

LHEA – R.E Department, Key Stage 3 Curriculum Map 2017-18

| | Term 1 | Term 1.5 | Term 2 | Term 2.5 | Term 3 | Term 3.5 |
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| Year 7 | <p>Creation Stories-</p> <p>Abrahamic creation story.</p> <p>Hindu creation story.</p> <p>Aboriginal creation story.</p> <p>Native American Creation story.</p> <p>Scientific theory of creation.</p> <p>Assessment.</p> | <p>Religious Stories –</p> <p>The Buddha’s early life.</p> <p>The Prophet Ibrahim. Holi.</p> <p>The life of Guru Nanak.</p> <p>Persephone.</p> <p>Noah’s Ark.</p> <p>Assessment.</p> | <p>Islam-</p> <p>Introduction to Islam.</p> <p>Who is Allah?</p> <p>The Five Pillars.</p> <p>Where do Islamic beliefs come from?</p> <p>The Prophet Muhammad.</p> <p>Zakah and Sadaqah.</p> <p>Assessment.</p> | <p>Islam-</p> <p>Fasting during Ramadan,</p> <p>The Pilgrimage of Hajj</p> <p>Halal and Haram food.</p> <p>Eid festivals.</p> <p>Being a British Muslim.</p> <p>Assessment</p> | <p>Judaism-</p> <p>There is only one God</p> <p>How does it feel to be a chosen people?</p> <p>How is the Torah special?</p> <p>Passover</p> <p>Shabbat</p> <p>Assessment.</p> | <p>Christianity-</p> <p>What is God like?</p> <p>How do Christians understand The Trinity?</p> <p>What does it mean to experience God?</p> <p>The Bible</p> <p>Belief about the afterlife</p> <p>Assessment.</p> |
| Key learning skills emphasized in lessons and in tests | <p>Learning about different beliefs and cultures.</p> <p>How to analyse different ideas-</p> | <p>Learning about different beliefs and cultures.</p> <p>How to analyse different ideas- how</p> | <p>Learning about the second biggest religion in the world.</p> <p>Comparing and contrasting different beliefs.</p> | <p>Learning about the second biggest religion in the world.</p> <p>Comparing and contrasting different beliefs.</p> | <p>Learning about other religions</p> <p>Comparing and contrasting different beliefs.</p> | <p>Learning about the biggest religion in the world.</p> <p>Comparing and contrasting different beliefs.</p> |

| | how are they similar/different. How to evaluate- Do I agree/disagree with this statement and why? | are they similar/different. How to evaluate- Do I agree/disagree with this statement and why? | Analyzing and evaluating the religion. | Analyzing and evaluating the religion. | Analyzing and evaluating the religion. | Analyzing and evaluating the religion. |
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| Reading lists | Vyas, N. <i>Living Faiths: Hinduism</i> Haigh, J. <i>Living Faiths: Christianity</i> | Haigh, J. <i>Living Faiths: Christianity</i> Vyas, N. <i>Living Faiths: Hinduism</i> Constance, M. <i>Living Faiths: Buddhism</i> Haigh, J. <i>Living Faiths: Sikhism</i> Neal, S. <i>Living Faiths: Islam</i> | Neal, S. <i>Living Faiths: Islam</i> | Neal, S. <i>Living Faiths: Islam</i> | Schraer, S. <i>Living Faiths: Judaism</i> | Haigh, J. <i>Living Faiths: Christianity</i> |
| Additional study materials/links/activities to do outside of school | https://www.bbc.co.uk/education/guides/zx7634j/revision/3 | http://www.bbc.co.uk/religion/religions/islam/history/ibrahim.shtml https://www.youtube.com/watch?v=_vjjhMWJ2wE | https://www.bbc.co.uk/education/topics/zsdtsbk http://www.bbc.co.uk/schools/religion/islam/ | https://www.bbc.co.uk/education/topics/zsdtsbk http://www.bbc.co.uk/schools/religion/islam/ | https://www.bbc.co.uk/education/topics/z4hg9i6 http://www.bbc.co.uk/schools/religion/judaism/ | http://www.bbc.co.uk/schools/religion/christianity/ https://www.bbc.co.uk/education/topics/zc63cdm |

