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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Religious Education – Year 7 |



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| **Intent: 6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **What does it mean to be human? (Key Stage 3) / Where do we find belonging? (Year 7)** | | | | | | |
| **What unites and divides Christians?** | | **Is belonging about religion?** | | **How do Sikhs show belonging?** | | **Does religion help people belong?** |
| **Key Knowledge & Concepts** | | * Why there are different Christian denominations * Comparing Christian denominations with regard to: * the features of church buildings * the sacrament of Eucharist * the sacrament of Baptism (infant and adult) | | * Concept of Jewishness in contrast to following the religion of Judaism * The difference between Orthodox and Reform Judaism with regard to worship, dress, rites of passage and food laws * The Patriarchs and their impact * Abraham - the covenant and links to Brit Milah, sacrifice of Isaac * Moses - the Ten Commandments and the festival of Pesach (Passover) * The impact of the Holocaust on Jewish people and life | | * An overview of the Ten human Gurus in Sikhi with particular emphasis on:   + Guru Nanak - teachings on equality and service   + Guru Gobind Singh - formation of Khalsa, the 5Ks * The Gurdwara * The Guru Granth Sahib | | * Comparative unit looking at different aspects of religion including:   + Ninian Smart’s Seven dimensions of religion   + Symbols   + Golden Rule   + Worship   + Practices   + Impact |
| **Clarity around Sequencing** | **Main links across the curriculum** | | * Year 7 - comparing churches to other places of worship * Year 9 - Are humans equal? and What does it mean to be human? (reference to different denominations) * GCSE Christian Practices (Sacraments) | | * Year 7 - comparing the synagogue to other places of worship / how holy books are treated in Judaism and Sikhi * Year 8 - What do religions teach about God? (What do Jews believe about G-d?) * Year 8 - Where do Muslims find guidance? (What happens on Hajj? and What do we learn from festivals?) * GCSE Islam Beliefs and Teachings (Prophethood) * GCSE Islam Practices (Hajj and Id ul-Adha) | | * Year 7 - (when comparing the gurdwara to other places of worship and how holy books are treated) * Year 9 - Are humans equal? (when talking about equality) | | * Year 7 - previous units * GCSE Christian Practices (worship) |
| **Cross – curricular / Authentic Links** | | History - Year 8 - What was the importance of the Reformation?  History - Year 8 - Did Elizabeth succeed in a man’s world?  History - Year 10 - Elizabethan England 1558-1568 | | History - Year 7 - Were the Crusades truly a religious war?  History - Year 11 - Weimar and Nazi Germany  History - Year 9 - What was the impact of WWII on the world and its people? | | History - Year 9 - What was the impact of WWII on the world and its people? | |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | * Christianity as a world faith [guided reading] * Denominations information * Design a church brief * What is the Eucharist? [guided reading] | | Genesis 17  Extract from ‘The diary of a young girl’ | | Stories about Guru Nanak | |  |
| **Extended Writing** | Lesson 5, 6 and 7 | | Lesson 1, 3, 5, 9 and 10 | | Lesson 2 and 5 | | Lesson 1, 2, 4 and 5 |
| **Key**  **Vocabulary** | Denomination  Church / church | Sacrament  Eucharist | Monotheism  Covenant |  | Guru  sewa | equality | belonging |
| **Memory & Cognition** | **Retrieval Practice:  Focus a*nd Activity*** | **Start** | Use of Road map to introduce enquiry question | | Use of Road map to introduce enquiry question | | Use of Road map to introduce enquiry question | | Use of Road map to introduce enquiry question |
| **On going** | Knowledge Retrieval focuses on key vocabulary, knowledge, concepts etc from both the unit and previous units. Retrieval is compulsory every 3 lessons. Activities include SMHW Spelling tests, SMHW quizzes, connectives, concept maps, KO tests, odd-one-out, complete the quote etc. Formative assessment includes the above, plus questioning, key learning activities e.g., evaluation questions or hinge questions, one-to-one conversations etc | | | | | | |
| **End** | Part 1 of QMA is knowledge retrieval multiple choice questions | | Part 1 of QMA is knowledge retrieval multiple choice questions | | Part 1 of QMA is knowledge retrieval multiple choice questions | |  |
| **Assessment** | **Summative**  **Assessment** | | QMA:  Part 1 - Multiple choice  10 multiple choice questions designed to help students with evidence for Part 2.  Part 2 - Extended writing  2.1.a Describe what happens at (the features of) an infant baptism.  2.1.b. Explain why infant baptism is important in Christianity.  2.2. Describe what happens at (the key features of) a believers’ baptism.  2.3 Explain why some Christians think baptism should only happen to young people and adults. | | QMA:  Part 1 - Multiple choice  10 multiple choice questions designed to help students with evidence for Part 2.  Part 2 - Extended writing  2.1 Explain, using key words, how Jewish people show respect for the Torah  2.2. Using the story of Abraham, explain how and why he is important to Jewish people. | | QMA:  Part 1 - Multiple choice  10 multiple choice questions designed to help students with evidence for Part 2.  Part 2 - Extended writing  2.1. What are the Five Ks and why did Guru Gobind Singh give his followers this ‘dress code’?  2.2 How does being Sikh affect the way a person behaves or treats others? | | Compulsory end of unit task |
