

## Religious Studies Curriculum Map

Year 7						
Learning Period	1: Autumn Term 1	2: Autumn Term 2	3: Spring Term 1	4: Spring Term 2	5: Summer Term 1	6: Summer Term 2
<b>Topic title</b>	What is RS? An introduction to the subject	Exploring the concept of reflection	Exploring the concept of prejudice through a case study of MLK Jr.	Exploring the concept of prejudice through a case study of MLK Jr.	Exploring the concept of equality through a study of Sikhism?	Exploring the concept of equality through a study of Sikhism? Spirited arts
<b>Key questions</b>	What are the key skills in RS?	What is reflection?	What is prejudice?	What is prejudice?	What is equality?	How are religious beliefs expressed in art?
<b>Key knowledge and concepts</b>	Research, empathy, extended writing about refugees. Questioning, expressing their own opinion in a respectful way.	What is reflection? Why is reflection an important life skill? How do different religions reflect, for example puja in Hinduism, prayer in Christianity and Buddhist sand mandala's.	What is prejudice? What was MLK Jr.'s early life like? Who influenced MLK Jr. and evaluate his most important influence.	Was MLK Jr's non-violent approach successful? Evaluate MLK'S achievements? Is racism still an issue today?	What is equality? Who is the most important Sikh leader? How did Sikh's survive persecution in the 17 <sup>th</sup> century? What should members of the Khalsa wear? What is the most important authority in Sikhism today? What is the most scared place on earth for Sikhs?	Does the Langar and the Gurdwara show equality? What is the most scared place on earth for Sikhs? How do we respond to religious artwork? Can we create artwork to express our beliefs?
<b>Skills</b> <b>(NB: Evaluation questions are out of 6 marks)</b>	Apply- to be able to define empathy and give a secular example	Apply- empathy to a religious example	Apply- empathy to a specific situation; Black people in America during the civil rights movement. Evaluation- to consider a different point of view	Apply- to understand MLK Jr.'s situation and understand how his religion influenced his beliefs Evaluation- to consider different points of view and create a balanced argument	Apply- knowledge of Sikhism to assess whether it demonstrates equality. Evaluation- to have a balanced argument and justify their opinion	Apply- the concept of equality to different situations. Evaluation- to have a balanced argument and express their own opinion
<b>Assessment &amp; Educational Visit Opportunities</b>	Baseline assessment 18 marks On-going formative assessment.	On-going formative assessment.	Written assessment 20 marks	On-going formative assessment.	On-going formative assessment.	Written assessment 30 marks. Visit a Gurdwara in Southampton.

Year 8						
Learning Period	1: Autumn Term 1	2: Autumn Term 2	3: Spring Term 1	4: Spring Term 2	5: Summer Term 1	6: Summer Term 2
Topic title	Judaism: What are the origins and key beliefs in Judaism?	Judaism: What are the origins and key beliefs in Judaism?	Responses to the natural world inquiring into various cultures and beliefs.	Responses to the natural world inquiring into various cultures and beliefs.	Islam: What are the origins and key beliefs in Islam?	Islam: What are the origins and key beliefs in Islam?
Key questions	What is Judaism?	What is Judaism?	How do we respond to our world?	How do we respond to our world?	What is the second largest religion in the world?	What is the second largest religion in the world?
Key knowledge and concepts	Who are the Jews? How did Judaism begin? What is God's covenant with Abraham? How did Moses convince the Jews of God's plan for redemption? How and why did Moses redeem the Jews? What is the link between Abraham and Moses?	Who is the most important leader, for Jews today? What ceremony do Jews do today to become an adult? What is the holy book of Judaism and how is it shown respect? What is the Jewish festival of lights?	What are the Seven Wonders of the Natural World? What is sustainability? What is animism? Explain the Aboriginal creation story and understand how they respond to the natural world? What are the Yanomami and how do they live sustainably?	What do the Native Americans believe about the natural world and how do they respond to it? What do you think of hunting animals? A British example of Animalism through a case study of Paganism. Are groups who practice Animism more sustainable than other people in Britain today?	What do I know about the religion of Islam? Who is Muhammad? Why is Muhammad important to Muslims? Who/What is Allah? What do Muslims believe about the Qur'an? What are the Five Pillars of Islam? Why are the Five Pillars important to Muslims?	How do Muslims practice sawm? How do Muslims take part in Hajj? What is it like to be a British Muslim? How does the media portray Muslims? What is Islamophobia? How does Islamic Artwork relate to Allah?
Skills  (NB: Evaluation questions are out of 8 marks)	Apply – show empathy to a religious example. Explain – Abrahams' and Moses' life and their interaction with God. Evaluate – their personal view in relation to circumcision.	Apply – express personal view of greatest Jewish leader. Explain - importance of Abraham and Moses in Jewish history Evaluate – 2 ideas from each side regarding Abraham and Moses.	Apply - Link the Wonders of the Natural World and express personal view. Explain – how different animalist groups respond to the natural world. Evaluate – 3 ideas from each side about sustainability.	Apply - express personal view of hunting animals. Explain – what the. Evaluate – 3 ideas from each side regarding groups who practice Animism being more sustainable than people in Britain today.	Apply – knowledge of Muhammad (pbuh)'s life and the 5 pillars. Explain - the religion of Islam Evaluate – What is the most important pillar in Islam? Express personal view.	Apply - empathy and respect for Muslims regarding stereotyping of the religion. Explain the importance of the Qu'ran and the Mosque. Evaluate – What it is like to be a Muslim in Britain today?
Assessment & Educational Visit Opportunities	On-going formative assessment	One City No Barriers (Citywide event) On-going formative assessment.	Written assessment 30 marks.	On-going formative assessment	On-going formative assessment	Written assessment 30 marks. Visit a Mosque in Southampton.