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| Cross-curricular links | Literacy: reading, writing, comprehension. SPaG. Maths: Dates, timelines, numbers, | Literacy: reading, writing, comprehension. SPaG. Maths: Dates, timelines, numbers, | Literacy: reading, writing, comprehension. SPaG. Maths: Dates, timelines, numbers, | Literacy: reading, writing, comprehension. SPaG. Maths: Dates, timelines, numbers, | Literacy: reading, writing, comprehension. SPaG. Maths: Dates, timelines, numbers, | Literacy: reading, writing, comprehension. SPaG. Maths: Dates, timelines, numbers, |
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LHEA - History Department, Key Stage 3 Curriculum Map 2017-18

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| Year 8 | Buddhism- Who was the Buddha? The Four Noble Truths. Buddhist Symbols. Karma, Samsara and Nirvana. The Five Precepts Assessment. | Buddhism- Buddhist Monks. Meditation. Temples. Thich Nhat Hanh. Research assessment | Sikhism- What is the root of Sikh beliefs? What are the Sikh characteristics of God? The symbolism of the Khanda Guru Nanak The 10 Gurus Assessment. | Sikhism- The Khalsa The 5 ks The Gurdwara Sikh Ceremonies Fighting for Justice Massacres at Amritsar. | Hinduism- Beliefs about the Divine The Hindu ideas about God Hindu theories on why we are here. The caste system. Do all paths lead to God? Assessment. | Hinduism- Hindu symbols Hindu scripture Karma. Hindu festivals The Hindu life. Assessment. |

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| Key learning skills emphasized in lessons and in tests | <p>Learning about different beliefs and cultures.</p> <p>How to analyse different ideas- how are they similar/different.</p> <p>How to evaluate- Do I agree/disagree with this statement and why?</p> | <p>Learning about different beliefs and cultures.</p> <p>How to analyse different ideas- how are they similar/different.</p> <p>How to evaluate- Do I agree/disagree with this statement and why?</p> | <p>Learning about different beliefs and cultures.</p> <p>How to analyse different ideas- how are they similar/different.</p> <p>How to evaluate- Do I agree/disagree with this statement and why?</p> | <p>Learning about different beliefs and cultures.</p> <p>How to analyse different ideas- how are they similar/different.</p> <p>How to evaluate- Do I agree/disagree with this statement and why?</p> | <p>Learning about different beliefs and cultures.</p> <p>How to analyse different ideas- how are they similar/different.</p> <p>How to evaluate- Do I agree/disagree with this statement and why?</p> | <p>Learning about different beliefs and cultures.</p> <p>How to analyse different ideas- how are they similar/different.</p> <p>How to evaluate- Do I agree/disagree with this statement and why?</p> |
| Reading lists | Constance, M. <i>Living Faiths: Buddhism</i> | Constance, M. <i>Living Faiths: Buddhism</i> | Haigh, J. <i>Living Faiths: Sikhism</i> | Haigh, J. <i>Living Faiths: Sikhism</i> | Vyas, N. <i>Living Faiths: Hinduism</i> | Vyas, N. <i>Living Faiths: Hinduism</i> |
| Additional study materials/links/activities to do outside of school | https://www.bbc.co.uk/education/topics/znkxpv4 http://www.bbc.co.uk/schools/religion/buddhism/ | https://www.bbc.co.uk/education/topics/znkxpv4 http://www.bbc.co.uk/schools/religion/buddhism/ | http://www.bbc.co.uk/schools/religion/sikhism/ https://www.bbc.co.uk/education/topics/zfjpyrd | http://www.bbc.co.uk/schools/religion/sikhism/ https://www.bbc.co.uk/education/topics/zfjpyrd | https://www.bbc.co.uk/education/topics/z73d7ty | https://www.bbc.co.uk/education/topics/z73d7ty |