| **Possible misconceptions** | | Misunderstanding around the concept of features of baptism - what happens + symbolism | | Confusion between Abraham and Moses | |  | |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | * Why are there different types of Christians? * What would a church for all Christians be like? | | * What does it mean to be Jewish? * How are Jewish people and Judaism divided? * Which books are special to Judaism? * What is the Jewish place of worship? * How did Judaism start? * Who was Moses? * What does it mean to be free? * How do Jewish people put faith into practice? * What makes a Jewish home Jewish? * What was the Holocaust? | | * Why do people look up to people? * Would you offer your head? * Do books deserve respect? * Why have a specific place for worship? * Should religion be 24/7? * What makes helping others a ‘good thing’? | | * What is religion about? * Does religion matter? |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Religious Education – Year 8 |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | | **Autumn Term 2** | | **Spring Term 1** | | **Spring Term 2** | **Summer Term 1** | | **Summer Term 2** | |
| **Clarity around knowledge** | **Theme/Topic** | | **What does it mean to be human? (Key Stage 3) / Where do we find guidance? (Year 8)** | | | | | | | | | | |
| **What do religions teach about God?** | | | **Do we need God for guidance?** | | **Jesus - rebel or role model?** | | | **Where do Muslims find guidance?** | | |
| **Key Knowledge & Concepts** | | * Introducing different concepts of God within the Abrahamic faiths and how these beliefs influence believers' lives * Jewish beliefs about G\_d - the Shema * Christian beliefs about God - nature of God / the Trinity * Islamic beliefs about Allah - Surah 112, Tawhid | | | * Who was the Buddha and why is he important? * Buddhism as the ‘middle way’ * Examining aspects and teachings of Buddhism and how they link together   + Four Sights   + Four Noble Truths   + Noble Eightfold Path   + Five Precepts   + Samsara / Karma / Nirvana | | * Who was Jesus and why is he important? * The nature of Jesus as both human and divine * Key events in the life of Jesus:   + Incarnation   + Miracles   + Teachings / Parables   + Death and Resurrection | | | * Who was Muhammad (pbuh) and why is he important? * Different groups within Islam * Five Pillars of Islam:   + Shahadah   + Salah   + Zakah   + Sawm   + Hajj * The festivals of Id ul-Adha and Id-ul Fitr | | |
| **Clarity around Sequencing** | **Main links across the curriculum** | | * Year 7 - Is belonging about religion? (What do Jews believe about G\_d?) * Year 8 - Jesus - rebel or role model? (Jesus as part of the Trinity) * Year 9 - Why do people suffer? (omni words) * GCSE Christianity Beliefs and Teachings (Nature of God) * GCSE Islam Beliefs and Teachings (Nature of Allah) | | | * Year 9 - Why do people suffer? | | * Year 8 - What do religions teach about God? (Jesus as part of the Trinity) * Year 9 - Are humans equal? (teachings of Jesus) * GCSE Christianity Beliefs and Teachings (Incarnation, crucifixion, resurrection) * GCSE Islam Beliefs and Teachings (Prophethood) | | | * Year 7 - Is belonging about religion? (How did God test Abraham?) * Year 9 - Are humans equal? * GCSE Islam Beliefs and Teachings (Prophethood, Sunni/Shi’a) * GCSE Islam Practices | | |
| **Cross – curricular / Authentic Links** | |  | | |  | |  | | | English - Year 7 - I am Malala | | |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | What do Muslims believe about God? [guided reading] | | |  | | Guardian article - historical evidence for Jesus | | |  | | |
| **Extended Writing** | Lesson 2, 3, 5 and 7 | | | Lesson 1, 4 and 5 | | Lesson 7 and 8 | | | Lesson 1, 2, 3, 4, 5. 6 and 8 | | |
| **Key**  **Vocabulary** | Omnipotent  Omnibenevolent  Omniscient  Just | Shema  Trinity  Tawhid | | Middle Way  Suffering  Attachment  Enlightenment | | Incarnation  Hypostatic Union  Parable  Resurrection | | | Allah  Muhammad  Sunni  Shi’a | | Revelation  Makkah  Ka’aba  Prophet |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Use of Road map to introduce enquiry question | | | Use of Road map to introduce enquiry question | | Use of Road map to introduce enquiry question | | | Use of Road map to introduce enquiry question | | |
| **On going** | Knowledge Retrieval focuses on key vocabulary, knowledge, concepts etc from both the unit and previous units. Retrieval is compulsory every 3 lessons. Activities include SMHW Spelling tests, SMHW quizzes, connectives, concept maps, KO tests, odd-one-out, complete the quote etc. Formative assessment includes the above, plus questioning, key learning activities e.g., evaluation questions or hinge questions, one-to-one conversations etc | | | | | | | | | | |
