

RELIGIOUS STUDIES CURRICULUM MAP

K.S.3

	Autumn 7/8	Spring 6/6	Summer 5/7
<p><b>Year 7</b></p> <p><b>Intent:</b> To ensure pupils gain a knowledge and understanding of the nature of philosophy, ethics and religion and its impact within the global community. This is achieved through the study of what is Religious Studies, animal ethics, cloning, interpretations concerning creation and sin, Martin Luther King, Gandhi and Christian beliefs.</p> <p>By the end of year 7 pupils should be able to define the terms of philosophy, ethics and religion and be able to relate the concepts to themselves and to others.</p> <p>To introduce the skills of Living Difference Hampshire Agreed Syllabus through an enquiry approach: apply/communicate/contextualise/enquire/evaluation.</p> <p><b>Implementation:</b> As shown through the concept enquiries</p> <p><b>Impact:</b> Evaluation of the knowledge and skills learned during the year will be achieved by comparison with the KS3 Subject Descriptors for Pathways in Year 7 based on Living Difference Hampshire Agreed Syllabus</p> <p><a href="#">T:\Humanities\RS\1 First lesson Expectations ppt</a>  <a href="#">T:\Humanities\RS\5 Marking\Religious Studies Pupil tracking sheet - Year 7.docx</a></p>	<p>1) <b>Belief</b> - What is religious belief? Why is it important to study Religious Studies?</p> <p><b>Key marking: (Baseline assessment)</b>  <b>Letter: Why should my son study Religious Studies?</b></p> <p>2) <b>Ethics</b>- How do we decide what is the right thing to do?</p> <p><b>Key marking "There is no such thing as right or wrong"</b></p> <p><b>Values</b> - What is good? Arete and Deon story (Filler lesson)  <b>Key marking "I still believe that people are good at heart"</b>  <b>Religion in the local community</b></p> <p>Pupils are set (5 weeks)</p> <p>3) <b>Animal Ethics</b> - Are humans more important than animals?</p> <p><b>Key marking "Humans are more important than animals"</b></p> <p>Half term</p> <p>4) <b>Cloning</b> - What are the moral questions arising from cloning?</p> <p><b>Key marking "Cloning is wrong"</b></p> <p>5) <b>Creation</b> - How was the universe created?  <b>Key marking "The Genesis creation story cannot be true." (Evaluation)</b></p>	<p>6) <b>Sin</b> - How did sin enter into the world?</p> <p><b>Key marking: "Humans are responsible for sin"</b></p> <p>7) <b>Christianity</b>- Is Christianity relevant today?</p> <p><b>Assessment "Christianity is almost dead"</b></p> <p>Half term</p> <p>8) <b>Reconciliation</b> - Why did Jesus have to die?</p> <p><b>Key marking "There must be forgiveness for reconciliation to happen"</b></p>	<p>Finish Reconciliation</p> <p>Revision  <a href="#">Yr7 Exam Exam</a>  Exam analysis</p> <p>Half term</p> <p>9) <b>Vision</b>- How are religious values shown in action in contrasting cultures?</p> <p>Martin Luther King-peaceful protest/vision</p> <p>10) <b>Gandhi</b>- Satyagraha/ahimsa/vision</p> <p><b>Key marking: Who is/was the most inspirational MLK or Gandhi? (Evaluation)</b></p> <p>11) Extended study on an ethical issue-group work-eg Genetic Engineering  Choose the issue  Why is it an issue?  For and against arguments  Religious teachings  Conclusions</p> <p>Plan and execute presentations  Opportunity for research in computer rooms and independent group work.</p> <p>Winchester Cathedral Visits Linked to reconciliation?</p>
<p><a href="#">Kings' Skills labelled on powerpoint slides.</a>  <a href="#">A selection of examples shown here:</a>  Speaking</p>	<p>Read out confidently pupils own Mr Human letter within pairs/class  Showing confidence of the new philosophical language used  Prepare to discuss personal ethical viewpoints. Articulate clearly through class Q and A.  Presentation on religious belief</p>	<p>Reading out loud a pupil per verse a passage from the Bible-Genesis  Reading as a class the story of MLK/Gandhi.  Class Q and A.</p>	<p>Communicate ideas clearly around "reconciliation" and debate international issues raised around the issues of the Hunger Cloth within group work and problem solving key words to scenes. Ethical study class presentations. Class Q and A.</p>
