**Ormiston Park Academy Curriculum Map (Year 7 to 9 KS3) 2020/2021 Faculty: Humanities Department: Religion and Worldviews Curriculum leads: Christopher Tobin and Daniel Cannon**

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|  | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| **Year 9** | **Unit 1: Comparative religion**   * Introduction and baseline assessment * How did religion develop and where are religions practised? * What is religion all about and does it matter? * How do religions use symbols and show their faith? * What teachings and practises do religions have in common? * **End of term assessment** | **Unit 2: Christianity**   * Is Christianity increasing or decreasing and is it still relevant today? * Why was the birth of Jesus so special? * Can anyone perform a miracle? * What is the most important principle to live by and how should people behave? * Was Jesus a man of peace or a man of conflict? * Why do people tell stories? * **End of term assessment** | **Unit 3: Islam**   * How does Islam contribute to UK culture? * What are the three key beliefs of Islam? * What are the three different main groups of Muslims and how similar are they? * Who was Muhammed? * What is important to Muslims? (Qur’an, Hajj, festivals) * **End of term assessment** | **Unit 4: Judaism**   * What does it mean to be Jewish people believe? * What is important in Judaism? (books, Pesach, symbols) * What is the Jewish place of worship? * How did Judaism start? * How do Jewish people put their faith into practise? * **End of term assessment** | **Unit: 7 Ethics**   * What are ethics? * Are there any laws that should not be broken? * What is meant by the sanctity of life? * Should we have environmental ethics? * Should animals have rights? * What are the religious attitudes surrounding drug use? * **End of term assessment** | **Unit 8 – Philosophy**   * Review of learning from year * Does the presence of design, first cause and morality prove God’s existence? * What arguments are there against God's existence? * What are the problems of Evil and Suffering? * What are the ideas of immortality? * What are revelations and miracles?   **End of term assessment** |
| **Unit description**  This unit introduces students to the key themes that they will be studying across Religious Education in KS3. By the end of the students will know about how religion developed and spread, what religion is about and the commonality between religions of the world. Students will develop intellectual rigour, understanding of religion through the ages and an appreciation and respect for different religious teachings and believers.  **Skills**   * Knowledge * Investigation * Interpretation * Evaluation * Empathy * Synthesis * Blended and flipped learning independence   **Assessment opportunities**   * Baseline assessment * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of unit assessment | **Unit description**  This largest unit of the course focuses on the main religion of the UK building on students likely prior learning in KS2. By the end of the unit students would’ve considered the modern role of Christianity, learn about the life of Jesus, Christian practises and beliefs, the development of Christianity and the different dominations and how and where Christians worship. They’ll gain a strong and wide knowledge of Christianity.  **Skills**   * Knowledge * Investigation * Interpretation * Analysis * Empathy * Blended and flipped learning independence   **Assessment opportunities**   * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of term formative assessment | **Unit description**  Islam is the fastest growing religion in the UK reflected in the growing numbers of students who follow the religion. The unit looks at Islam's impact on the UK, the life of Muhammed, different Islamic beliefs and how and where Muslims worship. By the end of their study of Islam students will have developed a knowledge of the foundations of Islam, religious language specific to Islam and an understanding of the diversity that makes up Islam.  **Skills**   * Knowledge * Investigation * Interpretation * Analysis * Empathy * Blended and flipped learning independence   **Assessment opportunities**   * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of term formative assessment | **Unit description**  Judaism is the oldest Abrahamic religion in the world. The unit looks at the history of Judaism, how Jewish people demonstrate their beliefs and the importance of tradition and community in Judaism. The unit also builds on students' knowledge of the foundations of Christianity and Islam.  **Skills**   * Knowledge * Investigation * Interpretation * Analysis * Empathy * Blended and flipped learning independence   **Assessment opportunities**   * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of term formative assessment | **Unit description**  Pupils will reflect on a range of moral and ethical issues, many of which reflected by the religions studied from unit 1 to 7. This will encourage inquiry skills and evaluative tone but also wider debating skills. Students will also study topics that are reflected in other humanities subjects. For example, environmental ethics from Geography and inequalities associated with History. Furthermore, the unit will build upon topics that many students have studied in KS2, such as decision making and justice. Whilst also building a foundation if studied in KS4.  **Skills**   * Knowledge * Reflection * Empathy * Evaluation * Expression * Synthesis * Blended and flipped learning independence   **Assessment opportunities**   * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of term formative assessment | **Unit description**  Students will be given the opportunity to learnt and reflect upon the philosophies of religions. In this unit students will question whether God exists. In the second half terms lessons exploring non-existence arguments associated with science and the Epicurean Paradox. This will compliment units 1 to 7, encouraging students to critical inquire and evaluate religious beliefs. Equally, the unit is likely to build upon KS2 RE topics surrounding life miracles and life after death. Furthermore, the unit acts as a foundation if studied in KS4.  **Skills**   * Knowledge * Reflection * Empathy * Evaluation * Expression * Synthesis * Blended and flipped learning independence   **Assessment opportunities**   * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of term formative assessment |
| **Year 8** | **Unit 1: Comparative religion**   * Introduction and baseline assessment * How did religion develop and where are religions practised? * What is religion all about and does it matter? * How do religions use symbols and show their faith? * What teachings and practises do religions have in common? * **End of term assessment** | **Unit 2: Christianity**   * Is Christianity increasing or decreasing and is it still relevant today? * Why was the birth of Jesus so special? * Can anyone perform a miracle? * What is the most important principle to live by and how should people behave? * Was Jesus a man of peace or a man of conflict? * Why do people tell stories? * **End of term assessment** | **Unit 2: Christianity**   * What makes up an act of worship for Christians? * What is the most important part of a person’s life? * What do Christians believe about life after death? * What books are important in Christianity? * Do all churches look the same and can anyone be a member of the clergy? * **End of term assessment** | **Unit 3: Islam**   * How does Islam contribute to UK culture? * What are the three key beliefs of Islam? * What are the three different main groups of Muslims and how similar are they? * Who was Muhammed? * What is important to Muslims? (Qur’an, Hajj, festivals)   + **End of term assessment** | **Unit 4: Judaism**   * What does it mean to be Jewish people believe? * What is important in Judaism? (books, Pesach, symbols) * What is the Jewish place of worship? * How did Judaism start? * How do Jewish people put their faith into practise? * How do Jews remember the past?   **End of term assessment** | **Unit 7/8: Ethics & Philosophy**   * Review of learning from year * Is everyone equal? * What are the world attitudes surrounding poverty? * Does the presence of design, first cause and morality prove God’s existence? * What arguments are there against God's existence? * What are the problems of Evil and Suffering?   **End of term assessment** |
| **Unit description**  This unit introduces students to the key themes that they will be studying across Religious Education in KS3. By the end of the students will know about how religion developed and spread, what religion is about and the commonality between religions of the world. Students will develop intellectual rigour, understanding of religion through the ages and an appreciation and respect for different religious teachings and believers.  **Skills**   * Knowledge * Investigation * Interpretation * Evaluation * Empathy * Synthesis * Blended and flipped learning independence   **Assessment opportunities**   * Baseline assessment * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of unit assessment | **Unit description**  This largest unit of the course focuses on the main religion of the UK building on students likely prior learning in KS2. By the end of the unit students would’ve considered the modern role of Christianity, learn about the life of Jesus, Christian practises and beliefs, the development of Christianity and the different dominations and how and where Christians worship. They’ll gain a strong and wide knowledge of Christianity.  **Skills**   * Knowledge * Investigation * Interpretation * Analysis * Empathy * Blended and flipped learning independence   **Assessment opportunities**   * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of term formative assessment | | **Unit description**  Islam is the fastest growing religion in the UK reflected in the growing numbers of students who follow the religion. The unit looks at Islam's impact on the UK, the life of Muhammed, different Islamic beliefs and how and where Muslims worship. By the end of their study of Islam students will have developed a knowledge of the foundations of Islam, religious language specific to Islam and an understanding of the diversity that makes up Islam.  **Skills**   * Knowledge * Investigation * Interpretation * Analysis * Empathy * Blended and flipped learning independence   **Assessment opportunities**   * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of term formative assessment | **Unit description**  Judaism is the oldest Abrahamic religion in the world. The unit looks at the history of Judaism, how Jewish people demonstrate their beliefs and the importance of tradition and community in Judaism. The unit also builds on students' knowledge of the foundations of Christianity and Islam.  **Skills**   * Knowledge * Investigation * Interpretation * Analysis * Empathy * Blended and flipped learning independence   **Assessment opportunities**   * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of term formative assessment | **Unit description**  Pupils will reflect on a range of moral and ethical issues reflect upon the philosophies of religions. This will encourage inquiry skills and evaluative tone but also wider debating skills. Students will also study topics that are reflected in other humanities subjects. In this unit students will question whether God exists. In the second half terms lessons exploring non-existence arguments associated with science and the Epicurean Paradox. This will compliment units 1 to 7, encouraging students to critical inquire and evaluate religious beliefs. Equally, the unit is likely to build upon KS2 RE topics surrounding life miracles and life after death. Furthermore, the unit acts as a foundation if studied in KS4.  **Skills**   * Knowledge * Reflection * Empathy * Evaluation * Expression * Synthesis * Blended and flipped learning independence   **Assessment opportunities**   * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of term formative assessment |
| **Year 7** | **Unit 1: Comparative religion**   * Introduction and baseline assessment * How did religion develop? * Where are religions practised? * What is religion all about? * How do religions use symbols? * **End of term assessment** | **Unit 1: Comparative religion**   * What teachings do religions have in common? * How do religious people show their faith? * What practises do religions have in common? * Does religion matter? * **Review lesson** * **End of term assessment** * Is Christianity still relevant in the UK today? | **Unit 2: Christianity**   * Can one thing also be three? * Why was the birth of Jesus so special? * Can anyone perform a miracle? * Why do people tell stories? * What is the most important principle to live by and how should people behave? * **End of term assessment** | **Unit 2: Christianity**   * Was Jesus a man of peace or a man of conflict? * What is the most important part of a person’s life? * Should only Christians celebrate Christmas and why do we have eggs at Easter? * What do Christians believe about life after death? * Is Christianity increasing or decreasing? * **End of term assessment** | **Unit 2: Christianity**   * Why did people protest against the church? * Can people with different beliefs work together? * What books are important in Christianity? * Do all churches look the same and can anyone be a member of the clergy? * How did Christians worship? * How do people show what they believe? * **End of term assessment** | **Unit 7/8: Ethics & Philosophy**   * Review of learning from year * Is everyone equal? * What are the world attitudes surrounding poverty? * Does the presence of design, first cause and morality prove God’s existence? * What arguments are there against God's existence? * What are the problems of Evil and Suffering? * **End of term assessment** |
| **Unit description**  This unit introduces students to the key themes that they will be studying across Religious Education in KS3. By the end of the students will know about how religion developed and spread, what religion is about and the commonality between religions of the world. Students will develop intellectual rigour, understanding of religion through the ages and an appreciation and respect for different religious teachings and believers.  **Skills**   * Knowledge * Investigation * Interpretation * Evaluation * Empathy * Synthesis * Blended and flipped learning independence   **Assessment opportunities**   * Baseline assessment * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of unit assessment | | **Unit description**  This largest unit of the course focuses on the main religion of the UK building on students likely prior learning in KS2. By the end of the unit students would’ve considered the modern role of Christianity, learn about the life of Jesus, Christian practises and beliefs, the development of Christianity and the different dominations and how and where Christians worship. They’ll gain a strong and wide knowledge of Christianity.  **Skills**   * Knowledge * Investigation * Interpretation * Analysis * Empathy * Blended and flipped learning independence   **Assessment opportunities**   * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of term formative assessment | | | **Unit description**  Pupils will reflect on a range of moral and ethical issues reflect upon the philosophies of religions. This will encourage inquiry skills and evaluative tone but also wider debating skills. Students will also study topics that are reflected in other humanities subjects. In this unit students will question whether God exists. In the second half terms lessons exploring non-existence arguments associated with science and the Epicurean Paradox. This will compliment units 1 to 7, encouraging students to critical inquire and evaluate religious beliefs. Equally, the unit is likely to build upon KS2 RE topics surrounding life miracles and life after death. Furthermore, the unit acts as a foundation if studied in KS4.  **Skills**   * Knowledge * Reflection * Empathy * Evaluation * Expression * Synthesis * Blended and flipped learning independence   **Assessment opportunities**   * Open ended questions * Stretch and challenge in all tasks * Differentiated outcome and scaffolding in all task * Self-reflection in lesson plenaries * Regular all class debates * End of term formative assessment |