

Inspire, Challenge, Enrich

SUBJECT/YEAR - Curriculum maps

Year 7	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Key features of religion	Five Pillars of Islam	Life and teachings of Jesus	Religious Heroes/Heroines	Religious Heroes/Heroines	Human Ethics
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Students will know and understand the key similarities between the six world religions.	Students will know and understand key beliefs and practices within Islam.	Students will learn the key events in Jesus' life according to the four Gospel accounts. Students will also consider the importance of Jesus within Christianity. Students will analyse scriptural evidence from the Gospel accounts in order to evaluate who should be held responsible for Jesus' death.	Students will know and understand how important <i>liberal and traditional</i> religious figures have stood for peace and equality in our world. Students will explore why these religious figures may be considered heroes/heroines of our history.	Students will know and understand how important <i>liberal and traditional</i> religious figures have stood for peace and equality in our world. Students will explore why these religious figures may be considered heroes/heroines of our history.	Students will consider what constitutes someone's personal identity, explore the purpose of life and consider the value of human beings in contrast to other living things.
Key Vocabulary (School Improvement Priority)	Ritual Symbol Charity Founder Immortality Reincarnation Resurrection Polytheism Monotheism Theism Atheism Agnostic	Shahadah Zakah Salah Hajj Sawm Fasting Ramadan Pilgrimage Devotion Alms	Gospel Incarnation Ascension Crucifixion Resurrection Miracle Parable Disciple	Peace Equality Gender equality Justice Social injustice Discrimination Human rights	Peace Equality Gender equality Justice Social injustice Discrimination Human rights	Identity Personhood Sanctity of life Worldview Utilitarianism Natural selection Evolution Ethical Free will Utopia Dystopia
Extended Writing / Disciplinary Reading (School Improvement Priority)	What is the importance of religious teachings in modern society? Extended writing end of topic assessment: 'Charity is the most important feature of a religion.' Discuss this statement showing you have considered more than one point of view. Disciplinary Reading: Christian Aid and Buddhist Global Relief charity articles. Read, analyse and apply.	Explain the challenges Muslims face when trying to fulfil the requirements of Salah. Extended writing end of topic assessment: 'Salah is the most important pillar for Muslims to fulfil.' Discuss this statement showing you have considered more than one point of view. Disciplinary Reading: Muslim Aid article. Read, analyse and apply.	Based on your analysis of biblical texts - Who was responsible for the death of Jesus? Extended writing end of topic assessment: '_____ is responsible for the death of Jesus.' Evaluate this statement showing you have considered more than one point of view. Disciplinary Reading: Extracts from the Gospels of Matthew and Mark. Also Isaiah 53 comparative reading.	Creative writing: Create your own modern parable showing how your central character is a 'Good Samaritan' to their world. Disciplinary Reading: Judah Maccabee information sheet. Read, analyse and apply.	Extended writing end of topic assessment: ' <i>Religious heroes/heroines have changed our world for the better.</i> ' Evaluate this statement showing you have considered more than one point of view. Disciplinary Reading: Judah Maccabee information sheet. Read, analyse and apply.	Are human beings more special than other living things? Extended writing end of topic assessment: 'Human beings are completely free to do what they want.' Discuss this statement showing you have considered more than one point of view. Disciplinary Reading: Exploring worldviews information cards. Also 'Future of humanity' articles. Read, analyse, interpret and apply.

Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Questioning On-going mini-plenaries End of topic extended writing WWWs and EBIs	Questioning On-going mini-plenaries End of topic extended writing WWWs and EBIs	Questioning On-going mini-plenaries End of topic extended writing WWWs and EBIs	Questioning On-going mini-plenaries End of topic extended writing WWWs and EBIs	Questioning On-going mini-plenaries End of topic extended writing WWWs and EBIs	Questioning On-going mini-plenaries End of topic extended writing WWWs and EBIs
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Year 8	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Origins of the universe	The key beliefs and teachings of Buddhism	The key beliefs and teachings of Buddhism	Beliefs about Life after Death	Humanism	Humanism
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Students will know and understand different religious creation stories and compare and contrast those stories with scientific theories about the origins of the universe.	Students will know and understand the key beliefs and practices within Buddhism.	Students will know and understand the key beliefs and practices within Buddhism.	Students will know and understand three different religious beliefs and a range of non-religious beliefs about life after death.	Students will know and understand key beliefs and worldviews followed by humanists. Students will compare and contrast secular and religious worldviews.	Students will know and understand key beliefs and worldviews followed by humanists. Students will compare and contrast secular and religious worldviews.
Key Vocabulary (School Improvement Priority)	Genesis Creationism Atheist Myth Big Bang Evolution Natural Selection Adaptation Vedas Ahimsa	Enlightenment Meditation The Eightfold Path Karma Four Noble Truths Five Precepts Nirvana Suffering Attachment Dukkha Sangha Ahimsa	Enlightenment Meditation The Eightfold Path Karma Four Noble Truths Five Precepts Nirvana Suffering Attachment Dukkha Sangha Ahimsa	Afterlife Soul Heaven Hell Resurrection Reincarnation Dualism Monism Purgatory Judgment Day Karma	Secular Humanism Humanist Worldview Social action Morality Values Philosophy Ethics Logic	Secular Humanism Humanist Worldview Social action Morality Values Philosophy Ethics Logic

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Extended Writing / Disciplinary Reading (School Improvement Priority)	Understanding intelligent design: Did God create the universe? Extended writing end of topic assessment: “Scientific theories provide all the information needed to understand the creation of the world.” Discuss this statement showing you have considered more than one point of view. Disciplinary Reading: Read analyse the Genesis and Vedas creation accounts. Big Bang information sheet.	Siddhartha is the founder of Buddhism. Explain what happened to him in his life to become the Buddha and why his life is important. Extended writing formative task: ‘According to the Buddha, ‘people suffer in life because of wanting things.’ Discuss this statement showing you have considered more than one point of view. Disciplinary Reading: Buddhism information sheet. Examples of suffering case studies information sheet.	Siddhartha is the founder of Buddhism. Explain what happened to him in his life to become the Buddha and why his life is important. Extended writing end of topic assessment: ‘Choose three of the eight teachings in the Eightfold path and explain why they are important and how a Buddhist might follow the teachings. Disciplinary Reading: Meditation information sheet.	Explain contrasting beliefs about the soul. Extended writing end of topic assessment: “Christian and Hindu beliefs about life after death have more similarities than differences.” Discuss this statement showing that you have considered more than one point of view. Disciplinary Reading: Ancient Egyptian beliefs about the afterlife information sheet. Christian beliefs about the soul information sheet. Reincarnation article.	Is happiness the main goal of life? Explain your view Explain whether you think humans can be trusted to develop their own sense of morality based on reason, respect, compassion and empathy. Extended writing end of topic assessment: “Humanism is just a religion” Discuss this statement showing that you have considered more than one point of view. Disciplinary Reading: Humanist UK campaigns information sheet.	Is happiness the main goal of life? Explain your view Explain whether you think humans can be trusted to develop their own sense of morality based on reason, respect, compassion and empathy. Extended writing end of topic assessment: “Humanism is just a religion” Discuss this statement showing that you have considered more than one point of view. Disciplinary Reading: Humanist UK campaigns information sheet.
	Assessment [Summative & Formative] Questioning On-going mini-plenaries End of topic extended writing WWWs and EBIs How knowledge and skills will be assessed formally and informally. How feedback will be given	Questioning On-going mini-plenaries End of topic extended writing WWWs and EBIs	Questioning On-going mini-plenaries End of topic extended writing WWWs and EBIs	Questioning On-going mini-plenaries End of topic extended writing WWWs and EBIs	Questioning On-going mini-plenaries End of topic extended writing WWWs and EBIs	Questioning On-going mini-plenaries End of topic extended writing WWWs and EBIs

