

KS4 Curriculum Map – Religious Studies (Core):

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?
JUDAISM -BELIEFS	<ul style="list-style-type: none"> • History of Judaism • Statement of Belief - Shema • The Torah 	<ul style="list-style-type: none"> • Consider the chronology of the development of the Jewish community. • Students also consider their own personal history. • Examine the Shema, explore how it is used and consider why it is important. • Explore the Torah as a source of wisdom and authority. 	<ul style="list-style-type: none"> • Key words • Mini formative tests • End of unit summative assessment
JUDAISM – PRACTICES	<ul style="list-style-type: none"> • Shabbat • Synagogue • Passover • Hanukkah 	<ul style="list-style-type: none"> • Evaluate the importance of Shabbat for Jewish people in Britain today. • Investigate why the synagogue is still important for the Jewish community today. • Compare and contrast two important Jewish festivals and consider the claim that they lose their meaning in the modern world. 	<ul style="list-style-type: none"> • Key words • Mini formative tests • End of unit summative assessment
JUDAISM – HOLOCAUST STUDIES	<ul style="list-style-type: none"> • Prejudice and Discrimination • Anti-Semitism • Jewish Experience of Holocaust 	<ul style="list-style-type: none"> • Learn the definitions and consider examples of prejudice and discrimination. • Explore the history of anti-Semitism. • Examine the Jewish experience of the Holocaust through case studies, testimony and real-life examples. • Reflect on prejudice and genocide as an experience of the world today. Examine contemporary examples. 	<ul style="list-style-type: none"> • Key words • Mini formative tests • End of unit summative assessment

Marriage and Family Life	<ul style="list-style-type: none"> • Family • Relationships • Marriage • Religious marriage • Non-religious marriage • Same sex marriage • Divorce 	<ul style="list-style-type: none"> • Explore and appraise different types of family in the modern world. • Consider attitudes to relationships marriage. • Explore marriage from a religious perspective (Christian and Hindu) and a non-religious perspective (Humanist). • Compare and contrast these different types of marriage. • Consider the challenges faced by those who campaigned for same sex marriage. • Investigate why some marriages end in divorce. • Consider what the law and religious communities say about divorce. 	<ul style="list-style-type: none"> • Key words • Mini formative tests • End of unit summative assessment
MATTERS OF LIFE	<ul style="list-style-type: none"> • Sanctity of Life • Abortion • Euthanasia 	<ul style="list-style-type: none"> • Appraise the argument that some lives are more valuable than others. • Consider the Sanctity of Life from a Christian perspective. • Investigate what abortion is and what the law in different countries says. • Appraise the religious arguments for and against abortion applying the sanctity of life argument and sources of authority. • Examine case studies to support and challenge these arguments • Investigate what euthanasia is and what the law in different countries says. • Appraise the religious arguments for and against euthanasia applying the sanctity of life argument and sources of authority. 	<ul style="list-style-type: none"> • Key words • Mini formative tests • End of unit summative assessment

		<ul style="list-style-type: none"> Examine case studies to support and challenge these arguments 	
PHILOSOPHY	<ul style="list-style-type: none"> Life after death 	<ul style="list-style-type: none"> Research different philosophical arguments to evaluate the statement "Once you are dead you are dead". Group work and presentations to deliver outcomes. Participate in a Community of Enquiry (P4C) 	<ul style="list-style-type: none"> Mini formative tests
ISLAM-BELIEFS	<ul style="list-style-type: none"> Challenging stereotypes History of Islam / Muhammad (pbuh) Statement of Belief - Shahadah 5 Pillars 	<ul style="list-style-type: none"> Share ideas about misconceptions and stereotypical perspectives. Consider where these come from and how to challenge them. Explore the chronological history of Islam. Assess the importance of Muhammad (pbuh) for Muslims today. Explore the meaning of the Shahadah to interpret what Muslims believe about God. Explore the challenges and rewards of the 5 Pillars. 	<ul style="list-style-type: none"> Key words Mini formative tests End of unit summative assessment
ISLAM-PRACTICES	<ul style="list-style-type: none"> The Mosque Hajj The Qur'an Position of Women in Islam 	<ul style="list-style-type: none"> Examine the architecture and key features of the mosque and consider the importance of the mosque as a place of community. Research and present the challenges and rewards of Hajj. Examine The Qur'an as a source of wisdom and authority. Assess the position of women in Islam applying sources of authority to challenge and support arguments. 	<ul style="list-style-type: none"> Key words Mini formative tests End of unit summative assessment