



'skills, knowledge and concepts: literacy, life skills and enrichment'

Religious Education: CURRICULUM MAP (Academic Year: 2021/2022)

Term	Foundation Year 7	Term	Foundation Year 8
<p>Autumn 1 – 7 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Definition <p>Homework</p> <p>Memory Lane – Create</p> <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • questions S&C • Starters • Starter sentences 	<p>Unit 1: Festivals</p> <p>Assessment objectives: To be able to understand the festival of light within different cultures; Hinduism – Diwali and Holi</p> <p>Enrichment/life and work skills: Inquiry skill</p> <p>CEIAG - Tolerance and blending of different cultures across religion and British values. Religious festival requirements</p> <p>Comparing the same festival within different parts of the world. Expansion of prior knowledge from KS2 Christianity and 1 other from SACRE's . Focusing on Christianity and 2 others in first term.</p> <p>Assessments: Base Line test to close gaps from KS2 and KS3 and expand depth of knowledge. Sight any literacy issues and bring all students to one level of complete knowledge. Essay styled questions with Command words 5 Mark and 15 mark. An opportunity for all students to test and challenge at stages.</p> <p>SMSC – Community and faith links though different national and international festivals such as Diwali (London & India), Hanukkah and Christmas. Discussion and assembly for national holidays such as Black History Month.</p>	<p>Autumn 1 – 7 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <ul style="list-style-type: none"> • Rosa Parks Story Board • P&D poetry • Who Is your freedom fighter? <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • questions • Starters • S&C's 	<p>Unit 1: Prejudice & Discrimination</p> <p>Assessment objectives: To be able to analyse the impact on P&D within History, while looking at the freedom fighters who helped.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Videos • Inquiry skills <p>CEIAG – United Nations, Political Activists, Government, family members and working life</p> <p>SACRE's focus of Christianity and 1 other – Islam as the demographic of the population of the school.</p> <p>Assessments:</p> <ul style="list-style-type: none"> - Comparing 2 religions and what their thought is with P&D 8 Mark with SPaG - Help structured sheets – Sentence starter <p>SMSC – Importance of fundamental British values and society shown through impact of prejudice and discrimination both historically and today. Impacts of P&D on community and how spirituality and morality coincide through what makes a person "good".</p>

