

Term	INTENT	IMPLEMENTATION	IMPACT
	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? Evidence of how well students have learned the intended content.
Autumn Term 1A	<p><u>Intent</u> Theories of religion links with prior learning as students have applied theories to other topics. Following this, students develop an understanding of the differences and similarities between religion, science and ideology. Students will also consider how religion has contributed to society changing which links to different theoretical perspectives.</p> <p>4.2.5</p> <p>Beliefs in society</p> <p>Theories of religion- Topic 1 Ideology, science and religion- Topic 7 Religion and social change- Topic 2</p>	<p>Key concepts:</p> <ul style="list-style-type: none"> • What is religion? • Functionalist perspective on religion • Marxist perspective on religion • Feminist perspective on religion • Is religion a conservative force? • Is religion a force for change? <p>Skills:</p> <ul style="list-style-type: none"> • Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. • Reading – the skill of reading with interrogation to prioritise information. • Application – Apply sociological theories, concepts, evidence and research methods to a range of issues • Analysis – the skill of weighing up evidence to form a substantiated judgement. • Evaluation – Using multiple theories to critique other viewpoints and come to a reasoned judgement. 	<ul style="list-style-type: none"> • Predicted grade assessments, based on content learnt in Year 12. 40 mark timed assessment (60 minutes). 1 x 10 outline question on Sociology as a Science OR Values and objectivity in Sociology, 1 x 20 item question on Methods in Context and 1 x 20 mark item question on Theories • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
Autumn Term 1B	<p><u>Intent</u> Students consider the extent to which secularisation has occurred by considering new forms of religion and spirituality.</p> <p>4.2.5</p> <p>Beliefs in society</p> <p>Secularisation- Topic 3 Religion, renewal, and choice- Topic 4</p>	<p>Key concepts:</p> <ul style="list-style-type: none"> • Is there a decline in religion or is it that other new forms of religion and spirituality are becoming more popular? • Is religion declining in both America and Europe? • What different types of religious organisation are there? 	<ul style="list-style-type: none"> • Writing of model paragraphs. • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.

		<ul style="list-style-type: none"> • How do religious beliefs and/or participation differ depending on gender, ethnicity, age, class, and disability? <p>Skills:</p> <ul style="list-style-type: none"> • Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. • Application – Apply sociological theories, concepts, evidence, and research methods to a range of issues • Analysis – the skill of weighing up evidence to form a substantiated judgement. • Evaluation – Using multiple theories to critique other viewpoints and come to a reasoned judgement. 	
<p>Spring Term 2A</p>	<p><u>Intent</u> Students also consider the extent to which different social groups engage with religion, including new forms of religion.</p> <p>4.2.5 Beliefs in society</p> <p>Organisation, movements, and members- Topic 6</p>	<p>Key concepts:</p> <ul style="list-style-type: none"> • Is there a decline in religion or is it that other new forms of religion and spirituality are becoming more popular? • Is religion declining in both America and Europe? • What different types of religious organisation are there? • How do religious beliefs and/or participation differ depending on gender, ethnicity, age, class, and disability? <p>Skills:</p> <ul style="list-style-type: none"> • Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. • Application – Apply sociological theories, concepts, evidence, and research methods to a range of issues • Analysis – the skill of weighing up evidence to form a substantiated judgement. • Evaluation – Using multiple theories to critique other viewpoints and come to a reasoned judgement. 	<ul style="list-style-type: none"> • Students will undertake their Yr13 mocks during this term which will include a full Paper 2 which incorporated family and beliefs (topics 1-4). • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.

<p>Spring Term 2B</p>	<p><u>Intent</u> Students consider religion in a global context, considering causes of religious fundamentalism and how religion and development are related.</p> <p>Religion in a global context- Topic 5</p>	<p>Key concepts:</p> <ul style="list-style-type: none"> • What is religious fundamentalism? • What causes religious fundamentalism? • How has religion contributed to development in parts of the world outside Europe? <p>Skills:</p> <ul style="list-style-type: none"> • Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. • Application – Apply sociological theories, concepts, evidence, and research methods to a range of issues • Analysis – the skill of weighing up evidence to form a substantiated judgement. • Evaluation – Using multiple theories to critique other viewpoints and come to a reasoned judgement. 	<ul style="list-style-type: none"> • Writing of model paragraphs. • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
<p>Summer Term 3A</p>			