<p>Collaboration</p>	<p>Pupils work in groups to discuss the ethical theories linked to scenarios/religious belief</p>	<p>On the bus activity; working out what is going on regarding equality.  Gandhi on the train role play.</p>	<p>Work in teams to discuss Hunger Cloth add the issues arising.</p>
<p>Self-Awareness</p>	<p>Peer marking assessment task enabling to learn from mistakes gain confidence with material and skills and make a judgement.  Developing resilience on accepting scores and positive criticism and setting SMART targets for themselves and others. Listen to other viewpoints.</p>	<p>Understanding key terms and how they relate to life; prejudice/stereotyping/discrimination/equality/racism  Reflection and empathy.</p>	<p>Exam analysis to reflect and learn from mistakes, recognise strengths and areas to improve; exam review; understand how best to learn; make mistakes and move forward.</p>
<p>Persistence</p>	<p>Dealing with difficult ethical issues; cloning/animal ethics.  Understanding others viewpoints  Improving assessment responses based on set targets from either peers, self, teacher. Modeling tasks.</p>	<p>Dealing with difficult terms and scenarios; prejudice/stereotyping/discrimination/equality/racism.</p>	<p>Persist/Keep at reconciliation subject matter, manage high-level concepts.</p>
<p>Organisation</p>	<p>Bringing the right equipment to lessons/expectations ppt/3R's  Bringing homework to lessons/printing off/effective use of SMH  Managing time in assessments  Following plans for successful assessment responses.</p>	<p>Planning and bringing in to school research homework on MLK/planning independently in doing so/making good use of SMH. Exam preparation. Use of the revision sheet.</p>	<p>Produce good notes to manage time and response for key marking tasks; teach skills directly to task.</p>
<p>Big Picture Thinking</p>	<p>Completing the Key marking task which assesses the big picture of each cycle of learning using the skills from the Hampshire Agreed Syllabus: What is right and wrong/are humans more important than animals/Religion and science how the universe was created</p>	<p>Being aware of the effects of racism and inequality within local and wider society: Did MLK's dream come true?</p>	<p>Global issues raised from Hunger Cloth and reconciliation topic. In Christianity-Why did Jesus have to die" Why is reconciliation important.</p>

<p style="text-align: center;"><b>Year 8</b></p> <p><b>Intent:</b> To ensure pupils gain an understanding of different world religions, cultures and traditions. This achieved through a study of Judaism, Islam and Buddhism beliefs and practices. By the end of Year 8, pupils should be able to evaluate the value and different interpretations of these beliefs and traditions within an individual and global context.</p> <p>To reinforce the skills of Living Difference Hampshire Agreed Syllabus through an enquiry approach: apply/communicate/contextualise/enquire/evaluation</p> <p><b>Implementation:</b> As shown through the concept enquiries</p> <p><b>Impact:</b> Evaluation of the knowledge and skills learned during the year will be achieved by comparison with the KS3 Subject Descriptors for Pathways in Year 8 based on the Hampshire Agreed Syllabus Living Difference.