<p>Autumn 2 (<i>winter</i>) – 8 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Terminology & definition <p>Homework</p> <ul style="list-style-type: none"> • Advent Calendar – Create • Things to celebrate Hanukah <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • questions • Starters • Key words • Feedforward Peer marking <p>Compare and contrast the importance of light within 3 main religions, reflecting on story telling</p>	<p>Unit 2: Festivals</p> <p>Assessment objectives: To be able to understand the importance in light for Judaism and Christianity – Hanukah & Christmas</p> <p>Enrichment/life and work skills: Videos Group tasks Inquiry skills</p> <p>SACRE's indication of Christianity from KS2 working with previous SACRE's themes from KS2 and KS3.</p> <p>Assessments: Comparing 3 Festivals of Lights and their meaning. 5 mark and 15 mark questions ➤ Peer marked</p> <p>SMSC – Community and faith links though different national and international festivals such as Diwali (London & India), Hanukkah and Christmas. Discussion and assembly for national holidays such as Black History Month.</p>	<p>Autumn 2 (<i>winter</i>) – 8 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <ul style="list-style-type: none"> • Jesus Guide • What did Prophet Muhammad do for Islam? <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • questions • Starters • Keywords • S & C's • Feedforward Peer marking 	<p>Unit 2: Prophets – Muhammad & Jesus</p> <p>Assessment objectives:</p> <ul style="list-style-type: none"> • To understand and explain the concepts of the Prophets within 2 religions - Islam & Christianity <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Research skills • Inquiry skills <p>Assessments: Jesus/Isa is more important than Muhammad? Discuss showing various religious points with more than one point of view 15 Mark with SPaG ➤ Peer marked</p> <p>SACRE's focus of Christianity and 1 other – Islam as the demographic of the population of the school.</p> <p>SMSC – Importance of fundamental British values and society shown through impact of prejudice and discrimination both historically and today. Impacts of P&D on community and how spirituality and morality coincide through what makes a person "good".</p>
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Term	Transition Year 9	Term	Mastery Year 10
<p>Autumn 1 – 7 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <ul style="list-style-type: none"> • “It doesn’t make any sense to say that God is omnipotent, omnibenevolent and omniscient while people suffer in the world” Exam question • Stained glass window - create <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters • Keywords 	<p>Unit 1: Nature of God</p> <ul style="list-style-type: none"> ➤ Christianity <p>GCSE Assessment objectives: What is God like? To explore the idea of Monotheism within Christianity. Characteristics of God and The Trinity.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Research skills • Inquiry skills <p>Exam content from Eduqas (WJEC) Module 1 - Beliefs</p> <p>Assessments: Explain different Christian attitudes towards the creation story found in Genesis 8 Mark</p> <ul style="list-style-type: none"> ➤ Peer marked <p>SMSC – Cultural and religious/spiritual viewpoints of the creation story for students to examine and consider. Impacts of religious beliefs on wider society.</p>	<p>Autumn 1 – 7 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Terminology & definition <p>Homework</p> <ul style="list-style-type: none"> • Hajj Guide • Charity research <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters • S & C’s 	<p>Unit 1: Islam Practices</p> <p>GCSE Assessment objectives: To explore the 5 pillars and Jihad within Sunni Islam. Shahadah, Salah, Zakah, Sawm and Hajj Exploring the difference between great and lesser (military) jihad.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Research skills • Inquiry skills <p>CEIAG – Public speaking and presentations, Research skills on subject topics.</p> <p>Exam content from Eduqas (WJEC) Module 2 – Practices</p> <p>Assessments: Explain the importance to Zakah for Muslims 8 Mark</p> <p>SMSC – Wider world viewpoints and how religious belief impacts on culture and society. How religious differences can impact culture, beliefs and governance (eg Sunni/Shia split).</p>
<p>Autumn 2 – 8 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <ul style="list-style-type: none"> • “It is clear that Jesus did not rise from the dead” Exam Question <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters • S & C’s • Keywords <p>SIMS Data Drop:</p>	<p>Unit 2: Jesus Christ</p> <ul style="list-style-type: none"> • Christianity <p>GCSE Assessment objectives: The understanding of the main key Christian beliefs about Jesus - Incarnation, his crucifixion and death, his resurrection and his ascension.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Research skills • Inquiry skills <p>CAIEG - Problem solving with inquiry-based knowledge of Jesus’ death – Law Analytics with looking at problems with at detail – uniformed public services</p> <p>Assessment – PPE Full exam paper: 2ms of multiple answers to choose from, 5m, 8m, 15m</p> <p>SMSC – Cultural and religious/spiritual viewpoint on the nature of Jesus Christ as God incarnate. Secular views on the importance of Jesus’ teachings. Impact of these beliefs in a wider ‘Christian’ society.</p>	<p>Autumn 2 8 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Terminology & definition <p>Homework</p> <ul style="list-style-type: none"> • Difference between Shia and Sunni Islam <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters • S & C’s 	<p>Unit 2: Islam Practices</p> <p>GCSE Assessment objectives: To explore Festivals commemorations while looking at the difference within Islam – Sunni and Shia Festivals: Id-UI-Adha, Id-UI-Fitr, Ashura and the night of power Shia: 10 Obligatory Acts</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Inquiry skills <p>CEIAG – Public speaking and presentations, Research skills on subject topics.</p> <p>Assessments: Full exam paper: 2m, 5m, 8m, 15m Practices section of paper</p> <ul style="list-style-type: none"> ➤ Peer marked <p>SMSC – Wider world viewpoints and how religious belief impacts on culture and society. How religious differences can impact culture, beliefs and governance (eg Sunni/Shia split)</p>

