

Beths Grammar School KS4 Religious Studies Curriculum Map

Exam Board- Eduqas Route A

Year 10

Beths Grammar School KS4 Religious Studies Curriculum Map

Exam Board- Eduqas Route A

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1 Relationships</p>	<p>Introduction to relationships- Christian beliefs and attitudes about the nature of marriage in the 21st century.</p> <p>Relationships- The nature and purpose of marriage and varying Christian attitudes towards separation.</p> <p>Relationships within communities - How different interfaith manage relationships in a diverse society</p> <p>Sexual relationships- Christian interpretations about the nature and purpose of sex. Diverse attitudes towards same sex relationships.</p>	<p>Philosophy for children lesson for introduction.</p> <p>Brainstorm on relationships.</p> <p>Read through passage from Mark and make commentary/criticism with relevance to modern Britain; what is the difference between cohabitation and marriage? Interpretations of Matthew 19:8-9, Mark 10:9.</p> <p>Research the history of Corrymeela.</p> <p>Relating the Primary Precepts to the modern world and Natural Law; which ones are still applicable in the modern world? Explain your answer. Name the different types of sexual relationships; Compare/contrast Old Testament and New Testaments; analyse passage in Genesis 5:1</p>	<p>Key term check.</p> <p>Structured exam questions at the end of lessons.</p> <p>End of topic assessment.</p> <p>DIRT time allocated.</p>

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<p>Spring Term1</p> <p>Life and Death</p>	<p>The origin and value of human life/introduction to beliefs about death and the afterlife. Christian attitudes to abortion and euthanasia.</p> <p>Beliefs about death and the afterlife. Varying Christian beliefs on the afterlife.</p>	<p>For and against arguments on abortion; why might Christians object to abortion?</p> <p>Focus question of: what happens when we die? Consider alternative viewpoints on the afterlife. Support viewpoints with sources of wisdom. Explain the impact on religious believers and humanists.</p>	<p>Key term check</p> <p>Structured exam questions at the end of lessons.</p> <p>End of topic assessment.</p> <p>DIRT time allocated.</p>
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<p>Spring Term 2</p> <p>Good and Evil</p>	<p>Introduction. Defining what is 'wrong'; relative and absolute morality, conscience, virtues and sin.</p> <p>Crime and punishment. The causes of crime and aims of punishment: justice, retribution, deterrence and reformation; how we treat criminals and the work of prison chaplains/reformers. Varying Christian responses to the death penalty. Debate on the death penalty.</p> <p>Forgiveness. Christian teachings about forgiveness and examples of forgiveness arising from personal beliefs.</p> <p>Good, Evil and Suffering. The origin of evil. The problem of believing in God, free will and suffering.</p>	<p>Philosophy for children lesson for introduction. Brainstorm on crime and punishment; ask the question 'What is wrong?'</p> <p>Why do people commit crime? can there ever be a reason for committing a crime? Should people like Anders Breivik have human rights? Interpretations of biblical passages; Class debate on the death penalty after watching documentary.</p> <p>Watching a series of video's based on case studies and reflecting on how students feel/ how it relates to forgiveness. Connection key ideas with religious attitudes and teachings.</p> <p>Read Genesis 3 and watch videos, drawing up a table listing similarities and differences. Utilising true tube to make note on the different beliefs on evil and free will.</p>	<p>Key term check</p> <p>Structured exam questions at the end of lessons.</p> <p>End of topic assessment.</p> <p>DIRT time allocated.</p>
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<p>Summer Term 1</p> <p>Human rights</p>	<p>Introduction- Christian teachings toward the dignity of human life.</p> <p>Human Rights and Social Justice- Equality in modern Christianity; agape; conflict between personal conviction and the laws of a country. Censorship, freedom of religious expression and religious extremism.</p>	<p>Philosophy for children lesson for introduction. Make a list of human rights; which do you think are the most important? Why?</p> <p>Read and analyse the biblical passages and state why they are so important to many Christians. Read the articles and explain how each of the key concepts applies to either or both. Give reasons.</p>	<p>Key term check</p> <p>Structured exam questions at the end of lessons.</p> <p>End of topic assessment.</p> <p>DIRT time allocated.</p>
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<p>Summer Term 2</p> <p>Human rights</p>	<p>Prejudice and discrimination- Christian attitudes to prejudice and discrimination.</p> <p>Christian beliefs regarding racial prejudice and discrimination.</p> <p>Issues of wealth and poverty Is it right to acquire wealth? Case study: Christian Aid</p>	<p>Analyse different case studies and relate to biblical teachings to the boycott. Do you think Britain has changed for the better? Answer with reference to the biblical passages.</p> <p>What does this passage tell us about Jesus' attitude to wealth? Make spider diagram and analyse what Christian Aid does and link it to Christian teachings.</p>	<p>Key term check</p> <p>Structured exam questions at the end of lessons.</p> <p>End of topic assessment.</p> <p>Year 10 Mocks.</p> <p>DIRT time allocated.</p>
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Beths Grammar School KS4 Religious Studies Curriculum Map