</p> <p><a href="#">T:\Humanities\RS\5 Marking\Religious Studies Pupil tracking sheet - Year 8.docx</a></p>	<p style="text-align: center;"><b>Judaism</b></p> <p>1) <b>Covenant</b> - What is the covenant agreement? <b>Key marking:</b> "Without the covenant there would be no Judaism." (Evaluation)</p> <p>2) <b>Mitzvot</b> (Circumcision) - Is keeping Mitzvot important for Jews today? <b>Key marking:</b> Should Jack circumcise his son? (Evaluation)</p> <p style="text-align: center;"><u>Half term</u></p> <p>3) <b>Reform</b>- How are different interpretations shown within Judaism? <b>Key marking:</b> "You can't be a real Jew if you don't follow the laws of Judaism exactly" (Evaluation)</p> <p>4) <b>Kashrut</b>- We are what we eat. Is food good for the soul? <b>Assessment Kosher food (All skills)</b></p> <p>5) <b>Shekinah</b>-How does Pesach show the presence of God? <b>Key marking:</b> "If God was present in the world then nothing bad would happen." (Evaluation)</p> <p>6) <b>Identity</b>- What is the Jewish Identity? <b>Key marking:</b> Did the Jews lose their identity during the Holocaust?</p>	<p style="text-align: center;"><b>Islam</b></p> <p>7) <b>Peace</b> - Is Islam a religion of peace? <b>Assessment-</b> "Islam is a religion of peace.</p> <p>8) <b>Tawhid</b> - How important is the oneness of Allah ? <b>Key marking</b> "Islam would not exist without Allah"</p> <p style="text-align: center;"><u>Half term</u></p> <p>9) <b>Authority</b> -Where does Islam gain its' authority? from <b>Key marking-</b> "Religions unite and divide."</p> <p>10) <b>Beliefs</b>- What are the key Islamic beliefs? <b>Key marking task</b> "Your life is a reflection of your beliefs."</p>	<p style="text-align: center;"><b>Revision</b></p> <p>11) <b>YR8 Exam Exam</b> Exam evaluation</p> <p>12) <b>Umma</b> - How does the Hajj represent the worldwide community of Muslims? <b>Key marking-</b> Hajj postcard (Enquire/Contextualise) "A true pilgrimage is a journey from within"</p> <p>13) <b>Jihad</b>-How do Muslims strive towards the will of Allah? <b>Key marking</b> –"Jihad promotes violence."</p> <p style="background-color: yellow;">14) <b>Hijab</b> – What is the importance of wearing religious clothing <b>Key marking</b> "Do you think people should use clothing to show their religion?" Filler lesson</p> <p style="text-align: center;"><u>Half term</u> <u>Buddhism</u></p> <p>15) <b>Enlightenment</b> - How is enlightenment achieved? 16) <b>Enlightenment</b> - How did the Buddha achieve enlightenment?</p> <p><b>Key marking -What is the best way to achieve enlightenment? (Evaluation)</b></p> <p>17) <b>Sangha</b> What is the purpose of a Sangha?</p>
<p><b>Kings' Skills labelled on powerpoint slides.</b> <b>A selection of examples shown here:</b></p> <p>Speaking</p>	<p>Think/pair/share/feed back to class discussion. What agreements have I made? Are in society? Read out letter in response to circumcision from Rabbi Ben. What did I eat yesterday-what does this mean?</p>	<p>Using key words in discussion/ key vocab in Islam eg Tawhid/Shahadah/Umma/Sharia Think pair share/class discussion.</p>	<p>Widen vocabulary with key words Jihad, Hijab, Enlightenment; debate issues. Discuss how to end the cycle of rebirth for Buddhists.</p>
<p>Collaboration</p>	<p>Should Jack circumcise his son? Group argument sort; showing empathy and respect for others ideas. Listening to other viewpoints. Moral decisions over circumcision.</p>	<p>Newspaper articles used with "Is Islam a religion of peace." Discussion and group work formulating a considered and balanced judgment using relevant researched articles.</p>	<p>Think/Pair/Share issues raised; perceptions of the wearing a Hijab exercise and whether people should wear religious clothing to reflect their beliefs.</p>
<p>Self-Awareness</p>	<p>Assessment feedback; peer to peer. Recognise strengths, reflection, make mistakes and move forward, understand how I make others feel.</p>	<p>Reflections on difficult and sensitive issues surrounding terrorism/extremism/radicalism-Islam in the news activity.</p>	<p>Exam evaluation/review – recognise strengths and areas to improve. Set SMART targets. Move on with confidence.</p>