| **End** | Part 1 of QMA is knowledge retrieval multiple choice questions | | | Part 1 of QMA is knowledge retrieval multiple choice questions | | Part 1 of QMA is knowledge retrieval multiple choice questions | | |  | | |
| **Assessment** | **Summative**  **Assessment** | | QMA:  Part 1 - Multiple choice  10 multiple choice questions designed to help students with evidence for Part 2.  Part 2 - Extended writing  2.1 Explain, using key words and supporting quotes from the Bible, Christian ideas about God.  2.2. Explain how specific beliefs about the nature of God might guide the lives and behaviour of Jews, Christians and/or Muslims. | | | QMA:  Part 1 - Multiple choice  10 multiple choice questions designed to help students with evidence for Part 2.  Part 2 - Extended writing  2.1 Explain, with reference to Buddhist teaching, why the Five Precepts are impossible to live by.  2.2. Explain, with evidence, why Buddhists might argue that the Five Precepts are not impossible to live by. | | QMA:  Part 1 - Multiple choice  10 multiple choice questions designed to help students with evidence for Part 2.  Part 2 - Extended writing  2.1 Choose one of the Parables of Jesus. Using the Parable explain its meaning and significance for both Christians and non-Christians.  2.2. Referring to sacred writings, explain why the crucifixion and resurrection of Jesus are central to Christian beliefs and practices. | | | Compulsory end of unit task | | |
| **Possible misconceptions** | |  | | |  | |  | | |  | | |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | * What do Jews believe about G\_d? * What do Muslims believe about God? | | | * What is the Noble Eightfold Path? * What are the Five Precepts? | | * What’s so important about Jesus? * What can we learn from the teachings of Jesus? | | | * What’s so important about Muhammad? * Different or the same? * Why do we need reminding about what is important? * Is there more to religion than believing in God? * What happens on Hajj? * What do we learn from festivals? * How does Islam contribute to UK culture? | | |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Religious Education – Year 9 |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **What does it mean to be human? (Key Stage 3) / What matters most? (Year 9)** | | | | | |
| **Are humans equal?** | | **Why do people suffer?** | **Are science and religion compatible?** | **What does it mean to be human?** | |
| **Key Knowledge & Concepts** | | * Human rights and social justice * Religious freedom * Religious teaching about prejudice and discrimination, including attitudes to disability, race, sexuality and gender * Religious teaching about wealth and poverty * The causes of poverty * The exploitation of the poor, including issues relating to fair pay, excessive interest on loans, human trafficking * How religions assist those in poverty, including the work of religious charities | | * What is meant by ‘evil’? * The problem of evil and suffering * Reasons for suffering * Christian explanations for evil and suffering * Christian responses to evil and suffering * Buddhist explanations and responses to suffering | * Scientific and religious truth * Genesis creation story * Big Bang theory * Cosmological Revolution of Copernicus / Galileo * Design argument * Theory of evolution and the challenge this has to religious belief | * Personhood * Difference between humans and animals * Sanctity and quality of life * Abortion * Euthanasia and assisted dying * Just war and holy war * Free will and determinism * Future for humanity | |
| **Clarity around Sequencing** | **Main links across the curriculum** | | * Year 7 - What unites and divides Christians? (reference to different denominations) * Year 8 - Jesus - rebel or role model? (teachings of Jesus) * GCSE Christianity Practices (Christian charities) * GCSE Islam Practices (Zakah) * GCSE Theme A: Relationships and families (gender discrimination) | | * Year 8 - What do religions teach about God? (omni words) * Year 8 - Do we need God for guidance? * GCSE Christianity Beliefs and Teachings (the problem of evil) * GCSE Theme E: Religion, Crime and Punishment (evil) | * GCSE Christianity Beliefs and Teachings (creation) * GCSE Theme B: Religion and life | * Year 7 - What unites and divides Christians? (reference to different denominations) * GCSE Theme B: Religion and life * GCSE Theme D: Religion, peace and conflict | |
| **Cross – curricular / Authentic Links** | | History - Year 9 - How far was equality achieved in the 20th century?  English - Year 7 - War Horse  English - Year 7 - I am Malala  English - Year 9 - To Kill A Mockingbird | |  | Science - Biology and Physics (Evolution and Big Bang theory) |  | |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Religious freedom [guided reading] | |  |  |  | |
| **Extended Writing** | Lesson 2, 3, 5 and 7 | | Lesson 1, 4 and 5 | Lesson 3 and 6 |  | |
