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| **Year 9 CURRICULUM MAP: Religious Studies** |
|  | **Autumn** | **Spring** | **Summer** |
| **Unit Length** | **1 topics covered in the Autumn Term** | **1 topics covered in the spring term**  | **One depth study topic**  |
| **Assessment Objectives** | **AO1** Demonstrate Knowledge and understanding (50%)**AO2** Analyse and evaluate using religious sources (50%) | **AO1** Demonstrate Knowledge and understanding (50%)**AO2** Analyse and evaluate using religious sources (50%) | **AO1** Demonstrate Knowledge and understanding (50%)**AO2** Analyse and evaluate using religious sources (50%) |
| **Description of the Topic and Key Learning Outcomes****Unit title and number****List- numbered key learning outcomes (sequenced correctly)** **Assessments embedded and colour coded****(Intentional monitoring )** | **Founders and Leaders:**Who were the founders and leaders of the major world religions and which leaders continue to make impact on the world today?**1. What does leadership look like?****2. Who was Moses?****3. Was Jesus a rebellious leader?****Intentional Monitoring Activity** **Leaders and their Impact****4. What impact did Ghandi make on the world?****5. Muhammad and his life****6. Saudia Arabia at the time of Muhammad****7. How Mai Bhago influenced female leadership in Sikhism.****8. Who is Malala?****Intentional Monitoring Activity****Leaders and their influence table****9. How Malala continues to make an impact.****10. In what ways did Corrie ten Boom lead?****11. Was Bonhoeffer a moral leader?****Founders and Leaders Assessment**  | **Crime and Punishment:**The impact of Crime and Punishment on the UK society today. Analysing the impact of crime within both Christianity and Islam and how both religions support criminals, victims and the wider society.1. **What is justice?**
2. **Attitudes towards crime in the UK**
3. **What are the attitudes towards crime from a Christian and Islamic perspective?**

**Intentional Monitoring Activity****Assessment Islam and Christian responses to Crime**1. **Assessment Feedback DIRT lesson**
2. **What is forgiveness?**
3. **How should criminals be treated?**
4. **What is capital punishment?**
5. **Should Capital Punishment be allowed?**

**Intentional Monitoring Activity** **Debate****Crime and Punishment Assessment**  |  **Medical Ethics -**1. **Sanctity of life**
2. **Abortion opinions**
3. **Abortion and Christianity**

**Intentional monitoring of debates amongst different types of Christians. Monitor table of responses.** 1. **Fertility Treatment**
2. **Cloning**
3. **Euthanasia**
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| **Milestone Assessments****Intentional monitoring steps**  | **One assessed essay question and two intentional monitoring activities** | **One assessed essay question and two intentional monitoring activities** |  |
| **CEIAG** **Specific careers links** |  |  |   |
| **RRSA** | Article 14: Freedom of thought, belief and religionArticle 28: Right to education. Article 29: Goals of education | Article 14: Freedom of thought, belief and religionArticle 28: Right to education. Article 29: Goals of education |  Article 14: Freedom of thought, belief and religionArticle 28: Right to education. Article 29: Goals of education |
| **Cross curricular links** |  Enrichment | Enrichment/RSE/PSHE – Law, Crime and Punishment | Science: Medical ethics and biology. Genetics.Enrichment/RSE |
| **Literacy Programme**  | * WOW Words
* Sentence Starters

Creative Writing. | * WOW Words
* Sentence Starters
* Creative Writing.
 | * WOW Words
* Sentence Starters
* Creative Writing.
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| **Useful websites/videos**  | BBC Teach Class ClipsChannel 4 Documentary Links on Ghandi, Mai Bhago, Bonhoeffer shared |
| **Wider Reading** | News Articles shared via TeamsReligious Scripture shared within lessons | .  |   |
| **Independent Learning Tasks** | Mind-map revision homeworkRetrieval practice homework Knowledge Organiser practice Questions.  | Mind-map revision homeworkRetrieval practice homework Knowledge Organiser practice Questions. | Mind-map revision homeworkRetrieval practice homework Knowledge Organiser practice Questions. |