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Term	Mastery Year 11
<p>Autumn 1 – 7 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <ul style="list-style-type: none"> • Life and Death Booklet <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters 	<p>Unit 1: Relationships</p> <ul style="list-style-type: none"> • Christianity and Islam <p>GCSE Assessment objectives: The changing nature and role of the family life in Britain. Christianity and Islam all regard marriage as the basis for family life. Changing attitudes to marriage as people are increasingly choosing to cohabit or marry in non-religious ceremonies. These changing attitudes raise issues about topic such as adultery, separation, divorce and remarriage.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Videos • Inquiry skills <p>CEIAG – Legal issues within families, the law and what those working in the law have to follow by.</p> <p>Assessments: “Cohabitation undermines the sanctity of marriage” 15 marks with SPaG</p> <p>➤ Peer marked</p> <p>SMSC – Discussion and analysis of different cultural and religious viewpoints concerning different ethical viewpoints.</p>
<p>Autumn 2 – 8 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <ul style="list-style-type: none"> • Life and Death booklet <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters • Keywords 	<p>Unit 2: Relationships</p> <ul style="list-style-type: none"> • Christianity and Islam <p>GCSE Assessment objectives: Different attitudes to sexual relationships. Both religions have specific teachings about the nature and purpose of sex and conditions under which contraception may be used. Changing attitudes to same-sex relationships. Attitudes towards men and women and issues of gender equality</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Videos • Group tasks • Research skills • Public speaking • Inquiry skills <p>CEIAG – Court and civil service requirements of religious ceremonies. Public speaking and research skills practice for working environment</p> <p>Assessments: Full exam paper: 2m, 5m, 8m, 15m Relationships section of paper</p> <p>SMSC – Discussion regarding cultural values regarding relationships, families and social make up.</p>

Term	Foundation Year 7	Term	Foundation Year 8
Spring 1 – 6 weeks Literacy / Numeracy foci <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition Homework Family tree - Creative Revisiting, revising, remembering opportunities <ul style="list-style-type: none"> • questions • Starters • S&C's 	<u>Unit 3: Special People</u> Assessment objectives: To understand the people of the book in both Islam and Christianity. To explore what they stood for and their symbolism in their faiths. Enrichment/life and work skills: <ul style="list-style-type: none"> • Research skills • Public speaking • Inquiry skills CEIAG – Investigative work with knowledge of prophets from sacred text. Exploring the importance they can have in today's society. Assessments: Who was Abraham? (5) Who was Moses? (5) Explain why the covenant (promises) are important in Judaism and Christianity. Refer to Abraham and Moses in your answer. (8) SMSC – Community and faith links though different people in the Abrahamic religions. Discussion of important roles people play in shaping our society.	Spring 1 – 6 weeks Literacy / Numeracy foci <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition Homework Shomun's Story - Research Revisiting, revising, remembering opportunities <ul style="list-style-type: none"> • questions • Starters • S&C's 	<u>Unit 3: Persecution</u> Assessment objectives: To explore past persecutions within Religions and slavery past and present Human rights issues. Enrichment/life and work skills: <ul style="list-style-type: none"> • Research skills • Public speaking • Inquiry skills CEIAG – Human rights issues and UN protocol, laws in the world and how different communities deal with these broken laws. Assessments: Moses – Slavery "Jewish Slavery in Egypt did not happen" (Discuss showing various points with more than one view point.) (15) SMSC – Importance of fundamental British values and society shown through the impact of persecution both historically and today. What "we" can do today to stop or improve the bad treatment of others.
Spring 2 – 6 weeks Literacy / Numeracy foci <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition Homework Holy book Guide – Research and creative Revisiting, revising, remembering opportunities <ul style="list-style-type: none"> • questions • Starters • S&C's SIMS Data Drop:	<u>Unit 4: Special Books</u> Assessment objectives: To understand, compare and analyse different Holy books, showing how respect is shown throughout holy books. Focusing on Bible, Guru Granth Sahib and Qur'an Enrichment/life and work skills: <ul style="list-style-type: none"> • Research skills • Inquiry skills CEIAG – Investigative work with knowledge and stories from sacred text. SACRE's indication of Christianity from KS2 working with previous SACRE's themes from KS2 and KS3. Focus for Islam, Christianity and Sikhism. Assessments: Name 2 Holy books (2) What is the importance of a Holy book to their religion? (5) Explain reasons why the Qur'an is not usually translated (5) "Holy books are all basically the same" Discuss giving at least two Holy Books and how they are similar and different. Finish with a conclusion referring to the quote above. (15) SMSC – Community and faith links though different people in the Abrahamic religions. Discussion of important roles people play in shaping our society.	Spring 2 – 6 weeks Literacy / Numeracy foci <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition Homework Genocide around the world - Research Revisiting, revising, remembering opportunities <ul style="list-style-type: none"> • questions • Starters • S&C's SIMS Data:	<u>Unit 4: Persecution</u> Assessment objectives: To understand what Genocide means around the world and those that have forgiven and used their religion as a way to move forward in society. Enrichment/life and work skills: <ul style="list-style-type: none"> • Research skills • Public speaking • Inquiry skills CEIAG – Human rights issues and UN protocol, laws in the world and how different communities deal with these broken laws. Assessments: Human Rights – Persecution "Persecution has not changed in over 3000 years" (Discuss showing various points with more than one view point.) (15) ➤ Peer marked SMSC – Importance of fundamental British values and society shown through the impact of genocide and what religion has to offer of a solution of such historical monstrosities.

