

KS3 Curriculum Map – Religious Studies:

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
What difference does it make to believe in...? (part 1)	<ul style="list-style-type: none"> • What is belief? • Inward emotions • Outward signs 	<ul style="list-style-type: none"> • Establish the difference between fact and beliefs • Discuss how beliefs affect our lives • Explore the life of Martin Luther King • Consider the story of the Good Samaritan 	<ul style="list-style-type: none"> • Key words • Knowledge Tests • Corrie Ten Boom biography evaluation
What difference does it make to believe in...? (part 2)	<ul style="list-style-type: none"> • Monotheism • What do Christians believe about God (Trinity) • What do Hindus believe about God (Brahman) • What do Muslims believe about God (Shahadah) 	<ul style="list-style-type: none"> • Explore Christian beliefs and practices • Explore Hindu beliefs and practices • Explore Muslim beliefs and practices • Assess the similarities and differences between these faith traditions. 	<ul style="list-style-type: none"> • Knowledge tests • Key word tests • Summative assessment to evaluate how beliefs and traditions impact a believer's life
What is good and what is challenging about being a teenage Sikh, Buddhist, Muslim in Britain today?	<ul style="list-style-type: none"> • Commitment and Identity • 5 Pillars of Islam • Islamophobia 	<ul style="list-style-type: none"> • Investigate ways of describing Commitment and Identity • Consider the 5 Pillars as an example of commitment • Explore the origins and consequences of Islamophobia 	<ul style="list-style-type: none"> • Knowledge tests • Key word tests • Summative assessment to evaluate impact of Islamophobia
Should religious buildings be sold to feed the starving?	Places of worship	<ul style="list-style-type: none"> • Explore the key features of a Christian Church • Discuss why Christians go to Church and the impact on their lives 	<ul style="list-style-type: none"> • Knowledge tests • Key word tests

		<ul style="list-style-type: none"> Assess the challenges and benefits of going to Church 	<ul style="list-style-type: none"> Summative assessment to evaluate “Religious buildings should be sold to feed the starving.”
Do we need to prove God’s existence? (part 1)	The existence of God	<ul style="list-style-type: none"> Exploring reasons why people believe in God Exploring reasons why people do not believe in God Participate in a Community of Enquiry (Philosophy for Children) 	<ul style="list-style-type: none"> Mini formative tests Key word tests Group work / Presentations
What is good and what is challenging about being a teenage Sikh, Buddhist, Muslim in Britain today?	<ul style="list-style-type: none"> History of Buddhism Buddhist Beliefs Buddhist Practice 	<ul style="list-style-type: none"> Explore the life of Siddhartha Gautama Examine the Four Noble Truths and Eight-fold Path Evaluate life as a Buddhist in Britain today 	<ul style="list-style-type: none"> Knowledge test Key word test Summative Assessment
What difference does it make to believe in...? (Buddhist, Christian, Jewish, Muslim, Sikh, Humanist)	<ul style="list-style-type: none"> Humanism 	<ul style="list-style-type: none"> Investigate and understand what Humanism is Investigate how Humanists live their lives Compare Humanist beliefs and practices to religious beliefs and practices Assess the relevance of Humanism in Britain today 	<ul style="list-style-type: none"> Knowledge test Key word test Summative Assessment
Does Religion help people to be good?	<ul style="list-style-type: none"> Kant – Deontology Dostoevsky Religious and non-religious codes for Living 	<ul style="list-style-type: none"> Explore the meaning of the Golden Rule and compare to Kant’s Deontology Evaluate Dostoevsky’s claim ‘Without God anything is allowable’ Assess Religious ways of living and behaviour and compare to non-religious ways of living. 	<ul style="list-style-type: none"> Knowledge test Key word test Summative Assessment to answer the question ‘Does Religion help people to be good?’

<p>Why is there suffering? Are there any good solutions?</p>	<ul style="list-style-type: none"> • Evil and suffering • Moral evil • Natural evil • The Problem of Evil • Theodicies 	<ul style="list-style-type: none"> • Appraise divergent definitions and examples of evil and suffering • Evaluate Epicurus' problem of evil • Assess the different Christian response to evil and suffering • Evaluate the success of the theodicies in explaining the existence of evil and suffering 	<ul style="list-style-type: none"> • Mini formative tests • Key word tests • Group work / Presentations
<p>Is death the end? Does it matter?</p>	<p>Monism Dualism Christian, Hindu, Buddhist beliefs about Life after death</p>	<ul style="list-style-type: none"> • Explore the monist/dualist debate • Examine religious/non-religious perspectives • Consider philosophical perspectives • Participate in a Community of Enquiry (Philosophy for Children) 	<ul style="list-style-type: none"> • Knowledge test • Key word test • Summative Assessment to evaluate the statement "Death is the end".