Year 9	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Christian beliefs and teachings	Muslim beliefs and teachings	Relationships and families	Religion, peace and conflict	Religion, peace and conflict	Mock Revision and GCSE Mock 1 Religion, crime and punishment part A
Key Knowledge/Skills Main knowledge/skills (subject specific and generic) that will be developed and how	Students will know and understand common and divergent Christian beliefs and how they influence the choices of followers.	Students will know and understand common and divergent Muslim beliefs and how they influence the choices of followers.	Students will know and understand religious teachings, and religious, philosophical and ethical arguments, about issues relating to relationships and families, and their impact and influence in the modern world. Students should also be aware of contrasting perspectives in contemporary British society on all of these issues.	Students will know and understand religious teachings, and religious, philosophical and ethical arguments, about issues relating to peace and conflict, and their impact and influence in the modern world. Students should also be aware of contrasting perspectives in contemporary British society on all of these issues.	Students will know and understand religious teachings, and religious, philosophical and ethical arguments, about issues relating to peace and conflict, and their impact and influence in the modern world. Students should also be aware of contrasting perspectives in contemporary British society on all of these issues.	Students will know and understand religious teachings, and religious, philosophical and ethical arguments, about issues relating to crime and punishment, and their impact and influence in the modern world. Students should also be aware of contrasting perspectives in contemporary British society on all of these issues.

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Key Vocabulary (School Improvement Priority)	Omnipresent Omnipotent Omniscient Omnibenevolent Trinity Incarnation Crucifixion Resurrection Ascension Atonement Afterlife Heaven Hell Purgatory Original Sin Salvation Grace Theodicy Inconsistent Triad	Tawhid Shahadah Qur'an Al-Qadr Jibril Shari'ah Law Immanent Predestination Prophet Akhirah Adalat Hadith Haram Risalah Transcendence Imamate	Adultery Celibacy Chastity Contraception Covenant Responsibility Prejudice Discrimination Cohabitation Divorce Marriage Polygamy Procreation Heterosexual Homosexual	Conscientious objector Forgiveness Holy War Just War Justice Pacifism Peace Protest Reconciliation Terrorism War Deterrent Jihad Lesser Jihad Greater Jihad	Conscientious objector Forgiveness Holy War Just War Justice Pacifism Peace Protest Reconciliation Terrorism War Deterrent Jihad Lesser Jihad Greater Jihad	Capital punishment Corporal punishment Deterrent Protection Reformation Reparation Retribution Vindication Parole Forgiveness Hate crime Suffering Intention Chaplain
Extended Writing / Disciplinary Reading (School Improvement Priority)	12-mark question included in mid-point assessment, end of topic assessment and one additional 12 mark-question included in scheme of work. Disciplinary Reading: Scriptural analysis – Job Chapters 1-2. Passion narratives – Luke chapter 23. Beliefs about afterlife info sheets.	12-mark question included in mid-point assessment, end of topic assessment and one additional 12 mark-question included in scheme of work. Disciplinary Reading: Sunni and Shia information sheet. Angels in Islam information sheet. Muslim beliefs about the afterlife and Qur'an research sheets. 'The 12th Imam: What Is An Imam?' Extension sheet.	12-mark question included in mid-point assessment, end of topic assessment and one additional 12 mark-question included in scheme of work. Disciplinary Reading: Christian and Muslim beliefs about family life double sided information sheet. Muslim marriage article. Islamic attitudes to divorce information sheet.	12-mark question included in mid-point assessment, end of topic assessment and one additional 12 mark-question included in scheme of work. Disciplinary Reading: Forgiveness information sheet. Pope calls for world peace article. Case studies of war research sheets. Scriptural analysis of Joshua chapter 7. Charity responses to victims of war articles.	12-mark question included in mid-point assessment, end of topic assessment and one additional 12 mark-question included in scheme of work. Disciplinary Reading: Forgiveness information sheet. Pope calls for world peace article. Case studies of war research sheets. Scriptural analysis of Joshua chapter 7. Charity responses to victims of war articles.	12-mark question included in mid-point assessment, end of topic assessment and one additional 12 mark-question included in scheme of work. 3 12-mark questions included in mock examination . Disciplinary Reading: Activists and warplanes article. Attitudes to justice and punishment key text. Norway prison system article. Death penalty information sheet.
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Questioning On-going mini-plenaries Mid-point assessment End of topic assessment WWWs and EBIs	Questioning On-going mini-plenaries Mid-point assessment End of topic assessment WWWs and EBIs	Questioning On-going mini-plenaries Mid-point assessment End of topic assessment WWWs and EBIs	Questioning On-going mini-plenaries Mid-point assessment End of topic assessment WWWs and EBIs	Questioning On-going mini-plenaries Mid-point assessment End of topic assessment WWWs and EBIs	Questioning On-going mini-plenaries Mid-point assessment End of topic assessment WWWs and EBIs Mock examination