Term	Transition Year 9	Term	Mastery Year 10
<p>Spring 1 – 6 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters • S&C's 	<p>Unit 3: Salvation & the Afterlife</p> <ul style="list-style-type: none"> • Christianity <p>GCSE Assessment objectives: To consider the belief for Christians that Jesus brought salvation which means eternal life in heaven. Linking this idea to what Christians believe will happen to you when you die; heaven and hell.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Videos (movies), articles and websites • Inquiry skills <p>CEIAG – Independent research skills on subject topic</p> <p>Assessments: Full exam paper: 2m, 5m, 8m, 15m Christian Beliefs section of paper</p> <p>SMSC – Cultural and religious/spiritual viewpoint on the nature of Jesus Christ and Christian salvation. Secular views on the importance of Jesus' teachings. Impact of these beliefs in a wider 'Christian' society.</p>	<p>Spring 1 – 6 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters • S&C's <p>SIMS Data:</p>	<p>Unit 3: Christian Practices</p> <p>GCSE Assessment objectives: Consider the importance of worship within Christianity and the different traditions within different denominations. Linking the 2 most important practical expressions of Christian faith being Eucharist and Baptism. Teamed with the idea of celebration within pilgrimages Festivals.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Videos • Research skills • Public speaking • Inquiry skills <p>Assessments: "Pilgrimage is still important in Britain today". 15 mark SPaG</p> <p>SMSC – Cultural and religious/spiritual viewpoint on Christian worship and on the importance of Jesus' teachings. Impact of these beliefs in a wider 'Christian' society.</p>
<p>Spring 2 – 6 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters • S&C's <p>SIMS Data Drop:</p>	<p>Unit 4: Foundation of faith</p> <ul style="list-style-type: none"> • Islam <p>GCSE Assessment objectives: Exploring significant aspects of both the Sunni and Shi'a traditions. Shi'a Muslims talk about the five roots of Religion (Usul ad-Din) Whereas Sunni Muslims refer to the six articles of faith.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Videos • Public speaking • Inquiry skills <p>CEIAG – Independent research skills and group work on subject topics</p> <p>Assessments: Explain imam belief in both Sunni and Shi'a Muslims 8 Mark</p> <p>➤ Peer marked</p> <p>SMSC – Wider world viewpoints and how religious belief impacts on culture and society. How religious differences can impact culture, beliefs and governance (eg Sunni/Shia split).</p>	<p>Spring 2 – 6 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters • S&C's 	<p>Unit 4: Christian practices</p> <p>GCSE Assessment objectives: Consider the modern church in Britain and its importance within the local communities. Looking at the spread of Christians within church and Evangelist around the world. Martyrdom within faith and reconciliation around the world</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Videos • Research skills • Public speaking • Inquiry skills <p>Assessments: Full exam paper: 2m, 5m, 8m, 15m Christian practices section of paper</p> <p>SMSC – Cultural and religious/spiritual viewpoint on the Christian importance of the community and of Jesus' teachings. Impact of these beliefs in a wider 'Christian' society.</p>