<p>Persistence</p>	<p>Dealing with sensitive and difficult issues and terms: keeping the covenant; circumcision. Use SMART assessment targets to address weaknesses. Modeling tasks.</p>	<p>Giving reasoned consideration to difficult and sensitive issues and concepts (Tawhid, Umma, Jihad, Hijab) involved in a study of Islam. Linking knowledge to skills whilst considering different viewpoints. Assessment tasks. Develop independence with research task-Islam in the news.</p>	<p>Jihad/Hijab/Enlightenment – concepts are difficult, be determined to understand and relate to. Be able to use these terms and evaluate their significance within a religion.</p>
<p>Organisation</p>	<p>Carryout required expectations; Ppt. Plan assessment tasks according to the skills required; preparing arguments/judging strength of argument/ using sufficient relevant arguments/creating balance/concluding on the key command word. Develop independence and confidence with tasks.</p>	<p>Managing tasks; planning assessment tasks fitting knowledge and understanding to demonstrate the key skills building on previously identified SMART targets.</p>	<p>Set up and plan approach to key marking tasks, managing notes and time to do the work. Making sure missed work is caught up.</p>
<p>Big Picture Thinking</p>	<p>Using skills learnt in English to write a persuasive letter from Rabbi Ben to Jack over whether to circumcise his son or not. Understanding what it means to be Jewish in today's society.</p>	<p>Understanding Islam and the various worldwide perceptions. Eg a study of sharia law.</p>	<p>Understand the diversity of religious belief as shown in Eastern and Western religions, recognising similarities and differences and their influence in contemporary society.</p>

<p style="text-align: center;"><b><u>Year 9</u></b></p> <p><b>Intent:</b> To ensure pupils gain a knowledge and understanding of philosophical and ethical issues within a social and cultural context. This will be achieved by studying the concept of reality and the reality of God, Jewish responses to the Holocaust and the ethical issues of life and death. By the end of Year 9 pupils should be able to evaluate these concepts within a cultural and philosophical context.</p> <p>To embed the skills of Living Difference Hampshire Agreed Syllabus through an enquiry approach: apply/communicate/contextualise/enquire/evaluation.</p> <p><b>Implementation:</b> As shown through the concept enquiries</p> <p><b>Impact:</b> Evaluation of the knowledge and skills learned during the year will be achieved by comparison with the KS3 Subject Descriptors for Pathways in Year 9 based on the Hampshire Agreed Syllabus Living Difference.</p> <p><a href="#">T:\Humanities\RS\5 Marking\Year 9 RS Assessment Summary 2019-20.docx</a></p>	<p>1) <b>Reality</b> - What is real? (Plato's Cave)</p> <p><b>Key marking: Explain the Analogy</b></p> <p>2) <b>God</b> - Who is this Christian God? Philosophical arguments for the existence of God Qualities of God</p> <p><b>Key marking- "9/11 shows that God is not real."</b></p> <p style="text-align: center;"><u>Half term</u></p> <p style="text-align: center;"><b>The Holocaust</b></p> <p style="text-align: center;">Elie Wiesel/Once KeyText</p> <p>3) <b>Community</b> - What was life like for the Jewish community before the Holocaust?</p> <p><b>Key marking – Explain the diversity of prewar Jewish life</b></p> <p>IWM visits November</p> <p>4) <b>Persecution</b> - Who was involved in the Holocaust?</p> <p><b>Key marking- "The Holocaust was not only a Jewish tragedy, but also a human tragedy."</b></p> <p>Revision</p>	<p>Revision</p> <p>5) <b>Yr9 Exam</b> Exam review</p> <p>6) <b>Anti Semitism</b> - Why did the Holocaust happen?</p> <p><b>Key marking -Anti- semitism before 1933 contributed to the Holocaust, but did not make it inevitable.</b></p> <p><b>Night/Once</b> Review of Elie Wiesel-Night / Gleitzman - Once</p> <p style="text-align: center;"><b>Holocaust Memorial Day</b> Anne Frank Tour February</p> <p style="text-align: center;"><u>Half term</u></p> <p>7) <b>Response/Prayer</b> - What were the responses to the Holocaust?