

YEAR 11 RELIGIOUS STUDIES CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent – Our students will become knowledge-rich, inquisitive, global citizens. In Y10 and y11 students will be studying Edexcel, Religious Studies, Route B. This area of study comprises a study in depth of Islam as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically about the issues of peace and conflict, and crime. Students will study Islam within the context of the wider British society, the religious traditions of which are, in the main, Christian. Students will compare and contrast the areas of belief and practice within Islam with Christianity. This curriculum will ensure that all students will develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.

	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Topic	Muslim Beliefs	Crime and Punishment	Living the Muslim Life	Peace and Conflict		
Core Knowledge/ Threshold Concept	<p>Malaikah: the nature and importance of angels for Muslims</p> <p>al-Qadr: the nature and importance of Predestination for Muslims</p> <p>Akhirah: Muslim teachings about life after death</p> <p><u>New Topic – Crime and Punishment</u></p> <p>Muslim attitudes towards justice</p> <p>Muslim attitudes towards crime</p>	<p>Muslim teachings about good, evil and suffering</p> <p>Muslim attitudes towards punishment</p> <p>Muslim attitudes towards the aims of punishment</p> <p>Muslim teachings about forgiveness:</p> <p>Muslim teachings about the treatment of criminals:</p> <p>Muslim attitudes towards the death penalty</p>	<p>Ten Obligatory Acts of Shi'a Islam</p> <p>Shahadah as one of the Five Pillars</p> <p>Salah - Prayer</p> <p>Sawm as one of the Five Pillars</p> <p>Zakah as one of the Five Pillars and Khums</p> <p>Hajj as one of the Five Pillars</p> <p>Jihad: the origins, meaning and significance of jihad in Islam</p>	<p>The nature, origins, activities, meaning and significance of the celebration/ commemorations</p> <p><u>New Topic – Peace and Conflict</u></p> <p>Muslim attitudes towards peace</p> <p>The role of Muslims in peace making</p> <p>Muslim attitudes to conflict</p> <p>Pacifism: divergent Muslim teachings and responses to the nature and history of pacifism</p>	<p>Just War theory</p> <p>Holy War</p> <p>Weapons of mass destruction (WMD)</p> <p>Issues surrounding conflict</p> <p>Revision</p>	
Why this learning now?	In line with the advised sequencing from the exam board, students will begin by studying the main beliefs of Islam how such beliefs are reflected in Muslim worship today.	Students will then move on to consider how Muslim beliefs taught in the last topic would inform a Muslim's understanding of the issues surrounding crime and punishment.	Topic 3 will focus on how Muslims live out their beliefs in the world today. Through studying this topic, students will develop an appreciation of religious thought and its contribution to individuals, communities and societies.	Topic 4 will provide students with the opportunity to apply Muslim and non-religious teachings to the issues surrounding peace and conflict.		

Assessment Opportunities:	<p>Formative Assessment: Regular formative assessment will take place through the use of recall to link prior learning (5 mins), targeted questioning, WINS feedback, verbal feedback, and through the use of 'Feedback target trackers' and other AFL strategies.</p> <p>Summative assessment – Mid way and end of unit tests based on past examination papers.</p> <p>GCSE Exam - Written examination: 1 hour and 45 minutes 50% of the qualification 102 marks</p>					
Learning at Home	<p>The Religious Studies learning at home programme will be an opportunity for students to build on their lessons, deepen their understanding, and consolidate learning.</p> <p>Each term we will set:</p> <ul style="list-style-type: none"> • Key vocabulary tests • Knowledge recall quizzes • Practice exam questions <p>All of which will:</p> <p>Develop independent study skills which will support students to achieve strong academic outcomes.</p> <p>Consolidate, reinforce and extend what pupils know, understand, and what they can do in the classroom</p>					

	Focus on knowledge recall and retention Involve parents and carers in the students' learning					
Key Vocabulary	Shari'ah, Risalah, Tawhid, Usul ad-Din, Imam, Ummah, Makkah, Tawrat, Al-Qadr, Predestination	Hadith, Khalifahs, Fard, Haram, Omnipotent, Mandub, Hadd punishment, Deterrence, Retribution	Hajj, Ramadan, Salah, Shahadah, Zakah, Sawm, Khums, Iman, Minaret, Jummah	Salaam, Justice, Reconciliation, Passive resistance, Jihad, Crusade, Weapons of mass destruction, Ummah, Terrorism		
Spiritual, Moral, Social and Cultural concepts covered	<p><u>Spiritual, Moral, Social and Cultural (SMSC) development</u></p> <p>Within our Religious Studies curriculum, personal reflection will become a core skill, encouraging pupils to will be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values. Through learning, developing understanding and appreciating the range of different cultures with in the world will be an essential element of their preparation for life in modern Britain as they will be able to recognise the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs underpin the Religious Studies curriculum. Students will develop the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives whilst at the same time, offer reasoned views about moral and ethical issues and appreciate the viewpoints of others on these issues.</p>					
Links to careers and the world of work	<p>Careers: Journalist, festival coordinator, probation officer, police officer, food bank coordinator, missionary, nurse, teacher</p> <p>Employability links – Enables students to consider the challenges of living in a diverse society. Being able to understand different viewpoints and philosophies, from an interdisciplinary perspective—and apply that understanding to find practical solutions;</p> <p>Studying religion encourages self-awareness, initiative, creativity and teamwork. Religious Studies students are excellent communicators and make great leaders.</p>					