Term	Mastery Year 11
<p>Spring 1 – 6 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <ul style="list-style-type: none"> • Life and Death booklet <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters • S&C's <p>SIMS Data:</p>	<p>Unit 3: Human Rights</p> <p>GCSE Assessment objectives: What is meant by Human rights and consider the connections with social justice. Examine the importance of human dignity for both Christians and Muslims, and examine the ways they put these things in to practice. Consider conflicts between personal conviction and the law and freedom of speech.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Videos • Research skills • Public speaking • Inquiry skills <p>CEIAG – Court and civil service requirements in Human rights issues. Public speaking and research skills practice for working environment alongside the legal aspect of rights for Humans around the world.</p> <p>Assessments: “People should be allowed to express their religious beliefs in public”. 15 mark and SPaG</p> <p>SMSC – Discussion and analysis of different cultural and religious viewpoints concerning different ethical viewpoints with our Human Rights.</p>
<p>Spring 2 – 6 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <ul style="list-style-type: none"> • Life and death booklet <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters • S&C's 	<p>Unit 4: Human Rights</p> <p>GCSE Assessment objectives: Consider the difference between prejudice and discrimination and any impact today. Look at how the work of religious groups in campaigning for justice. Consider the nature of poverty and wealth within ethical issues with key teachings from Christianity and Islam</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Videos <p>CEIAG – Court and civil service requirements in Human rights issues. Public speaking and research skills practice for working environment alongside the legal aspect of rights for Humans around the world.</p> <p>Assessments: Full exam paper: 2m, 5m, 8m, 15m Human Rights section of paper</p> <p>SMSC – Discussion and analysis of different cultural and religious viewpoints concerning different ethical viewpoints with our Human Rights.</p>

Term	Advanced Year 12	Term	Advanced Year 13
Spring 1 – 6 weeks Literacy / Numeracy foci <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition Homework Revisiting, revising, remembering opportunities <ul style="list-style-type: none"> • Exam questions • Starters • Keywords SIMS Data Drop:	Component 2: Religious Concepts The nature of God The Trinity The Atonement GCE Assessment objectives: Religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity. Enrichment/life and work skills: <ul style="list-style-type: none"> • Research skills • Analysis and Evaluation skills • Inquiry skills Assessments: Explain different Christian attitudes towards the creation story found in Genesis 8 Mark SMSC – Cultural and religious/spiritual viewpoints of the creation story for students to examine and consider. Impacts of religious beliefs on wider society.	Spring 1 – 6 weeks Literacy / Numeracy foci <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Terminology & definition Homework Revisiting, revising, remembering opportunities <ul style="list-style-type: none"> • Exam questions • Starters • S & C's SIMS Data:	Unit 1: Islam Practices GCSE Assessment objectives: To explore the 5 pillars and Jihad within Sunni Islam. Shahadah, Salah, Zakah, Sawm and Hajj Exploring the difference between great and lesser (military) jihad. Enrichment/life and work skills: <ul style="list-style-type: none"> • Research skills • Inquiry skills CEIAG – Public speaking and presentations, Research skills on subject topics. Exam content from Eduqas (WJEC) Module 2 – Practices Assessments: Explain the importance to Zakah for Muslims 8 Mark SMSC – Wider world viewpoints and how religious belief impacts on culture and society. How religious differences can impact culture, beliefs and governance (eg Sunni/Shia split).
Spring 2 – 6 weeks Literacy / Numeracy foci <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition Homework Revisiting, revising, remembering opportunities <ul style="list-style-type: none"> • Exam questions • Starters • S & C's • Keywords 	Component 2: Religious life Faith and works The community of believers Key moral principles ➤ GCE Assessment objectives: Religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity. Enrichment/life and work skills: <ul style="list-style-type: none"> • Research skills • Inquiry skills • Analysis and Evaluation skills CAIEG – s with looking at problems with at detail – uniformed public services Assessment – PPE Full exam paper: 2ms of multiple answers to choose from, 5m, 8m, 15m SMSC – Cultural and religious/spiritual viewpoint on the nature of Jesus Christ as God incarnate. Secular views on the importance of	Spring 2 - 6 weeks Literacy / Numeracy foci <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Terminology & definition Homework <ul style="list-style-type: none"> • Difference between Shia and Sunni Islam Revisiting, revising, remembering opportunities <ul style="list-style-type: none"> • Exam questions • Starters • S & C's 	Unit 2: Islam Practices GCSE Assessment objectives: To explore Festivals commemorations while looking at the difference within Islam – Sunni and Shia Festivals: Id-UI-Adha, Id-UI-Fitr, Ashura and the night of power Shia: 10 Obligatory Acts Enrichment/life and work skills: <ul style="list-style-type: none"> • Inquiry skills CEIAG – Public speaking and presentations, Research skills on subject topics. Assessments: Full exam paper: 2m, 5m, 8m, 15m Practices section of paper ➤ Peer marked SMSC – Wider world viewpoints and how religious belief impacts on culture and society. How religious differences can impact culture, beliefs and governance (eg Sunni/Shia split)