| **Key**  **Vocabulary** | Human rights  Equality  Justice  Religious freedom | Prejudice  Discrimination  Poverty  Exploitation | Inconsistent Triad  Moral / Natural evil  The Fall  Dukkha | Creation  Evolution  Literal  Non-literal | Personhood  Sanctity of life  Quality of life  Ensoulment | Assisted dying  Palliative care  Conscientious objector |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Use of Road map to introduce enquiry question | | Use of Road map to introduce enquiry question | Use of Road map to introduce enquiry question | Use of Road map to introduce enquiry question | |
| **On going** | Knowledge Retrieval focuses on key vocabulary, knowledge, concepts etc from both the unit and previous units. Retrieval is compulsory every 3 lessons. Activities include SMHW Spelling tests, SMHW quizzes, connectives, concept maps, KO tests, odd-one-out, complete the quote etc. Formative assessment includes the above, plus questioning, key learning activities e.g., evaluation questions or hinge questions, one-to-one conversations etc | | | | | |
| **End** | Part 1 of QMA is knowledge retrieval multiple choice questions | | Part 1 of QMA is knowledge retrieval multiple choice questions | Part 1 of QMA is knowledge retrieval multiple choice questions |  | |
| **Assessment** | **Summative**  **Assessment** | | QMA:  Part 1 - Multiple choice  10 multiple choice questions designed to help students with evidence for Part 2.  Part 2 - Extended writing  2.1 Explain, with supporting quotes, two religious beliefs about social justice.  2.2. Explain, with supporting quotes, two religious beliefs about why discrimination is wrong.  2.3 Explain, with supporting quotes, two similar beliefs about the duty of religious believers to help the poor. | | QMA:  Part 1 - Multiple choice  10 multiple choice questions designed to help students with evidence for Part 2.  Part 2 - Extended writing  *‘Suffering makes it impossible to believe in God.’*  2.1 Explain, using key terms, why some people might agree with the statement.  2.2. Explain, with evidence from sacred writings, why religious believers might disagree with the statement. | QMA:  Part 1 - Multiple choice  10 multiple choice questions designed to help students with evidence for Part 2.  Part 2 - Extended writing  2.1 Explain, with evidence to support, why some religious believers argue that science and religion can never agree.  2.2. Explain, with evidence to support, why some religious believers think that there is no conflict between religion and science. | Compulsory end of unit task | |
| **Possible misconceptions** | |  | |  |  |  | |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | * What do we mean by human rights? * What is social justice? * Should religious people openly express their beliefs? * What does religion teach about prejudice and discrimination? * How are women treated in religion? * What does religion teach about wealth and poverty? * How should we treat the poor? | | * What are the reasons for suffering? * How do Christians respond to evil and suffering? * What are Buddhist explanations and responses to suffering? | * What is the Design argument? * Are religion and science in conflict? | * What makes you, you? * Are humans special? * Whose life is it? * When does life begin? * Can we choose when we die? * Is it ever right to kill? * What does the future hold for humanity? | |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| AQA GCSE Religious Studies – Year 10 |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | | **Spring Term 1** | | **Spring Term 2** | **Summer Term 1** | | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Paper 1 - Religion** | | **Paper 2 - Thematic Studies** | | **Paper 1 - Religion** | | | **Paper 2 - Thematic Studies** | |
| **Christianity: Beliefs and teachings** | | **Theme A: Relationship and families** | | **Islam: Beliefs and teachings** | | | **Theme E: Religion, crime and punishment** | |
| **Key Knowledge & Concepts** | | * The nature of God * God as omnipotent, loving and just * The problem of evil and suffering * The oneness of God and the Trinity * Different Christian beliefs about creation including the role of Word and Spirit  (John 1:1-3 and Genesis 1: 1-3) * Different Christian beliefs about the afterlife * Resurrection and life after death * Judgement * Heaven and hell * The incarnation and Jesus as the Son of God * The crucifixion * The resurrection * Sin, including original sin * The means of salvation, including law, grace and Spirit * The role of Christ in salvation, including the idea of atonement | | * Human sexuality including heterosexual and homosexual relationships * Sexual relationships before and outside of marriage * Contraception and family planning * The nature and purpose of marriage * Same-sex marriage and cohabitation * Divorce, including reasons for divorce and remarrying * The nature of families: the role of parents and children; extended families and the nuclear family * The purpose of families * Contemporary family issues including same-sex parents, polygamy * The roles of men and women * Gender equality | | * The six articles of faith in Sunni Islam and the five roots of Usul ad-Din in Shi’a Islam * Tawhid (the Oneness of God) * The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi’a Islam * Angels, their nature and