Year 11 Curriculum Map Religious Studies (GCSE Full Course)

Religious Studies Vision	The vision for RS is that all our students build the confidence and the skills to consider some of life's biggest questions, explore a variety of different world views and are then able to form their own perspective and world view. Our students are the next generation of global citizens, and we have a duty to prepare them for this. We aim to teach our students the skills and knowledge to be able to coexist peacefully and respectfully in a multicultural world, and understand their own place in the world, and what they must bring to it. We want our students to know that how they treat others and how they treat the world at large, is a huge part of their character and who they are as a person. We aim to inspire our students to be courageous advocates, ambassadors for social change, and a positive voice in our future world so they can become responsible, kind and well-educated young people.
End Points	**Identify** • To be able to identify specific subject knowledge and use it appropriately. • To be able to give specific answers to knowledge questions. **Explain** • To be able to give some detailed knowledge about a particular topic, belief or religious teachings. • To be able to give multiple reasons, examples, teachings to extend your first point. **Influence** • To be able to explain how a belief/teaching/scripture influences a religious believer in their lives today (provide specific examples of how it impacts their behaviour, actions and way of life). **Evaluate** • To be given a statement such as 'there is no life after death' and give: o explained reasons why some people would **agree** with this o explained reasons why some people would **disagree** with this o religious teachings to support the points made o a justified conclusion
Key concepts and domains of knowledge in Religious Studies	**Domains of Knowledge** • Beliefs • Teachings • Influence • Evaluation **Key Concepts (content)** • Justice • Diversity • Judgement • Community • Prejudice/ Discrimination • Peace • Conflict • Relationships • Environment • Morality • Stewardship • Dominion • Forgiveness • Reconciliation

Term	**Autumn term 1**	**Autumn term 2**	**Spring term 1**	**Spring term 2**	**Summer term 1**	**Summer term 2**
Topics	**Unit 1:** Religion and Life		**Unit 2:** Islam Practices		Revision for the exam	
Key concepts in each topic	• Stewardship • Judgement • Morality • Dominion • Sanctity of Life • Quality of Life		• Judgement • Community • Diversity		• As in all of the exam topics	

Domains of Knowledge in each topic	**Beliefs** students will explore beliefs about abortion, afterlife, euthanasia and the environment. **Teachings** Students will look at key teachings from the Bible on topics such as Stewardship, Dominion, judgement etc.	**Practices** students will explain how the beliefs and teachings of Islam, will influence the way they practice their faith, for example, through festivals, pilgrimage, the Five Pillars, 10 Obligatory Acts.	**Beliefs –** Revising the key beliefs for all themes and Christianity and Islam. **Teachings –** Revising key teachings from the Bible and the Qur'an that are applicable to the curriculum. **Practices –** Revising the key practices of Christians and Muslims.
End points covered	**Identify** the meaning of key terms such as abortion, euthanasia, sanctity of life. **Explain** contrasting Christian attitudes towards moral issues involving animals and humans. **Influence** explain how Christian teachings on moral issues involving animals and humans would influence the actions of Christians today. E.g. veganism. **Evaluate** the sanctity of life vs the quality of life, and issues surround life after death	**Identify** key Muslim practices such as The Five Pillars, The 10 Obligatory Acts and Festivals. **Explain** the importance of the above for Muslims today, and to explain the significance in relation to the Qur'an. **Influence –** Explain how The Five Pillars, etc. will influence the behaviour and actions of Muslims today. **Evaluate** the significance of Muslim practices by comparing them to each other and providing a judgement for each.	**Identify** key terms for each topic. **Explain** key religious beliefs on each of the topics, including quotes from the Bible and the Qur'an that link to the topic and why those teachings are important for Christians/Muslims today. **Influence –** Explain how teachings from the Qur'an/Bible will influence the actions and behaviours of Muslims/Christians today. **Evaluate** controversial statements and respond showing reasons to agree/disagree/religious ideas and formulating a conclusion with an overall judgement.
Broken down knowledge and understanding	**A01 – Knowledge and Understanding** Students will have knowledge and understanding of topics such as the big bang theory, looking after the environment, global warming, animal experimentation, abortion and euthanasia. Students will explore both secular and non-secular views toward these topics and how they fit into society. **A02- Evaluate** Students will evaluate the arguments in support and arguments against these topics. Students will evaluate the value of human and animals life and also the value of the world.	**A01 – Knowledge and Understanding** Students will have knowledge and understanding of the 5 pillars of Islam and will explain the influence of each on the life of a Muslim today. Students will have knowledge and understanding of Jihad and how the teachings on this influence Muslims today, including religious and holy war. Students will explore the Ten Obligatory Acts of Shi'a Islam and the influence they have on Shi'a Muslims today. Students will also explore the festival of Ashura and Eid Ul-Fitr. **A02- Evaluate** Students will evaluate the purpose and importance of the 5 pillars of Islam for Muslims today. Students will evaluate the expectations of Ramadan and Ashura for Muslims today.	**A01 – Knowledge and Understanding** Students will have a series of lessons in which we will be revising all of the previous GCSE topics. Students will be given revision booklets which will enable them to revise A01 content through mind-maps, tables, A01 question practice (1, 2, 4, 5-mark questions). During these lessons students will complete recall quizzes, key word activities, revision clocks and the revision booklets. **A02- Evaluate** Students will have a series of lessons in which we will be revising all of the previous GCSE topics. Students will be given revision booklets which will enable them to revise A02 content through mind-maps, tables, A02 question practice (12-mark questions). During these lessons students will complete recall quizzes, key word activities, revision clocks and the revision booklets. We will look at mark schemes, sample answers for examiners reports to give students greater depth of the exam course.

Assessment for each topic	**Formative** • Do Now recall Quizzes • Targeted questioning • Exit tickets **Summative** *Mid-unit assessment:* Identify, explain, influence question. 12 marks. *End of unit assessment:* Consisting of knowledge, explain and influence questions. 30 minutes. 27 marks (24 content, 3 SPaG).	**Formative** • Do Now recall Quizzes • Targeted questioning • Exit tickets **Summative** *Mid-unit assessment:* Identify, explain, influence question. 12 marks. *End of unit assessment:* Consisting of knowledge, explain and influence questions. 30 minutes. 27 marks (24 content, 3 SPaG).	**Formative** • Do Now recall quizzes • Targeted questioning • Exit tickets • Question practice • Using the mark scheme/past exam questions to write practice answers • Pre-flight checklists • Mini whiteboard work • Question grids for each topic