Year 10	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Religion, crime and punishment part B	Religion and Life Mock Revision and GCSE Mock 2 <i>Thematic Paper</i>	Christian practices	Muslim practices Mock Revision and GCSE Mock 3 <i>Study of Religions Paper</i>	Revision Final GCSE examination	
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Students will know and understand religious teachings, and religious, philosophical and ethical arguments, about issues relating to crime and punishment, and their impact and influence in the modern world. Students should also be aware of contrasting perspectives in contemporary British society on all of these issues.	Students will know and understand religious teachings, and religious, philosophical and ethical arguments, about issues relating to religion and life, and their impact and influence in the modern world. Students should also be aware of contrasting perspectives in contemporary British society on all of these issues.	Students will know and understand common and divergent Christian practices and how they influence the choices of followers.	Students will know and understand common and divergent Muslim practices and how they influence the choices of followers.	Students will attend afterschool (Period 6) revision sessions in the build up to the exams. Students will also supplement revision online via Seneca.	
Key Vocabulary (School Improvement Priority)	Capital punishment Corporal punishment Deterrent Protection Reformation Reparation Retribution Vindication Parole Forgiveness Hate crime Suffering Intention Chaplain	Abortion Afterlife Awe Big Bang Theory Creationism Conception Dominion Stewardship Euthanasia Evolution Fossil fuels Hospice Pro-life Pro-choice Sanctity of life Sustainable energy Pollution	Sacraments Worship Prayer Baptism Liturgical The Great Commission Eucharist Pilgrimage Church Evangelism Reconciliation Missionary Persecution	Hajj Ihram Imamate Jihad Lesser Jihad Greater Jihad Jummah Khums Mecca Rak'ah Salah Sawm Shahadah Tabarra Tawalla Wadu Zakah Ummah	All key vocabulary from previous units of study.	
Extended Writing / Disciplinary Reading (School Improvement Priority)	12-mark question included in mid-point assessment, end of topic assessment and one additional 12 mark-question included in scheme of work. Disciplinary Reading: ITV Report Activism and Warplanes article. Punishment and Justice text book information sheet. Norway's Prison system newspaper article. Death Penalty information sheet.	12-mark question included in mid-point assessment, end of topic assessment and one additional 12 mark-question included in scheme of work. <i>Four 12-mark questions included in mock examination.</i> Disciplinary Reading: Scriptural analysis of Genesis Chapter 1. Information sheet on Christian and Muslim beliefs about Stewardship. Treatment of animal's information booklet. Christian beliefs about the treatment of animals' research sheet.	12-mark question included in mid-point assessment, end of topic assessment and one additional 12 mark-question included in scheme of work. Disciplinary Reading: Types of worship independent research sheets. Christian Pilgrimage information sheet. Christmas information sheet. Holy Week research sheet. Scriptural analysis of Matthew Chapter 25. Reconciliation information sheets. Global poverty charity research sheets.	12-mark question included in mid-point assessment, end of topic assessment and one additional 12 mark-question included in scheme of work. Four 12-mark questions included in mock examination. Disciplinary Reading: Shahadah information sheet. Ramadan information sheets. Hajj research sheets.	<i>Four 12-mark questions completed in final GCSE examination.</i>	

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Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Questioning On-going mini-plenaries Mid-point assessment End of topic assessment WWWs and EBIs	Questioning On-going mini-plenaries Mid-point assessment End of topic assessment WWWs and EBIs Mock examination	Questioning On-going mini-plenaries Mid-point assessment End of topic assessment WWWs and EBIs	Questioning On-going mini-plenaries Mid-point assessment End of topic assessment WWWs and EBIs Mock examination	Questioning On-going mini-plenaries WWWs and EBIs Final GCSE examination	
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