role, including Jibril and Mika’il * Predestination and human freedom and its relationship to the Day of Judgement * Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell * Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad * The holy books: Qur’an - revelation and authority; the Torah, the Psalms, the Gospel, the Scrolls of Abraham * The imamate in Shi’a Islam | | | * Good and evil intentions and actions, including whether it can ever be good to cause suffering * Reasons for crime * Views about people who break the law * Views about different types of crime, including hate crimes, theft and murder * The aims of punishment, including retribution, deterrence and reformation * The treatment of criminals, including prison, corporal punishment, community service * Forgiveness * The death penalty * Ethical arguments related to the death penalty, including the principle of utility and sanctity of life | |
| **Clarity around Sequencing** | **Main links across the curriculum** | | * Year 7 - What unites and divides Christians? * Year 8 - What do religions teach about God? * Year 8 - Jesus - rebel or role model? * Year 9 - Why do people suffer? * Year 9 - Are science and religion compatible? * GCSE Theme B: Religion and life | | * Year 9 - Are humans equal? | | * Year 7 - Is belonging about religion? * Year 8 - What do religions teach about God? * Year 8 - Where do Muslims find guidance? | | | * Year 9 - Are humans equal? * Year 9 - Why do people suffer? * GCSE Theme D: Religion, peace and conflict | |
| **Cross – curricular / Authentic Links** | | History - Year 10 - Elizabethan England 1558-1568 | | History - Year 9 - Why did British women get the right to vote? | | History - Year 9 - How far have individuals caused conflict in the Middle East? | | |  | |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | As appropriate for the course - detailed in accompanying textbooks | | As appropriate for the course - detailed in accompanying textbooks | | As appropriate for the course - detailed in accompanying textbooks | | | As appropriate for the course - detailed in accompanying textbooks | |
| **Extended Writing** | Exam questions as appropriate | | Exam questions as appropriate | | Exam questions as appropriate | | | Exam questions as appropriate | |
| **Key**  **Vocabulary** | See AQA published vocabulary lists | | See AQA published vocabulary lists | | See AQA published vocabulary lists | | | See AQA published vocabulary lists | |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Introduce unit and check against prior knowledge. | | Introduce unit and check against prior knowledge. | | Introduce unit and check against prior knowledge. | | | Introduce unit and check against prior knowledge. | |
| **On going** | Knowledge Retrieval focuses on key vocabulary, knowledge, concepts etc from both the unit and previous units. Retrieval is compulsory every 3 lessons. Activities include SMHW Spelling tests, SMHW quizzes, use of Seneca learning, connectives, concept maps, KO tests, odd-one-out, complete the quote etc. Formative assessment includes the above, plus questioning, key learning activities e.g., evaluation questions or hinge questions, one-to-one conversations etc | | | | | | | | |
| **End** | Exam questions to establish what has been learned. | | Exam questions to establish what has been learned. | | Exam questions to establish what has been learned. | | | Exam questions to establish what has been learned. | |
| **Assessment** | **Summative**  **Assessment** | | 1. Which one of the following is the book in the Bible in which the story of Creation can be found? *Exodus / Genesis / Proverbs / Revelation* 2. Give two qualities which Christians believe describe the nature of God. 3. Explain two ways in which the belief in the resurrection of Jesus influences Christians today. 4. Explain two Christian teachings about judgement. 5. ‘If God were loving, there would be no suffering in the world.’ | | 1. Which one of the following best expresses the religious view that one purpose of marriage is to have children? *Procreation / Contraception / Stability / Polygamy* 2. Give two religious beliefs about the nature of the family. 3. Explain two contrasting beliefs in contemporary British society about the use of artificial contraception within marriage. 4. Explain two religious beliefs about the role of parents in a religious family. 5. ‘Divorce is never right.’ | | 1. Which one of the following best describes the meaning of Tawhid? *Prophethood / Justice / Life after death / Oneness of God* 2. Give two of the Holy Books, other than the Qur’an. 3. Explain two ways in which belief in life after death influences Muslims today. 4. Explain two Muslim teachings about angels. 5. ‘To describe God as ‘omnipotent’ is the best way to understand God.’ | | | 1. Which one of the following expresses the religious idea that one aim of punishment should be to encourage people not to commit any more crimes? *Reformation / Protection / Deterrence / Reparation* 2. Give two examples of religious moral laws which some criminals break. 3. Explain two contrasting beliefs in contemporary British society about the death penalty for murder. 4. Explain two religious beliefs about breaking the law in order to get a bad law changed. 5. ‘Corporal punishment can never be justified.’ | |
