to look at the reasons behind the Peasants Revolt and the development and role of the church in Medieval Britain. The key question for an in-depth focus is to understand the significance of the ‘Black Death’ and what effect this had on changing medieval society.</p> <ul style="list-style-type: none"> <li>● the Feudal system of organising society</li> <li>● The Magna Carta</li> <li>● The Black Death</li> <li>● The Peasants Revolt</li> <li>● The beginnings of Parliament</li> <li>● The development and role of the church in Medieval Britain</li> </ul>



MUSIC – YEAR 7	
<p><b>SPRING TERM</b></p>	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <p><u>Performing:</u></p> <ul style="list-style-type: none"> <li>● To play as part of a group</li> <li>● To perform extended pieces from memory</li> <li>● To use some of the elements of music to add variety to my work</li> </ul> <p><u>Composing:</u></p> <ul style="list-style-type: none"> <li>● To improvise rhythms and melodies</li> <li>● To compose for different occasions sing a variety of structures</li> <li>● To compose using melody, rhythm and chords</li> </ul> <p><u>Listening &amp; Appraising:</u></p> <ul style="list-style-type: none"> <li>● To use musical language to identify different features</li> <li>● To describe, compare and evaluate using KS3 vocabulary</li> </ul>	<p><b>Jazz Music</b></p> <p>Pupils continue to work on Jazz Music as the topic is split across two terms. By this stage they will be confidently listening and appraising as well as demonstrating awareness of Jazz skills and traits through some performance tasks.</p> <p>The knowledge they will have the opportunity to develop includes:</p> <ul style="list-style-type: none"> <li>● Specific Jazz Instrumentation</li> <li>● How to form chords</li> <li>● How to identify notes in a blues scales (using notation or aurally)</li> </ul> <p><b>Concert Preparations</b></p> <p>Students will focus on preparing for their year group concert. Here, individuals and groups will gain performance practice and constructive feedback from staff and peers. All children will perform.</p>

	<p>The knowledge they will have the opportunity to develop includes:</p> <ul style="list-style-type: none"> <li>● Strategies for how to produce an effective performance</li> <li>● Management of performance anxiety</li> <li>● Evaluating and comparing performances – including knowing the correct terminology (10 musical elements) expanding to include these at a higher level and to suggest effective improvements</li> </ul>
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PE – YEAR 7	
SPRING TERM	
<p><b>Gymnastics</b> - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Perform a variety of balances</li> <li>● Perform a variety of rolls</li> <li>● Create a basic floor routine with help</li> </ul> <p><b>Volleyball</b> - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Perform a volley on your own and with a partner</li> <li>● Perform a volley in a game situation</li> <li>● Throw the ball over the net to serve</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Why a warm up is important</li> <li>● What a 'balance' is</li> <li>● Different types of rolls</li> </ul> <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● how a game of volleyball works and how it is scored</li> </ul> <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● What footwork means</li> <li>● How a game of netball works</li> </ul>

<p><b>Netball</b> – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"><li>● Demonstrate understanding of the footwork rule</li><li>● Demonstrate the chest pass with some control</li><li>● Catch a ball</li><li>● Be able to get free when being marked</li></ul> <p><b>Rugby</b> - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"><li>● Demonstrate a tag tackle in a game</li><li>● Pass the ball backwards to a teammate</li><li>● Catch a pass from a team mate</li><li>● Run with the ball in 2 hands</li></ul> <p><b>OAA</b> - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"><li>● Complete a basic orienteering course</li><li>● Plan a basic course with help</li><li>● Identify markers in front of me on the map</li></ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"><li>● Which way you run and which way you pass</li><li>● How a game of tag rugby works</li></ul> <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"><li>● What orienteering is</li><li>● The names of some symbols on a map</li></ul>
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PSHE – YEAR 7	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Recognising their personal strength and how this affects their self-confidence and self-esteem</li> <li>● Building relationships</li> <li>● Practise the skills of communication and negotiation</li> <li>● Reflect on difference and what it means to individual people</li> <li>● Listening skills</li> <li>● Practise speaking and listening to others</li> <li>● Create steps to achieve goals</li> <li>● Turn steps into targets</li> <li>● How to set up a budget and cope with the unexpected</li> </ul>	<p><b>Identity &amp; Communities</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Their identity and how it is affected by a range of factors, including a positive sense of self</li> <li>● Self-esteem and that it can change depending on personal circumstances</li> <li>● Different types of families</li> <li>● How family relationships affect our wellbeing</li> <li>● The roles and responsibilities of parents, carers and children in families</li> <li>● How relationship skills can be built</li> <li>● Being assertive</li> <li>● How prejudice might be challenged</li> <li>● The multiple roles and responsibilities in society</li> <li>● Why positive relationships are helpful when working in groups</li> </ul> <p><b>Planning for the future</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● The positive things they want to achieve in the future</li> <li>● Managing their money and savings</li> <li>● The role of banks and building societies</li> </ul>



RE – YEAR 7	
SPRING TERM	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Ask questions in response to the learning</li> <li>● Research, gather and select relevant information, using a range of sources</li> <li>● Use key religious vocabulary with accuracy in my written work and orally</li> <li>● Express personal opinions in response to the learning</li> <li>● Contribute positively in group or whole class discussion by responding and adding to the views of others</li> <li>● Organise and present work using a range of different styles</li> <li>● Understand the impact a belief or practice can have on followers</li> <li>● Show empathy in response to the learning</li> <li>● Express clear views about why religions and practices are so important</li> <li>● Reflect and make links to own experiences and beliefs</li> <li>● Describe why a sense of belonging is so important to different faiths</li> </ul>	<p><b>Islam</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● highly populated Islamic countries around the world and compare populations to the UK</li> <li>● the early life of the prophet and important events in his life, including ‘The Night Journey’ and ‘The Night of Power’, reflecting on his qualities</li> <li>● the Islamic symbol and learn about its symbolic meaning</li> <li>● the Kab’ah and the Black Stone and how it relates to the Hajj</li> <li>● the declaration of faith</li> <li>● the impact Ramadan has on the life of a Muslim</li> </ul>