

LHEA – R.E Department, Key Stage 3 Curriculum Map 2018-19

	<i>Term 1</i>	<i>Term 1.5</i>	<i>Term 2</i>	<i>Term 2.5</i>	<i>Term 3</i>	<i>Term 3.5</i>
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 Figures –</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 other religions</p> <p>Comparing and contrasting different beliefs.</p>

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

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,
------------------------	---	---	---	---	---	---

LHEA – R.E Department, Key Stage 3 Curriculum Map 2018-19

	<i>Term 1</i>	<i>Term 1.5</i>	<i>Term 2</i>	<i>Term 2.5</i>	<i>Term 3</i>	<i>Term 3.5</i>
Year 8:	<p>Buddhism-</p> <p>Who was the Buddha?</p> <p>The Four Noble Truths.</p> <p>Buddhist Symbols.</p> <p>Karma, Samsara and Nirvana.</p> <p>The Five Precepts</p> <p>Assessment.</p>	<p>Buddhism-</p> <p>Buddhist Monks.</p> <p>Meditation.</p> <p>Temples.</p> <p>Thich Nhat Hanh.</p> <p>Research assessment</p>	<p>Sikhism-</p> <p>What is the root of Sikh beliefs?</p> <p>What are the Sikh characteristics of God?</p> <p>The symbolism of the Khanda</p> <p>Guru Nanak</p> <p>The 10 Gurus</p> <p>Assessment.</p>	<p>Sikhism-</p> <p>The Khalsa</p> <p>The 5 ks</p> <p>The Gurdwara</p> <p>Sikh Ceremonies</p> <p>Fighting for Justice</p> <p>Massacres at Amritsar.</p>	<p>Hinduism-</p> <p>Beliefs about the Divine</p> <p>The Hindu ideas about God</p> <p>Hindu theories on why we are here.</p> <p>The caste system.</p> <p>Do all paths lead to God?</p> <p>Assessment.</p>	<p>Hinduism-</p> <p>Hindu symbols</p> <p>Hindu scripture</p> <p>Karma.</p> <p>Hindu festivals</p> <p>The Hindu life.</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- 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

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,
------------------------	---	---	---	---	---	---

LHEA – R.E Department, Key Stage 3 Curriculum Map 2018-19

	<i>Term 1</i>	<i>Term 1.5</i>	<i>Term 2</i>	<i>Term 2.5</i>	<i>Term 3</i>	<i>Term 3.5</i>
Year 9:	<p>Religion and Authority-</p> <p>What makes a good leader?</p> <p>Is God a leader?</p> <p>God on Earth</p> <p>What is belief?</p> <p>What do people believe?</p> <p>Assessment.</p>	<p>Religion and Ethics-</p> <p>Cloning</p> <p>Genetic engineering</p> <p>Euthanasia</p> <p>Designer babies</p> <p>Savior siblings</p> <p>Nuclear weapons</p> <p>Assessment.</p>	<p>Religion and Animal Rights-</p> <p>Vegetarianism</p> <p>Animal testing</p> <p>Zoos</p> <p>Pets</p> <p>Research lesson 1</p> <p>Research and assessment lesson 2</p>	<p>Religion and Life-</p> <p>Different beliefs about creation</p> <p>How is suffering caused?</p> <p>How do people react to evil?</p> <p>What can be done about evil and suffering?</p> <p>Does suffering prove there is no God?</p> <p>Assessment.</p>	<p>Religion and the Environment-</p> <p>What is happening to the environment</p> <p>Christian beliefs about the Environment.</p> <p>Is the earth sacred</p> <p>How do Christians belief the earth should be protected?</p> <p>Assesment</p>	<p>Religion, conflict and science-</p> <p>Is it ever right to fight?</p> <p>War and peace.</p> <p>Pacifism.</p> <p>Did we evolve?</p> <p>Are religion and science in conflict?</p> <p>Assessment.</p>