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| Cross-curricular links | Literacy: reading, writing, comprehension. SPaG. Maths: Dates, timelines, numbers, | Literacy: reading, writing, comprehension. SPaG. Maths: Dates, timelines, numbers, | Literacy: reading, writing, comprehension. SPaG. Maths: Dates, timelines, numbers, | Literacy: reading, writing, comprehension. SPaG. Maths: Dates, timelines, numbers, | Literacy: reading, writing, comprehension. SPaG. Maths: Dates, timelines, numbers, | Literacy: reading, writing, comprehension. SPaG. Maths: Dates, timelines, numbers, |
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| Year 9 | What is Authority? What makes a good leader? Is God a leader? God on Earth What is belief? What do people believe? Assessment. | Religion and Ethics- Cloning Genetic engineering Euthanasia Designer babies Savior siblings Nuclear weapons Assessment. | Religion and Animal Rights- Vegetarianism Animal testing Zoos Pets Research lesson 1 Research and assessment lesson 2 | Religion and Life- Different beliefs about creation How is suffering caused? How do people react to evil? What can be done about evil and suffering? Does suffering prove there is no God? Assessment. | Religion and the Environment- What is happening to the environment Christian beliefs about the Environment. Is the earth sacred How do Christians belief the earth should be protected? Assesment | Religion, conflict and science- Is it ever right to fight? War and peace. Pacifism. Did we evolve? Are religion and science in conflict? Assessment. |

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| skills emphasized in lessons and in tests | Analytical skills How to evaluate How to look at sources/evidence Looking at how to use evidence to back up a point of view. | Analytical skills How to evaluate How to look at sources/evidence Looking at how to use evidence to back up a point of view. | Analytical skills How to evaluate How to look at sources/evidence Looking at how to use evidence to back up a point of view. | Analytical skills How to evaluate How to look at sources/evidence Looking at how to use evidence to back up a point of view. | Analytical skills How to evaluate How to look at sources/evidence Looking at how to use evidence to back up a point of view. | Analytical skills How to evaluate How to look at sources/evidence Looking at how to use evidence to back up a point of view. |
| Reading lists | Parry, L. <i>Religious Studies: Specification A</i> Fleming, M. <i>AQA GCSE Religious Studies A: Christianity</i> | Parry, L. <i>Religious Studies: Specification A</i> Fleming, M. <i>AQA GCSE Religious Studies A: Christianity</i> | Parry, L. <i>Religious Studies: Specification A</i> Bartlett, C. <i>AQA GCSE Religious Studies A: Islam</i> | Parry, L. <i>Religious Studies: Specification A</i> Bartlett, C. <i>AQA GCSE Religious Studies A: Islam</i> | Parry, L. <i>Religious Studies: Specification A</i> | Parry, L. <i>Religious Studies: Specification A</i> |
| Additional study materials/links /activities to do outside of school | https://www.bbc.co.uk/education/subjects/zb48q6f | https://www.bbc.co.uk/education/subjects/zb48q6f | https://www.bbc.co.uk/education/subjects/zb48q6f | https://www.bbc.co.uk/education/subjects/zb48q6f | https://www.bbc.co.uk/education/subjects/zb48q6f | https://www.bbc.co.uk/education/subjects/zb48q6f |
| Cross-curricular links | Literacy: Reading, writing, | Literacy: Reading, writing, comprehension, SpaG. | Literacy: Reading, writing, comprehension, SpaG. | Literacy: Reading, writing, | Literacy: Reading, writing, | Literacy: Reading, writing, comprehension, SpaG. |

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| | <p>comprehension, SpaG.</p> <p>History: use of sources and how they back up points of view.</p> <p>Maths: Dates, time lines.</p> | <p>History: use of sources and how they back up points of view.</p> <p>Maths: Dates, time lines.</p> | <p>History: use of sources and how they back up points of view.</p> <p>Maths: Dates, time lines.</p> | <p>comprehension, SpaG.</p> <p>History: use of sources and how they back up points of view.</p> <p>Maths: Dates, time lines.</p> | <p>comprehension, SpaG.</p> <p>History: use of sources and how they back up points of view.</p> <p>Maths: Dates, time lines.</p> | <p>History: use of sources and how they back up points of view.</p> <p>Maths: Dates, time lines.</p> |
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