	Jesus' teachings. Impact of these beliefs in a wider 'Christian' society.		
Term	Foundation Year 7	Term	Foundation Year 8
Summer 1 – 5 weeks	Unit 5: Special Places	Summer 1 – 5 weeks	Unit 5:
<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p> <p>Key word reviews</p> <p>Special places link and review question terminology and practice</p> <p>SIMS Data Drop:</p>	<p>Assessment objectives:</p> <p>To understand, compare and analyse different places of worship, showing how respect is shown throughout holy buildings. Focus on the Church, Mosque and Gurdwara.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Research skills • Public speaking • Inquiry skills <p>Assessments:</p> <p>One full GCSE style summative assessment at end of unit focusing on specific knowledge learnt and comparative GCSE 8 mark style questions.</p> <p>Shorter formative assessment throughout.</p> <p>SMSC – British values and what the British landscape looks like with multicultural and religious influences.</p>	<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing <p>Homework</p> <p>Research on poverty, wealth and charity</p> <p>Charity information gathering task.</p> <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • questions • Starters • S&C's <p>SIMS Data:</p>	<p>Assessment objectives:</p> <p>Poverty and wealth, exploring religious and non-religious views including charities such as Christian aid, Islamic relief and the work of agencies such as CAFOD and Tearfund.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Research skills • Public speaking • Inquiry skills • Charity and volunteering • Government / aid agency • Media <p>CEIAG – The workings of society and organisation of people and money.</p> <p>Assessments:</p> <p>Year 8 formal assessment using GCSE style evaluative questions.</p> <p>SMSC – Looking at what money does for society and how humans can make the world we live in equal for all.</p>
Summer 2 – 7 weeks	Unit 6: Create your own religion	Summer 2 – 7 weeks	Unit 6: Build a City
<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • definition <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • questions • Starters • S&C's • Year 7 review • Group task / project <p>Year 7 Summer term exam grade</p>	<p>Assessment objectives:</p> <p>Students review knowledge and skills learnt throughout year 7 to create a temple, holy book and special item in a creative project.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Group tasks (presentations) • Research skills • Public speaking • Inquiry skills <p>Assessments:</p> <p>Presentation style assessment at end of unit giving a full overview. Students are encouraged to use the skills they have learnt throughout the year including comparison, analysis and evaluation.</p> <p>Summative end of year test during Year 7 assessment week (review of learning from year 7)</p> <p>Shorter formative assessment following each section (item, temple, book)</p>	<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • questions • Starters • S&C's <p>Year 8 Summer assessment grade</p>	<p>Assessment objectives:</p> <p>To review understanding of year 7 and 8 key topics through a creative project understanding the needs of those living in the UK – for example holy buildings, quality affordable housing, work and retail etc.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Videos • Research skills • Mental health and mind-set • Public speaking • Inquiry skills <p>CEIAG – The workings of society and organisation of people and money.</p> <p>Assessments:</p> <p>Summative presentation style assessment at end of project.</p> <p>Summative end of year test during Year 8 assessment week (review of learning from year 7 and 8)</p> <p>SMSC – British values and what they mean for the rest of society.</p>