| **Possible misconceptions** | |  | |  | |  | | |  | |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | |  | | * Human sexuality including heterosexual and homosexual relationships * Sexual relationships before and outside of marriage * Contraception and family planning * The nature and purpose of marriage * Same-sex marriage and cohabitation * Divorce, including reasons for divorce and remarrying * The nature of families: the role of parents and children; extended families and the nuclear family * The purpose of families * Contemporary family issues including same-sex parents, polygamy * The roles of men and women * Gender equality | |  | | | * Good and evil intentions and actions, including whether it can ever be good to cause suffering * Reasons for crime * Views about people who break the law * Views about different types of crime, including hate crimes, theft and murder * The aims of punishment, including retribution, deterrence and reformation * The treatment of criminals, including prison, corporal punishment, community service * Forgiveness * The death penalty * Ethical arguments related to the death penalty, including the principle of utility and sanctity of life | |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| AQA GCSE Religious Studies – Year 11 |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** |
| **Clarity around knowledge** | **Theme/Topic** | | **Paper 1 - Religion** | **Paper 1 - Religion** | **Paper 2 - Thematic Studies** | **Paper 2 - Thematic Studies** | **Both** |
| **Islam: Practices** | **Christianity: Practices** | **Theme B: Religion and life** | **Theme D: Religion, peace and conflict** | **Consolidation and exam practice** |
| **Key Knowledge & Concepts** | | * Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi’a Islam * Shahadah: declaration of faith and its place in Muslim practice * Salah and its significance - prayer times, directions, ablution, movements and recitations, Friday prayer (Jummah), differences in practice of salah in Sunni and Shi’a Islam * Sawm: the role and significance of fasting during the month of Ramadan * Zakah: the role and significance of giving alms; Khums in Shi’a Islam * Hajj: the role and significance of the pilgrimage to Makkah * Jihad * Festivals: Id ul-Adha, Id ul-Fitr and Ashura | * Liturgical, non-liturgical and informal worship * Private worship * Prayer and its significance * The role and meaning of the sacraments * The sacraments of baptism and Eucharist * Christian pilgrimage: Lourdes and Iona * The celebrations of Christmas and Easter * The role of the Church in the local community * The place of mission, evangelism and Church growth * The importance of the worldwide Church: working for reconciliation; how Christian churches respond to persecution; the work of one of the following CAFOD, Christian Aid, Tearfund | * The origins of the universe, including religious teachings about the origins of the universe, the relationship between scientific views (Big Bang) and religious views * The value of the world: stewardship, dominion, responsibility, awe and wonder * The use of abuse of the environment * The use and abuse of animals, including animal experimentation; the use of animals for food * The origins of life, including religious teaching about the origins of human life, the relationship between scientific views (evolution) and religious views * The concepts of sanctity of life and the quality of life * Abortion * Euthanasia * Beliefs about death and an afterlife | * The meaning and significance of peace, justice, forgiveness and reconciliation * Violence, including violent protest * Terrorism * Reasons for war, including greed, self-defence and retaliation * The just war theory, including the criteria for a just war * Holy war * Pacifism * Religion and belief as a cause of war and violence in the contemporary world * Nuclear weapons, including nuclear deterrence * The use of weapons of mass destruction * Religion and peace-making in the contemporary world * Religious responses to the victims of war including the work of one present day religious organisation |  |
| **Clarity around Sequencing** | **Main links across the curriculum** | | * Year 7 - Is belonging about religion? * Year 8 - Where do Muslims find guidance? * Year 9 - Are humans equal? | * Year 7 - What unites and divides Christians? * Year 7 - Does religion help people belong? * Year 9 - Are humans equal? | * Year 9 - Are science and religion compatible? * Year 9 - What does it mean to be human? * GCSE Christian Beliefs and Teachings |  |  |
| **Cross – curricular / Authentic Links** | |  | History - Year 8 - What was the importance of the Reformation? and Did Elizabeth succeed in a man’s world? | Geography - Pollution and Climate change | History - Year 9 - How far have beliefs in Northern Ireland shaped its history? |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | As appropriate for the course - detailed in accompanying textbooks | As appropriate for the course - detailed in accompanying textbooks | As appropriate for the course - detailed in accompanying textbooks | As appropriate for the course - detailed in accompanying textbooks |  |