Year 9						
	1: Autumn Term 1	2: Autumn Term 2	3: Spring Term 1	4: Spring Term 2	5: Summer Term 1	6: Summer Term 2
Topic title	What are the contemporary and religious views about Crime and Punishment?	What are the contemporary and religious views about Crime and Punishment?	What are the key Christian Practices?	What are the key Christian Practices?	What are the contemporary and religious views about peace and conflict?	What are the contemporary and religious views about peace and conflict?
Key questions	How should criminals be treated?	Is it ever right to end someone's life?	How do Christians follow their religion?	How do Christians follow their religion?	Is it right to go to war?	What is peace?
Key knowledge and concepts	Explain and evaluate: What is crime and punishment? What are the reasons for crime? What are the three aims of punishment? What are the different types of crime? What is joint enterprise and how does it affect me? What are the religious attitudes to lawbreakers?	Explain and evaluate: What are the religious attitudes to the forms of punishment? What is the Christian attitude to forgiveness? What are the Christian attitudes on the death penalty?	Explain and evaluate: What festivals do Christians celebrate? Why would Christians go on pilgrimage? What is the role of the church in the local community?	Explain and evaluate: What religion are the most persecuted? How do Christians celebrate life events? Baptism, Weddings and holy communion?	Explain and evaluate: What are peace and conflict? What are violent protests and terrorism? What are the reasons for war? What are weapons of mass destruction?	What are the conditions of a just war? What is a holy war? How do religions help the victims of war? What is pacifism and peacemakers? Case studies of religious believers that challenge discrimination.
Skills (NB: Evaluation questions are out of 8 marks)	Apply- their knowledge to understand what Christians believe about crime and punishment. Explain- one teaching in a simple way Evaluate- to include more than one viewpoint.	Apply- their knowledge to understand why there are a range of Christian beliefs about the death penalty. Explain – two teachings in a simple way. Evaluate- to include a religious view and another view about the death penalty.	Apply- their knowledge to understand how Christian practices will affect their daily lives. Explain- one teaching and develop it. Evaluate- to include religious views on each side of the argument	Apply- their knowledge to understand why Christian practices will affect their daily lives, using Bible evidence. Explain- two teachings and develop both Evaluate- to have a balanced argument with some reference to sacred text.	Apply- their knowledge to demonstrate understanding of different concepts Explain- have two developed teachings and a reference to a sacred text. Evaluate- to have a balanced argument with some quotes from sacred text.	Apply- their knowledge to make a comparison of two concepts Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have balanced religious arguments supported with evidence and expressed their own view.
Assessment & Educational Visit Opportunities	On-going formative assessment.	On-going formative assessment	Written assessment 30 marks	On-going formative assessment.	On-going formative assessment.	Written assessment 30 marks