YEAR 10 RELIGIOUS STUDIES CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent – Our students will become knowledge-rich, inquisitive, global citizens. In Y10 students will be studying AQA, Religious Studies, Route A. This area of study comprises a study in depth of Christianity as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically within families, and with regard to religion and life. Students will then move on to compare and contrast two areas of belief and practice within Christianity with the religion of Islam whilst also considering non-religious views. This curriculum will ensure that all students will develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.

	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Topic	Christianity: Beliefs and Teachings	Christianity: Beliefs and Relationships and Family	Relationships and Family and Christian Practices	Christian Practices and Religion and Life	Religion and Life	Islam: Beliefs and Teachings
Core Knowledge/ Threshold Concept	<p>The Trinity: the nature and significance of the Trinity</p> <p>The creation of the universe and of humanity</p> <p>The Incarnation</p> <p>The last days of Jesus' life: the Last Supper, betrayal, arrest, trial, crucifixion, resurrection and ascension of Jesus;</p> <p>The nature and significance of salvation and the role of Christ within salvation</p> <p>Christian eschatology: divergent Christian teachings about life after death</p>	<p>The problem of evil/suffering and a loving and righteous God</p> <p>Divergent solutions offered to the problem of evil/suffering</p> <p>Revision</p> <p><u>Thematic Study A– Relationships and Family</u></p> <p>The importance and purpose of marriage for religious people</p> <p>Different attitudes about the nature and importance of sexual relationships</p> <p>The purpose and importance of the family from different perspectives</p>	<p>Religious attitudes and teachings towards divorce and remarriage</p> <p>Religious attitudes about the equality of men and women</p> <p>Christian teachings about gender prejudice and discrimination</p> <p><u>Christian Practices</u></p> <p>Christian worship- liturgical and non-liturgical forms of worship</p> <p>The role of the sacraments in Christian life and their practice in two denominations</p>	<p>The nature and purpose of prayer</p> <p>Pilgrimage: the nature, history and purpose of pilgrimage</p> <p>Christian religious celebrations</p> <p>The future of the Christian Church</p> <p>The role and importance of the local church in the local community</p> <p>The role and importance of the Church in the worldwide community</p> <p><u>Thematic Study B Religion and Life</u></p> <p>Religious teachings about the origins and value of the universe</p> <p>Religious teachings about the sanctity of life</p>	<p>Religious responses to scientific and non-religious explanations about the origins and value of human life</p> <p>Implications of the value and sanctity of life for the issue of abortion</p> <p>Religious attitudes about life after death</p> <p>Religious teachings about the value and sanctity of life for the issue of euthanasia</p> <p>Religious responses to issues in the natural world</p> <p>Revision</p>	<p>The six Beliefs of Islam</p> <p>The five roots of 'Usul ad-Din in Shi'a Islam</p> <p>The nature of Allah</p> <p>Risalah - Prophethood</p> <p>Muslim holy books</p>
Why this learning now?	In line with the advised sequencing from the exam board, students will begin by studying the main beliefs of	Students will then move on to consider how religious beliefs taught in the last topic would inform understanding of the	Topic 3 will focus on how Christians live out their beliefs in the world today. Through studying this topic, students	Topic 4 will provide students with the opportunity to apply Religious attitudes and teachings to ethical issues such as abortion and Euthanasia. Through doing this student will engage with		In line with the advised sequencing from the exam board, students will begin by studying the main beliefs of