| **Extended Writing** | Exam questions as appropriate. | Exam questions as appropriate. | Exam questions as appropriate. | Exam questions as appropriate. |  |
| **Key**  **Vocabulary** | See AQA published vocabulary lists | See AQA published vocabulary lists | See AQA published vocabulary lists | See AQA published vocabulary lists |  |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Introduce unit and check against prior knowledge. | Introduce unit and check against prior knowledge. | Introduce unit and check against prior knowledge. | Introduce unit and check against prior knowledge. |  |
| **On going** | Knowledge Retrieval focuses on key vocabulary, knowledge, concepts etc from both the unit and previous units. Retrieval is compulsory every 3 lessons. Activities include SMHW Spelling tests, SMHW quizzes, use of Seneca learning, connectives, concept maps, KO tests, odd-one-out, complete the quote etc. Formative assessment includes the above, plus questioning, key learning activities e.g., evaluation questions or hinge questions, one-to-one conversations etc | | | | |
| **End** | Exam questions to establish what has been learned. | Exam questions to establish what has been learned. | Exam questions to establish what has been learned. | Exam questions to establish what has been learned. |  |
| **Assessment** | **Summative**  **Assessment** | | 1. Which one of the following is the religious tax paid by Shi’a Muslims?   *Khums / Zakah / Sawm / Mosque*   1. Give two ways in which Shi’a Muslims celebrate the festival of Ashura. 2. Explain two contrasting understandings of Jihad. 3. Explain two ways in which the Ka’aba is important in the Muslim Hajj (pilgrimage). 4. ‘The best way for Muslims to understand God is to practise Salah.’ | 1. Which one of the following is the sacrament that commemorates Jesus’ last supper?   *Marriage / Baptism / Eucharist / Sunday*   1. Give two examples of the work of the Church in the local community. 2. Explain two contrasting ways in which the Eucharist (Holy Communion) is celebrated in Christianity. 3. Explain two ways in which Christian street pastors carry out their Christian duty. 4. ‘The best way for Christians to reach an understanding of God is by practising prayer.’ | 1. Which one of the following is a religious theory about how the universe began?   *The big cloud / Creation / Collision theory / Atomic theory*   1. Give two examples of what religious believers might do to carry out the duty of stewardship. 2. Explain two contrasting beliefs in contemporary British society about abortion. 3. Explain two religious beliefs about animal experimentation. 4. ‘It is not reasonable to believe in life after death.’ | 1. Which one of the following best expresses the religious ideal that there should be no violence in the world?   *Defence / Justice / Peace / Terrorism*   1. Give two ways in which religious believers help victims of war. 2. Explain two contrasting beliefs in contemporary British society about weapons of mass destruction. 3. Explain two religious beliefs about forgiveness. 4. ‘War is never right.’ |  |
| **Possible misconceptions** | |  |  |  |  |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | |  | * The role of the Church in the local community * The place of mission, evangelism and Church growth * The importance of the worldwide Church: working for reconciliation; how Christian churches respond to persecution; the work of one of the following CAFOD, Christian Aid, Tearfund | * The origins of the universe, including religious teachings about the origins of the universe, the relationship between scientific views (Big Bang) and religious views * The value of the world: stewardship, dominion, responsibility, awe and wonder * The use of abuse of the environment * The use and abuse of animals, including animal experimentation; the use of animals for food * The origins of life, including religious teaching about the origins of human life, the relationship between scientific views (evolution) and religious views * The concepts of sanctity of life and the quality of life * Abortion * Euthanasia * Beliefs about death and an afterlife | * The meaning and significance of peace, justice, forgiveness and reconciliation * Violence, including violent protest * Terrorism * Reasons for war, including greed, self-defence and retaliation * The just war theory, including the criteria for a just war * Holy war * Pacifism * Religion and belief as a cause of war and violence in the contemporary world * Nuclear weapons, including nuclear deterrence * The use of weapons of mass destruction * Religion and peace-making in the contemporary world * Religious responses to the victims of war including the work of one present day religious organisation |  |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Non-examined CoRE Religious Education – Year 10 |



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| **Intent:6 key principles** | **Implementation** | | **Ongoing throughout the year - students complete units on a carousel of 7 lessons** | | | | | |