</p> <p><b>Key marking- "God does not answer prayers."</b></p> <p>8) <b>Suffering Job</b> Job-Why do we suffer?</p> <p><b>Key marking- "The Story of Job would have helped the Jews during the Holocaust."</b></p> <p style="text-align: center;"><b>Assessment</b></p> <p>9) <b>God on Trial (All skills)</b></p> <p>10) <b>Values/Cannibalism:</b> Would it be ever right to eat someone? Defence of necessity /Article from the Holocaust</p> <p><b>Key marking - Is it ever right to eat someone?</b></p>	<p>11) <b>Soul</b> - Boat story-Philosophy day What is the soul? Greek ideas about the soul Christian ideas about the soul</p> <p style="text-align: center;"><b>Key marking: "There is no such thing as a soul."</b> <b>Filler lesson</b></p> <p style="text-align: center;"><u>Half term</u></p> <p>12) <b>Ethics</b> - How do we decide what is the right thing to do?</p> <p><b>Key marking: "Doctors play God with babies' lives "</b></p>
<p><a href="#">Kings' Skills labelled on powerpoint slides. A selection of examples shown here:</a></p> <p>Speaking</p>	<p>Widen vocabulary using philosophical key terms: omnipotent, omniscient, etc. Discuss the links between Plato's Cave and the Matrix. Red or Blue pill discussion activity.</p>	<p>Adapt and respond for purpose and audience in a verbal way; God on trial role-play. Construct in groups arguments for the defence and prosecution. Argue to persuade. Share ideas on Night using the chapter sheets. Read Night out loud in class. Model reading aloud; changes of tone.</p>	<p>Class debate for Ethics (and Boat Story – Philosophy Day) – new philosophical language used. Develop leadership skills.</p>
<p>Collaboration</p>	<p>Learn in pairs; picture activity of who was involved in the Holocaust.</p>	<p>Work well as part of a team; God on trial task as part of the defence or prosecution. Devise a charge for God/is he guilty/punishment? Share and respect others views</p>	<p>Teamwork in response to Ethics questions.</p>
<p>Self-Awareness</p>	<p>Expectations ppt. Exam revision sheet/review. Developing individual responses to the issues of the Holocaust</p>	<p>Exam review sheet: recognize strengths and weaknesses. Decide if RS an option that interests. Empathy for hard-hitting topics.</p>	<p>Reflection and empathy, understanding other's feelings when discussing difficult issues.</p>
<p>Persistence</p>	<p>Active engagement with targets for improvement shown by exam review. Reading of Once or Night; independence and reflection. Dealing with the issues that arise from the Holocaust. Modeling tasks.</p>	<p>Resourceful and reflective; responses to the Holocaust activity. Empathy for hard-hitting topics.</p>	<p>Show self-belief in views (prepared to debate them) proactive approach to discussion. To sustain interest even though may not be option choice.</p>
<p>Organisation</p>	<p>Remember to hand in letter for the IWM visit. Use SMH effectively. Bring right equipment to lessons.</p>	<p>Research options. "Is this a subject I wish to take?" Manage work load/SMH/Reading of Night and associated tasks in an independent way.</p>	<p>Make good notes and manage time in response to key marking task. "Doctor plays God with babies lives."</p>
<p>Big Picture Thinking</p>	<p>IWM visit-connect the learning from Holocaust to events of 2 WW and other incidents of genocide.</p>	<p>"What options suit my interests and aspirations?" Global impact of the Holocaust and the Jewish community. Is it possible to always forgive? Are prayers effective for religious people? How do religious people explain suffering? What choices do I have in life?</p>	<p>Ethics applied to the outside World, examples sought from news pieces (research).  Summary of what Religious Studies is all about; Religion, Philosophy and Ethics, full circle of the course.</p>