Exam Board- Eduqas Route A

Year 11

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Exam Board- Eduqas Route A

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term</p> <p>Jewish beliefs</p>	<p>Introduction - Why do we study other faiths? What do we already know about Judaism?</p> <p>The Nature of God - What do Jews believe that God is like? What do Jews believe about God as a Law-Giver and Judge? What is Shekinah? Why is Shekinah important?</p> <p>Messiah What is the Mashiach? What do Orthodox Jews believe about the nature and role of the Messiah? What do different groups of Reform Jews believe about the nature and role of the Messiah?</p> <p>Covenant What is a Covenant? What is the Abrahamic Covenant? What is the Covenant with Moses at Sinai? Why are the Ten Commandments important to Jews?</p>	<p>Formulating questions about the topic – What is good? What is evil?</p> <p>Issues of God as: One, Creator: Genesis 1:3-5; 1:26-28, The Shema. Law-Giver and Judge: Exodus 20:1-17. The nature and significance of shekinah (the divine presence).</p> <p>Different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah); special person who brings an age of peace, ourselves, his arrival as signalling the end of the world, praying for his coming, concerned more with living life according to the mitzvot.</p> <p>The meaning and significance of the Abrahamic Covenant: Genesis 12:1-3, 17:6-8, 17:11-14 including the importance of the ‘Promised Land’ The meaning and significance of the Covenant with Moses at Sinai: Exodus 3:11- 15 including the continuing importance of the idea of a ‘Promised Land’ Importance of the Ten Commandments: Exodus 20:2-14.</p>	<p>Key term check</p> <p>Structured exam questions at the end of lessons.</p> <p>End of topic assessment.</p> <p>DIRT time allocated.</p>

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	<p>Life on Earth What do Jews believe about the sanctity of life? What are the 613 mitzvot? What is the relationship between the 613 mitzvot and free will?</p> <p>The afterlife What do we understand by life after death? What are Orthodox Jewish beliefs about life after death? What are Reform Jewish beliefs about life after death?</p>	<p>Beliefs and teachings about the nature and importance of Pikuach Nefesh (sanctity of life): Genesis 1:26-27, Talmud B Yoma 84b, Psalm 139: 13-15, Jeremiah 1:5.</p> <p>The relationship between free will and the 613 mitzvot (duties) between humans and with God.</p> <p>Orthodox and Reform beliefs and teachings about life after death, judgement and resurrection; spiritual and/or bodily resurrection, immortality of the soul and the belief that we must focus on this life in preparation for whatever happens in the next.</p>	
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<p>Autumn Term</p> <p>Jewish practices</p>	<p>Worship How do Orthodox Jews worship in the synagogue? How do Reform Jews worship in the synagogue? How do Jews worship in the home?</p> <p>The synagogue What are the features of a synagogue in Britain? How do British synagogues work to serve Jewish communities in Britain? How are the Tenakh and the Talmud significant in Jewish daily life? How does a Jew keep Kosher in Britain?</p> <p>Rituals What is Brit Milah? What is Bar Mitzvah? What are the different views of Bat Mitzvah and Bat Chayil? What are the features of a Jewish marriage ceremony? How do Jews mourn for the dead?</p> <p>Festivals What is Rosh Hashanah? What is Yom Kippur? What is Pesach? What is Sukkot?</p>	<p>The nature and importance of Orthodox and Reform synagogue services; Shabbat service, the significance of prayer including the standing prayer (Amidah). Worship in the home; siddur, recitation of Shema and display of mezuzah. The importance of preparing for and celebrating Shabbat: Exodus 20:8-10. Items worn for worship; tallith, tefillin and kippah.</p> <p>Features of synagogues in Britain: significance of bimah, aron hakodesh, Torah scrolls, ner tamid, seating, minyan; Exodus 20:4-5. Worship, social and community functions of synagogues serving Jewish communities in Britain. Significance of use of the Tenakh and the Talmud in daily life. Dietary laws: kosher, treyfah, parev, the prohibition of milk with meat, requirements of a kosher kitchen: Leviticus 11:1-23 Keeping kosher in Britain: benefits and challenges.</p> <p>The role and importance of Brit Milah: Covenant, identity, features of the ceremony. Bar Mitzvah: Law and personal responsibility, features of the ceremony. Orthodox and Reform views regarding Bat Mitzvah and Bat Chayil and features of the ceremonies. Marriage: Genesis 2: 24, features of the ceremony. Mourning rituals: onan, kaddish, sheva, yartzheit. Role of chevra kaddisha.</p> <p>The origin, meaning and celebration of Rosh Hashanah.</p>	<p>Key term check</p> <p>Structured exam questions at the end of lessons.</p> <p>End of topic assessment.</p> <p>DIRT time allocated.</p>
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	<p>Where are the differences in practice between different Jewish traditions?</p>	<p>The origin, meaning and celebration of Yom Kippu. The origin, meaning and celebration of Pesach. The origin, meaning and celebration of Sukkot Exploration of the significance of these festivals for Jewish people. The diversity of practice between different Jewish tradition.</p>	
<p>Spring Term Christian beliefs</p>	<p>Introduction/the nature of God The belief that God is omnipotent, omnipresent, omniscient and omnibenevolent.</p> <p>The nature of God- The Trinity.</p> <p>Creation- The nature and role of humans; literal and non-literal interpretations.</p>	<p>Explanation on structure of/how to use a Bible; Brainstorm on 'what is God?'; match up meanings game for 'omni' terms; read passages from specification with a special focus on Job; discuss quote from Epicurus.</p> <p>Introduce concept of Trinity (three parts to your life: work, home and sleep) or Triangle; watch videos and explain why the Trinity is so important; explain concept of God Incarnate.</p> <p>Discuss the power of the Word after having the excerpt from John; watch the debate and discuss; can Genesis 1 be interpreted literally and non-literally?</p>	<p>Key term check</p> <p>Structured exam questions at the end of lessons.</p> <p>End of topic assessment.</p> <p>DIRT time allocated.</p>