| **Clarity around knowledge** | **Theme/Topic** | | **The only way is Ethics** | **Religion and Sport** | **Introduction to Philosophy** | **Applied Ethics** | **Religion and planet earth** | **From life to death** |
| **Key Knowledge & Concepts** | | * What is ethics? (Relativism / Absolutism) * How should we live if God is dead? (Friedrich Nietzsche) * Are goodness and pleasure the same? (Utilitarianism) * Would you sacrifice one to save five? (Philippa Foot) * What is the ‘banality of evil’? (Holocaust, Hannah Arendt) * Are we more than mere matter? (Dualism / Materialism) * How ethical is artificial intelligence? | * Stress and relaxation * Leisure time * Religion and sport * Discrimination in sport * Issues of equality * Is sport a reflection of society? * Drugs in sport and in life | * What is Philosophy? * Philosophical reasoning * How do we know what is real? * Who am I? * Where am I? * Where do ideas about God come from? | * Sanctity of life * Genetic engineering and stem cell research * IVF and saviour siblings * Honour killings * Religious objections to the use and abuse of animals * Organ donation | * Introduction to environmental issues * Environmental issues from a Christian perspective * Animal welfare and protection * Modern lifestyles and their impact * Pollution and its implications * What can we do? * A vision for the future | * Is there life after death? * What are Christian beliefs about life after death? * Where are we going - heaven or hell? * What is the purpose of life? * One life or many? * Sky burial - practical or inhumane? * Should we be frightened or celebrate death? |
| **Clarity around Sequencing** | **Main links across the curriculum** | | * CoRE - Applied Ethics (relativism/absolutism) * CoRE - The Holocaust (banality of evil) * CoRE - Introduction to Philosophy (dualism) * GCSE Theme D: Religion, peace and conflict (principle of utility) |  |  |  | * GCSE Theme B: Religion and Life | * GCSE Christian beliefs * GCSE Islam beliefs * GCSE Theme B: Religion and Life |
| **Cross – curricular / Authentic Links** | |  |  |  |  |  |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** |  |  |  |  |  |  |
| **Extended Writing** | Not applicable | Not applicable | Not applicable | Not applicable | Not applicable | Not applicable |
| **Key**  **Vocabulary** |  |  |  |  |  |  |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** |  |  |  |  |  |  |
| **On going** |  |  |  |  |  |  |
| **End** |  |  |  |  |  |  |
| **Assessment** | **Summative**  **Assessment** | | Not applicable - This is a non-examined course and contains no assessment | | | | | |
| **Possible misconceptions** | |  |  |  |  |  |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | |  | Links to Sense of the Modern World in PD curricula |  | Links to Sense of the Modern World in PD curricula | Links to Sense of the Modern World in PD curricula |  |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Non-examined CoRE Religious Education – Year 11 |



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| **Intent:6 key principles** | **Implementation** | | **Ongoing throughout the year - students complete units on a carousel of 7 lessons** | | | | | |
| **Clarity around knowledge** | **Theme/Topic** | | **Beyond the Big Six Religions** | **The A-Z of Religion** | **The Philosopher Queens** | **Religion and gender** | **The Holocaust** | **Religion and planet earth** |
| **Key Knowledge & Concepts** | | * What is religion? * Who are the Mormons? * Who are Jehovah’s Witnesses? * What is Rastafari? * What is Paganism? * What is Scientology? * Is Jedi a real religion? | * A is for Atheism * B is for Burka and Religious Clothing * E is for Extremism * G is for Goddesses * M is for Meditation and Prayer * V is for Virtue * X is for Xenophobia | SSH | EM | CZC | * Introduction to environmental issues * Environmental issues from a Christian perspective * Animal welfare and protection * Modern lifestyles and their impact * Pollution and its implications * What can we do? * A vision for the future |
| **Clarity around Sequencing** | **Main links across the curriculum** | | Background knowledge of Christianity for lessons 2, 3 and 4. | * GCSE Theme D: Religion, peace and conflict |  |  |  | * GCSE Theme B: Religion and Life |
| **Cross – curricular / Authentic Links** | |  |  |  |  |  |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** |  |  |  |  |  |  |
| **Extended Writing** | Not applicable | Not applicable | Not applicable | Not applicable | Not applicable | Not applicable |
| **Key**  **Vocabulary** |  |  |  |  |  |  |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** |  |  |  |  |  |  |
| **On going** |  |  |  |  |  |  |
| **End** |  |  |  |  |  |  |
| **Assessment** | **Summative**  **Assessment** | | Not applicable - This is a non-examined course and contains no assessment | | | | | |
| **Possible misconceptions** | |  |  |  |  |  |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | Links to Sense of the Modern World in PD curricula |  |  | Links to Sense of the Modern World in PD curricula |  | Links to Sense of the Modern World in PD curricula |