

**Curriculum Map: Religious Studies Year 9**

|   | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b> | <b>Summer 2</b> |
|---|---|---|--|---|-----------------|-----------------|
| <p><b>Content</b><br/>Declarative knowledge<br/>'I Know'</p>  | <p><b>What do Christians believe? AQA Spec A GCSE Christianity Beliefs</b></p> <p><b>Key concepts:</b><br/>Trinity<br/>The Word<br/>Nature of God<br/>Incarnation<br/>Miracles<br/>Crucifixion<br/>Resurrection<br/>Ascension<br/>Sin<br/>Salvation<br/>Atonement<br/>Afterlife</p> | <p><b>How does Christian practice differ around the world? AQA Spec A GCSE Christianity Practices</b></p> <p><b>Key Concepts:</b><br/>Worship<br/>Prayer<br/>Sacraments<br/>Baptism<br/>Eucharist<br/>Pilgrimage<br/>Christmas &amp; Easter<br/>Mission &amp; Evangelism<br/>Street Pastors &amp; Food banks<br/>Response to Persecution<br/>Working for reconciliation<br/>Responding to worldwide poverty</p> | <p><b>How should we respond to issues of war and conflict? AQA GCSE Theme D: Religion, Peace &amp; Conflict</b></p> <p><b>Key Concepts:</b><br/>Protest<br/>Terrorism<br/>Reasons for war<br/>Religious wars<br/>Nuclear weapons &amp; WMD's<br/>Just War Theory<br/>Holy War<br/>Pacifism<br/>Working for reconciliation<br/>Victims of war</p>                                       | <p><b>How should we respond to issues of crime and punishment? AQA GCSE Theme E: Religion, Crime and Punishment</b></p> <p><b>Key Concepts:</b><br/>Reasons &amp; Motives for crime<br/>Different types of crime<br/>Types of punishment<br/>Aims of punishment<br/>Attitudes to suffering<br/>Attitudes to treatment of criminals<br/>Forgiveness<br/>Corporal punishment<br/>Death penalty<br/>Amnesty International</p>  |                 |                 |
| <p><b>Skills</b><br/>Procedural Knowledge<br/>'I know how to'</p> <p><i>RE Core Skills:<br/>Using Sources<br/>Facts &amp; Understanding<br/>Comparison &amp; Analysis<br/>Judgement &amp; Reflection<br/>Evaluation<br/>Application</i></p> | <p>Describe and understand core Christian beliefs<br/>Explain the origin of core Christian beliefs using Christian sources<br/>Understand contrasting beliefs on creation, resurrection and the afterlife</p>   | <p>Describe and understand core Christian practices<br/>Explain the origin of core Christian practices<br/>Understand contrasting practices of worship, prayer, Eucharist, pilgrimage &amp; evangelism<br/>Explain links between Christian beliefs &amp; Christian practices</p>  | <p>Describe and explain beliefs about war and conflict<br/>Explain contrasting approaches to war, conflict and peace<br/>Explain the differences between Just War Theory &amp; Jihad<br/>Understand different examples of religious and non-religious wars<br/>Explain links between religious source texts and approaches to war and peace<br/>Summarise evidence &amp; arguments</p> | <p>Describe and explain beliefs about crime and punishment<br/>Explain contrasting approaches to crime &amp; punishment<br/>Explain the differences between aims of punishment<br/>Reflect on religious attitudes to suffering and evil intentions<br/>Understand different examples of religious and non-religious punishments<br/>Explain links between religious source texts and approaches to crime &amp; punishment<br/>Take on the role of a lawyer or judge<br/>Summarise evidence &amp; arguments<br/>Reach a justified conclusion</p> |                 |                 |
| <p><b>Strategies</b><br/>Conditional Knowledge<br/>'I know when to'</p>   | <p>Evaluate Christian beliefs about the nature of God, Jesus &amp; the afterlife<br/>Evaluate the importance of Christian beliefs for Christians today</p>  | <p>Evaluate the impact of Christian practices on the life of a modern Christian<br/>Evaluate the role of worship &amp; prayer in the life of a Christian</p>  | <p>Evaluate the beliefs and practices of religions towards peace and conflict<br/>Translate ancient beliefs and practices into a modern-day war context<br/>Evaluate &amp; reflect on real world examples</p>  | <p>Evaluate the beliefs and practices of religions crime and punishment<br/>Translate ancient beliefs and practices into a modern-day crimes and punishment<br/>Evaluate &amp; reflect on real world examples</p>   |                 |                 |

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|  | Evaluate links between the nature of God & life of Jesus and questions of morality   | Evaluate the role of evangelism and mission in the practice of Christianity<br>Reflect on responding to worldwide issues, such as persecution and poverty<br>Create your response to worldwide issues  | Advocate for issues of war and peace through campaign writings or videos<br>Critique religious views on war and peace<br>Reflect on and get involved in responding to issues of war and victims of war   | Advocate for issues of Human rights through campaign writings or videos<br>Research issues of crime and punishment through charities like Amnesty International<br>Critique religious views on crime & punishment<br>Reflect on and get involved in responding to issues of human rights<br>Create a court-room scenario and administer justice based on religious views |
| Key Questions                              | How might beliefs shape concepts of truth, right and wrong?<br>Why might it matter that sacred texts are open to interpretation?<br>How far does a person's understanding of God influence their sense of purpose?<br>In what ways do science, belief and religion interact and what difference might this make? | Is there more than one way to be spiritual?<br>How far does a person's understanding of God influence their sense of purpose?<br>How might beliefs shape concepts of truth, right and wrong?<br>How might belief affect people's responses towards social and global issues? | How might beliefs shape concepts of truth, right and wrong?<br>How might belief affect people's responses towards social and global issues?<br>Why might it matter that sacred texts are often open to interpretation?<br>How far does a person's understanding of God influence their sense of purpose? | How might beliefs shape concepts of truth, right and wrong?<br>How might belief affect people's responses towards social and global issues?<br>Why might it matter that sacred texts are often open to interpretation?<br>How far does a person's understanding of God influence their sense of purpose?   |
| Assessment topics                          | GCSE Style assessment (out of 24) with structured evaluation question  | GCSE Style assessment (out of 24) with structured evaluation question  | GCSE Style assessment (out of 24) with structured evaluation question  | GCSE Style assessment (out of 24) with structured evaluation question  |
| Cross curricular links/Character Education | Science<br>History<br>English<br>Language  | History<br>Art<br>English<br>Geography<br>Drama<br>Food  | History<br>Geography<br>Science<br>Art<br>English<br>Culture   | History<br>Geography<br>English<br>Culture<br>Psychology   |
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