	Christianity how such beliefs are reflected in Christian worship and practices today.	importance of marriage and family life.	will develop an appreciation of religious thought and its contribution to individuals, communities and societies.	questions of belief, value, meaning, purpose, truth, and their influence on human life,	Islam how such beliefs are reflected in Muslim worship today.
Assessment Opportunities:	<p>Formative Assessment: Regular formative assessment will take place through the use of recall to link prior learning (5 mins), targeted questioning, WINS feedback, verbal feedback, and through the use of 'Feedback target trackers' and other AFL strategies. Summative assessment – Mid way and end of unit tests based on past examination papers.</p> <p>GCSE Exam - Written examination: 1 hour and 45 minutes 50% of the qualification 102 marks</p>				
Learning at Home	<p>The Religious Studies learning at home programme will be an opportunity for students to build on their lessons, deepen their understanding, and consolidate learning.</p> <p>Each term we will set:</p> <ul style="list-style-type: none"> • Key vocabulary tests • Knowledge recall quizzes • Practice exam questions <p>All of which will:</p> <p>Develop independent study skills which will support students to achieve strong academic outcomes.</p> <p>Consolidate, reinforce and extend what pupils know, understand, and what they can do in the classroom</p> <p>Focus on knowledge recall and retention</p> <p>Involve parents and carers in the students' learning</p>				
Key Vocabulary	Trinity, Incarnation, Eschatology, Resurrection, Ascension, Blasphemy, Prophetised, Sacrament, Intercessionary prayers, Sanhedrin	Cohabitation, Monogamy, Homosexuality, Annulment, Suffragettes, Sexism, Gender Prejudice	Clergy, Extempore prayer, Transubstantiation, Adoration, Supplication, Salvation, Evangelisation, Ecumenism, Reconciliation, Sermons	Cosmology, Pacifism, Original Sin, Natural Selection, Paranormal, Reincarnation, Euthanasia, Palliative Care, Stewardship, Greenhouse Effect	

Spiritual, Moral, Social and Cultural concepts covered	<p><u>Spiritual, Moral, Social and Cultural (SMSC) development</u></p> <p>Within our Religious Studies curriculum, personal reflection will become a core skill, encouraging pupils to will be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people’s faiths, feelings and values. Through learning, developing understanding and appreciating the range of different cultures with in the world will be an essential element of their preparation for life in modern Britain as they will be able to recognise the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs underpin the Religious Studies curriculum. Students will develop the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives whilst at the same time, offer reasoned views about moral and ethical issues and appreciate the viewpoints of others on these issues.</p>
Links to careers and the world of work	<p>Careers: Journalist, festival coordinator, probation officer, police officer, food bank coordinator, missionary, nurse, teacher</p> <p>Employability links – Enables students to consider the challenges of living in a diverse society. Being able to understand different viewpoints and philosophies, from an interdisciplinary perspective—and apply that understanding to find practical solutions;</p> <p>Studying religion encourages self-awareness, initiative, creativity and teamwork. Religious Studies students are excellent communicators and make great leaders.</p>

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	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Topic	Islam Beliefs and Teachings	Theme D Peace and Conflict	Islam Practices	Theme E Religion, Crime and Punishment		
Core Knowledge/ Threshold Concept	Malaikah: the nature and importance of angels for Muslims al-Qadr: the nature and importance of Predestination for Muslims Akhirah: Muslim teachings about life after death <u>Theme D – Peace and Conflict</u> Religious attitudes about forgiveness Violence and violent protest	Terrorism and the causes of it. Religious attitudes to war Just war and holy war Victims of war Religious attitudes to Pacifism	Ten Obligatory Acts of Shi’a Islam Shahadah as one of the Five Pillars Salah - Prayer Sawm as one of the Five Pillars Zakah as one of the Five Pillars and Khums Hajj as one of the Five Pillars Jihad: the origins, meaning and significance of jihad in Islam	The nature, origins, activities, meaning and significance of the celebration/ commemorations <u>Theme E: Religion Crime and Punishment</u> Religious attitudes towards Laws and crime The aims of punishment Suffering and forgiveness Punishment	Different religious attitudes towards Capital Punishment Revision	
	Why this learning now?	In line with the advised sequencing from the exam board, students will begin by studying the main beliefs of Islam how such beliefs are reflected in Muslim worship today.	Students will then move on to consider how different religions approach the issues surrounding Peace and Conflict.	Topic 3 will focus on how Muslims live out their beliefs in the world today. Through studying this topic, students will develop an appreciation of religious thought and its contribution to individuals, communities and societies.		

Assessment Opportunities:	<p>Formative Assessment: Regular formative assessment will take place through the use of recall to link prior learning (5 mins), targeted questioning, WINS feedback, verbal feedback, and through the use of 'Feedback target trackers' and other AFL strategies. Summative assessment – Mid way and end of unit tests based on past examination papers.</p> <p>GCSE Exam - Written examination: 1 hour and 45 minutes 50% of the qualification 102 marks</p>			
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**Links to careers
and the world of
work**

Careers: Journalist, festival coordinator, probation officer, police officer, food bank coordinator, missionary, nurse, teacher

Employability links – Enables students to consider the challenges of living in a diverse society. Being able to understand different viewpoints and philosophies, from an interdisciplinary perspective—and apply that understanding to find practical solutions;

Studying religion encourages self-awareness, initiative, creativity and teamwork. Religious Studies students are excellent communicators and make great leaders