skills emphasized in lessons and in tests	<p>Analytical skills</p> <p>How to evaluate</p> <p>How to look at sources/evidence</p> <p>Looking at how to use evidence to back up a point of view.</p>	<p>Analytical skills</p> <p>How to evaluate</p> <p>How to look at sources/evidence</p> <p>Looking at how to use evidence to back up a point of view.</p>	<p>Analytical skills</p> <p>How to evaluate</p> <p>How to look at sources/evidence</p> <p>Looking at how to use evidence to back up a point of view.</p>	<p>Analytical skills</p> <p>How to evaluate</p> <p>How to look at sources/evidence</p> <p>Looking at how to use evidence to back up a point of view.</p>	<p>Analytical skills</p> <p>How to evaluate</p> <p>How to look at sources/evidence</p> <p>Looking at how to use evidence to back up a point of view.</p>	<p>Analytical skills</p> <p>How to evaluate</p> <p>How to look at sources/evidence</p> <p>Looking at how to use evidence to back up a point of view.</p>
Reading lists	<p>Parry, L. <i>Religious Studies: Specification A</i></p> <p>Fleming, M. <i>AQA GCSE Religious Studies A: Christianity</i></p>	<p>Parry, L. <i>Religious Studies: Specification A</i></p> <p>Fleming, M. <i>AQA GCSE Religious Studies A: Christianity</i></p>	<p>Parry, L. <i>Religious Studies: Specification A</i></p> <p>Bartlett, C. <i>AQA GCSE Religious Studies A: Islam</i></p>	<p>Parry, L. <i>Religious Studies: Specification A</i></p> <p>Bartlett, C. <i>AQA GCSE Religious Studies A: Islam</i></p>	<p>Parry, L. <i>Religious Studies: Specification A</i></p>	<p>Parry, L. <i>Religious Studies: Specification A</i></p>
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.

	comprehension, SpaG. Maths: Dates, time lines.	Maths: Dates, time lines.	Maths: Dates, time lines.	comprehension, SpaG. Maths: Dates, time lines.	comprehension, SpaG. Maths: Dates, time lines.	
	<i>Term 1</i>	<i>Term 1.5</i>	<i>Term 2</i>	<i>Term 2.5</i>	<i>Term 3</i>	<i>Term 3.5</i>
Year 11:	Relationships and Families	Religion, Peace and Conflict	Religion, Peace and Conflict	Recap and Revision		
Key learning skills emphasized in lessons and in tests	Ethical reasons for divorce. Family and learning. Contemporary family issues. Equality and prejudice	Peace and Justice Forgiveness and reconciliation Violence and violent protest Terrorism War Nuclear War	The Just War Theory Holy War Religion and Belief as a Cause of War Religious Understanding and Attitudes to Pacifism Religion and Peace- Making the 21 st Century Religious responses to Victims of War	Students will be revising and recapping what has been covered over the two year course, as well as practicing their essay writing skills for the exam.		

Reading lists	Parry, L. <i>Religious Studies: Specification A</i> CGP New GCSE R.E Grade 1-9	Parry, L. <i>Religious Studies: Specification A</i> CGP New GCSE R.E Grade 1-9	Parry, L. <i>Religious Studies: Specification A</i> CGP New GCSE R.E Grade 1-9	Parry, L. <i>Religious Studies: Specification A</i> CGP New GCSE R.E Grade 1-9			
Additional study materials/links /activities to do outside of school	https://www.bbc.co.uk/education/subjects/zb48q6f	https://www.bbc.com/bitesize/guides/zhhf9j6/revision/1 http://www.bbc.co.uk/schools/gcsebitesize/rs/war/christianityrev2.shtml http://www.bbc.co.uk/schools/gcsebitesize/rs/war/justwartheoryrev1.shtml	https://www.bbc.com/bitesize/guides/zhhf9j6/revision/1 http://www.bbc.co.uk/schools/gcsebitesize/rs/war/christianityrev2.shtml http://www.bbc.co.uk/schools/gcsebitesize/rs/war/justwartheoryrev1.shtml	https://www.bbc.com/bitesize/guides/zhhf9j6/revision/1 https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/assessment-resources			
Cross-curricular links	Essay writing skills Analysis and evaluation skills Reading and comprehension British values/PSHE Critical thinking	Essay writing skills Analysis and evaluation skills Reading and comprehension British values/PSHE Critical thinking	Essay writing skills Analysis and evaluation skills Reading and comprehension British values/PSHE Critical thinking	Essay writing skills Analysis and evaluation skills Reading and comprehension British values/PSHE Critical thinking			