Term	Transition Year 9	Term	Mastery Year 10
<p>Summer 1 – 5 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing <p>Homework</p> <p>Key word review</p> <p>Revisiting, revising, remembering opportunities</p> <p>Key word flash cards</p> <p>Regular key work review</p> <p>Assessment links back to prior knowledge</p> <p>Prior knowledge comparison</p>	<p>Unit 5: Islam - Fundamental Beliefs</p> <p>GCSE Assessment objectives:</p> <p>To understand and evaluated fundamental Islamic teachings and beliefs regarding Risalah, the Nature of Allah and the Sunni/Shi'a split.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Videos (movies), articles and websites • Research skills • Public speaking • Inquiry skills <p>CEIAG - Occupational views ie. Imam and Faith Leader</p> <p>Assessments:</p> <p>One main examination-style summative assessment. Formative assessment throughout giving examples of extended 5,8 and 15 mark questions.</p> <p>Frequent key word knowledge assessment.</p>	<p>Summer 1 – 5 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters • S&C's <p>SIMS Data:</p> <p>Year 10 assessment result</p> <p>Year 10 forecast grade</p>	<p>Unit 5: Good & Evil 1</p> <p>GCSE Assessment objectives:</p> <p>To understand the key knowledge of crime, punishment and capital punishment.</p> <p>To be able to link Christian and Islamic thought to the topic of Good and Evil.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Research skills • Public speaking <p>CEIAG - Occupational views (Prison worker, chaplain, charity work)</p> <p>Assessments:</p> <p>Formative exams based questions throughout including exemplar exam question focusing on 5, 8 and 15 mark questions. Self and peer reviewed differentiated task on incarceration and capital punishment.</p> <p>Preparation for summative end-of-year Mock</p> <p>SMSC – Discussion and analysis of different cultural and religious viewpoints concerning different ethical viewpoints with Good & Evil.</p>
<p>Summer 2 – 7 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • definition <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p> <p>Key word flash cards</p> <p>Regular key work review</p> <p>Assessment links back to prior knowledge</p> <p>Prior knowledge comparison</p>	<p>Unit 6: Islam - Fundamental Beliefs 2</p> <p>GCSE Assessment objectives:</p> <p>To understand and evaluated fundamental Islamic teachings and beliefs regarding Malaikah, Akhirah and Al-Qadr.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Articles and websites • Research skills • Public speaking • Inquiry skills <p>CEIAG - Occupational views ie. Imam and Faith Leader</p> <p>Assessments:</p> <p>One main examination-style summative assessment. Formative assessment throughout giving examples of extended 5,8 and 15 mark questions.</p> <p>Frequent key word knowledge assessment.</p>	<p>Summer 2 – 7 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing • Definition <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Exam questions • Starters • S&C's <p>Year 10 Mock result</p> <p>Year 10 forecast grade</p>	<p>Unit 6: Good & Evil</p> <p>GCSE Assessment objectives:</p> <p>To understand the key knowledge of the problem of evil, examples of suffering, responses to suffering and evil. To be able to link Christian and Islamic thought to the topic of Good and Evil.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Research skills • Public speaking • Inquiry skills • Videos (movies), articles and websites <p>CEIAG - Occupational views (Prison worker, chaplain, charity work)</p> <p>Assessments:</p> <p>Formative exams-based questions throughout including exemplar exam question focusing on 5, 8 and 15 mark questions. Self and peer reviewed differentiated task on incarceration and capital punishment.</p> <p>Summative end of year assessment (formal exam style) covering GCSE knowledge from all areas thus far covered (Christianity, Islam and God & Evil)</p>

Term	Mastery Year 11
<p>Summer 1 – 5 weeks</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> • Reading • Structured writing • Essay writing - Evaluation focus • Definitions <p>Homework</p> <ul style="list-style-type: none"> • Revision and practice material • Exam question preparation <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • MCQ testing & exam questions • Starters linking back to previous assessment • Structured exam tasks <p>SIMS Data Drop:</p> <p>Forecast grade to be completed before exam season starts.</p>	<p><u>Year 10 Revision and Recap & Year 11 Prep</u></p> <p>GCSE Assessment objectives:</p> <p>To review and understand the entire GCSE RE course ready for their imminent examinations.</p> <p>CEIAG:</p> <ul style="list-style-type: none"> • Occupational (A-Levels, College and jobs using RE) • Mental health and mind-set • Public speaking • Inquiry skills <p>Assessments:</p> <p><u>EXAM SCHEDULED FOR JUNE</u></p> <p>Full GCSE Exam – 3 exams, Christianity (1 hour), Islam (1 hour) and Philosophy (2 hours)</p> <p>SMSC – Discussion and analysis of different cultural and religious viewpoints concerning different ethical viewpoints with our Human Rights, Relationships, Life & Death and Good & Evil.</p>

'skills, knowledge and concepts: literacy, life skills and enrichment'