**Year 10 GCSE RS students**

<b>Learning Period</b>	<b>1: Autumn Term 1</b>	<b>2: Autumn Term 2</b>	<b>3: Spring Term 1</b>	<b>4: Spring Term 2</b>	<b>5: Summer Term 1</b>	<b>6: Summer Term 2</b>
Topic title	<b>What are the key beliefs and teachings in Hinduism?</b>	<b>What are the contemporary and religious views about religion and life?</b>	<b>What are the key beliefs and teachings in Christianity?</b>	<b>What are the key beliefs and teachings in Christianity?</b>	<b>What are the key Hindu Practices?</b>	<b>What are the key Hindu Practices?</b>
Key questions	What do Hindus believe?	How does religion affect people's actions?	What do Christians believe?	What do Christians believe?	How do Hindus follow their religion?	How do Hindus follow their religion?
Key knowledge and concepts	Explain and evaluate: Who is Brahman? What is the Divine? What is the tri-murti? Who are the deities? What are avatars? What is atman, moksha, samsara and karma? What do Hindus believe about free will and suffering? What do Hindus think about the universe? What is Santana Dharma?	Explain and evaluate: What are the origins of the universe? How is the environment being used and abused? How are animals being used and abused? What are the contrasting views on abortion, euthanasia and the afterlife.	Explain and evaluate: What is the nature of God? How was the world made? Explain and evaluate Jesus' incarnation, crucifixion, resurrection and ascension. What do Christians believe about the afterlife? What is salvation and Jesus' role in salvation?	Explain and evaluate Jesus' incarnation, crucifixion, resurrection and ascension. What do Christians believe about the afterlife? What is salvation and Jesus' role in salvation?	Explain and evaluate: Why do Hindus worship? Where do Hindus worship? How do Hindus worship? What sacred festivals do Hindus celebrate? How do they show respect to personal deities? What are the four paths of yoga?	Explain and evaluate: Where do Hindus go on pilgrimage? Why do Hindus go on pilgrimage? What is Kumbh Mela? How do Hindus respond to the environment? Why are cows sacred? What charities promote well-being, social justice and inclusion?
Skills  (NB: Evaluation questions are out of 12 marks)	Apply- their knowledge of one concept in detail, being able to state two similar beliefs make a comparison of two concepts and Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have balanced religious arguments supported with evidence and justified their own view.	Apply- their knowledge of several concepts and make a judgement about what is more important. Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have detailed religious arguments supported with evidence, from two religions and justified their own view, with religious evidence.	Apply- their knowledge of two concepts and make a judgement about what is more important. Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have balanced religious arguments supported with evidence, using one than one religion and justified their own view, with religious evidence.	Apply- their knowledge of several concepts and make a judgement about what is more important. Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have detailed religious arguments supported with evidence, from two religions and justified their own view, with religious evidence.	Apply- their knowledge of several concepts and make a judgement about what is more important, evidenced with reference to sacred texts. Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have logical chains of reasoning that draw on knowledge and understanding of relevant evidence	Apply- their knowledge of several concepts and make a judgement about what is more important, evidenced with quotes from sacred texts. Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have logical chains of reasoning leading to a judgement supported by knowledge and understanding of relevant information
Assessment & Educational Visit Opportunities	Written assessment 24 marks. Ongoing formative assessment.	Ongoing formative assessment.	Written assessment 48 marks. Ongoing formative assessment.	Ongoing formative assessment.	Ongoing formative assessment. Visit Hindu Vedic Temple in Southampton.	Written assessment 72 marks

**Year 11 GCSE RS students**

	<b>1: Autumn Term</b>	<b>2: Autumn Term</b>	<b>3: Spring Term</b>	<b>4: Spring Term</b>	<b>5: Summer Term</b>
<b>Topic title</b>	<b>What are the key Hindu Practices?</b>	<b>What are the key Christian practices?</b>	<b>What are the religious views about Human rights and social justice?</b>	<b>Paper 2 revision</b>	<b>General revision</b>
Key questions	How do Hindus follow their religion?	How do Christians follow their religion?	Is society fair and equal?	How can I communicate what I know about RS?	How can I communicate what I know about RS?
Key knowledge and concepts	Explain and evaluate: Where do Hindus go on pilgrimage? Why do Hindus go on pilgrimage? What is Kumbh Mela? How do Hindus respond to the environment? Why are cows sacred? What charities promote well-being, social justice and inclusion?	Explain and evaluate: What festivals do Christians celebrate? Why would Christians go on pilgrimage? What is the role of the church in the local community? What religion are the most persecuted? How do Christians celebrate life events? Baptism, Weddings and holy communion?	What are human rights and social justice? What is prejudice and discrimination? What is religious freedom? What are the religious teachings on wealth? What is poverty and its causes? How are the poor exploited? What are the religious views on giving money to the poor?	Revising all 4 topics: Religion and life; Peace and conflict; Crime and punishment; Human rights and social justice .	Christian beliefs and teachings Christian practices Hindu beliefs and teachings Hindu practices Religion and life Peace and conflict Crime and punishment Human rights and social justice
Skills  (NB: Evaluation questions are out of 12 marks)	Apply- their knowledge of several concepts and make a judgement about what is more important, evidenced with quotes from sacred texts. Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have logical chains of reasoning leading to a judgement supported by knowledge and understanding of relevant information	Apply- their knowledge of several concepts making evidenced judgements about why it is important for believers today and how that influences their lives Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have logical chains of reasoning leading to a judgement(s) supported by knowledge and understanding of relevant information	Apply- their knowledge of several concepts making evidenced judgements about why it is important for believers today Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have logical chains of reasoning leading to a judgement(s) supported by knowledge and understanding of relevant information	Apply- their knowledge of several concepts making evidenced judgements about why it is important for believers today and how that influences their lives, giving specific examples of what the religious believers may do Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have logical chains of reasoning leading to a judgement(s) supported by knowledge and understanding of relevant information	Apply- their knowledge of several concepts making evidenced judgements about why it is important for believers today and how that influences their lives, giving specific examples of what the religious believers may do Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have logical chains of reasoning leading to a judgement(s) supported by knowledge and understanding of relevant information
Assessment & Educational Visit Opportunities	Visit Hindu Vedic Temple in Southampton. Guest speaker, a Christian Street Pastor.	Visit to Bitterne Holy Saviour Church. Mock exam paper 1, total of 96 marks	Mock exam paper 2, total of 96 marks	On-going formative assessment.	On-going formative assessment.