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	<p>Jesus Christ- Jesus Christ and his role as God Incarnate. Crucifixion, resurrection and ascension.</p> <p>Salvation- Law: Word of God. Sin and the prevention of salvation; attaining salvation through Grace; the Holy Spirit</p> <p>The afterlife- Eschatology; judgement; resurrection; heaven and hell.</p>	<p>Read the passage from Luke 1: 28-33 and watch the video then discuss why the birth of Jesus is so important to Christians. Work through each of three short films and explain why the resurrection is pivotal to Christians; spider diagrams with important points from the discussion and important Bible references from the specification; evaluation of the ascension; what do you believe about Jesus? Why?; atonement of our sins through the suffering of Jesus.</p> <p>Discuss inspiration and revelation; spreading the word of God; is it literally true? (The video on miracles could be used as a base); how important is the Bible today? Can a murderer expect salvation? The robbers on the cross; explain the events that were witnessed by people in Acts.</p> <p>Explore traditional views (Dante’s ‘Inferno’ from the ‘Divine Comedy’) and the more spiritual understanding many Christians have today.</p>	
<p>Spring Term Christian practices</p>	<p>Forms of worship- Liturgical; informal; individual; the Lord’s Prayer.</p> <p>Sacraments- Different beliefs regarding Sacraments: births, marriages and deaths. Eucharist</p>	<p>Group work engaging in critical analysis of the Lord’s Prayer highlighting concepts such as atonement and evangelism; the emphasis on individual prayer in the passage from Matthew; an analysis of different types of prayer (supplication, thanksgiving).</p> <p>Compare and contrast Roman Catholic views on Original Sin and therefore adult and infant baptism. Explain transubstantiation and discuss.</p>	<p>Key term check</p> <p>Structured exam questions at the end of lessons.</p> <p>End of topic assessment.</p> <p>DIRT time allocated.</p>

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	<p>Pilgrimage and celebrations- Walsingham ; Taizé; Christmas and Easter.</p> <p>Christianity in Britain and the Church in the local community- Christianity in Britain; British traditions and laws; role of the Church.</p> <p>The worldwide Church- Mission; evangelism; Tearfund; persecution</p>	<p>Ask what pilgrimage is; compare with other activities (maybe a season ticket to a sporting club and ask why it is important); compare and contrast Walsingham and Taizé; have Christmas and Easter become too commercialised for Christians today?</p> <p>How has the population of Britain changed since 2001? Why did Sadiq Khan choose Southwark Cathedral for his swearing in as mayor? Bishops still represent Church in the House of Lords; Queen as head of state and head of the Church; holidays still follow Christian calendar – why?</p> <p>Compare and contrast the priest and nurse in the videos in their mission; read the articles and debate the advantages and disadvantages of evangelism; discuss how the World Council of Churches seeks to bring about greater ecumenism.</p>	
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<p>Summer Term Revision and exam leave</p>	<p>Revision on previous topics.</p>	<p>Recall starters and tasks using mini whiteboards. Blurting mind maps for recall. Exam walkthroughs for themes and religion papers. Practice of BAA approach when answering 5, 8 and 15 markers. Marking models to recognise areas of success and improvement. Practice questions and paragraphs (2,5,8 and 15).</p>	<p>Key concept low stakes tests.</p> <p>Red, amber and green assessment of each area of the spec. Revisiting this regularly to measure progress.</p> <p>Peer, self-and teacher assessment of practice questions.</p> <p>DIRT time allocated.</p>
<p>Summer Term Exam Leave</p>			

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