

KS3 Curriculum Map

PRE

Skills Descriptors

Ao1: Diversity

- Understanding
 - Knowledge
 - Reflection

Ao2: Interpretation

- Analysis
- Deciphering
- Exploration

Ao3: Argumentation

- Comparison
- Evaluation

Year/Term	Unit of Work	CORE KNOWLEDGE	Why now?	KEY SKILLS	Assessment
Y7Autumn first half	Beliefs	<p>What's the difference between 'Philosophy' and 'Ethics'?</p> <p>What is a belief?</p> <p>What is a religious belief?</p> <p>What are our beliefs? (What do students believe)</p> <p>How do our beliefs compare?</p> <p>Is it possible to believe in things that can't be seen?</p>	<p>Introduction topic on fundamental knowledge.</p> <p>Frames the words 'Philosophy', 'Ethics' and 'belief' within the subject.</p>	<p>Understanding</p> <p>Reflection</p> <p>Comparison</p> <p>Knowledge</p> <p>Evaluation</p>	<p>Extended writing</p> <p>'Beyond Belief' assessment</p>
Y7Autumn second half	Myths and Symbolism	<p>How can we understand myths?</p> <p>Archetypes and myths</p> <p>What are rituals?</p> <p>What are rites of passage?</p> <p>Achilles and Baldr</p> <p>Ragnarok</p>	<p>This topic teaches students a method of understanding scripture via hermeneutics.</p> <p>This skill is drawn from in all future topics (via analysis, deciphering and exploration).</p>	<p>Understanding</p> <p>Reflection</p> <p>Comparison</p> <p>Knowledge</p> <p>Evaluation</p> <p>Analysis</p> <p>Deciphering</p> <p>Exploration</p>	<p>Write a symbolic myth narrative</p> <p>assessment - peer assessment</p>
Y7 Spring first half	Does God Exist	<p>Who is God? (what do children say about God)</p> <p>Does God exist? (arguments for his existence)</p> <p>What is God like? (holy trinity)</p> <p>What was creation and is it a myth?</p> <p>The problem of evil and suffering</p>	<p>This topic explores religious art and symbols, practicing the hermeneutic skills learned from last topic.</p>	<p>Understanding</p> <p>Reflection</p> <p>Comparison</p> <p>Knowledge</p> <p>Evaluation</p> <p>Analysis</p> <p>Deciphering</p>	<p>'God's Coat of Arms' peer assessment</p>

			God as a concept is broken down, for ease of future use.	Exploration	
Y7 Spring second half	Islam	Who was Muhammad? What is the Qur'an? What is Hajj? How do Muslims show love for Allah? (5 pillars) What makes art in Islam different?	Students are now ready to study their first religion, in depth, beginning with the most recent Abrahamic religion.	Understanding Reflection Comparison Knowledge Evaluation Analysis Deciphering Exploration	'Infographic' peer assessment
Y7 summer first half	Life of Jesus	Who is Jesus according to history? What was Jesus' childhood like? What is a Parable and how did Jesus use them? What miracles did Jesus do? What happened during the crucifixion?	This topic challenges presuppositions learned about Christianity and frames the religion's importance in Britain. Students also contend with the concept of 'God on Earth', in contrast with Islam.	Understanding Reflection Comparison Knowledge Evaluation Analysis Deciphering Exploration	'Jesus's impact on world history' essay assessment
Y7 Summer second half	Introducing Philosophy	What makes us human? What makes humans special? Who was Socrates? What is a thought experiment?	Students end the year with where they began, framing (religious) belief	Understanding Reflection Comparison Knowledge Evaluation	'Harry Potter evaluation' essay assessment

		What is the best thing to do? (applying ethical theories)	with Philosophy and Ethics. What are the differences? What does it mean to be religious?	Analysis Deciphering Exploration	
Year/Term	Unit of Work	CORE KNOWLEDGE		KEY SKILLS	
Y8 Autumn first half	Life after Death	Does death give life meaning? Is there evidence for life after death? Darnisha Taylor and her NDE Who is the Barra boy and what is his story? (double lesson) The parable of the sheep and the goats	Before learning about Peace and Conflict (death heavy next topic) and future religious beliefs about death, students learn how to talk about death, and beliefs about life beyond death. Life after Death is a heavily misunderstood topic and must be addressed early.	Understanding Reflection Comparison Knowledge Evaluation Analysis Deciphering Exploration	'Is there any evidence for life after death?' Essay assessment
Y8 Autumn second half	Is there Power in Peace?	Who was Gandhi? Who was Martin Luther King? Who was Bonhoeffer? Who was Mohammad Ali? Who was Thich Quang Duc?	Once students have grasped some of what it means to be religious follower, a philosopher and	Understanding Reflection Comparison Knowledge Evaluation Analysis Deciphering	'Pacifism evaluation' essay assessment

			ethicist (end of Y7), students can now study important leaders in these fields via the lens of pacifism. Students also	Exploration	
Y8 Spring first half	Hinduism	The Elephant and the Blind Men The Trimurti God and the Avatars Deity Narratives Belonging and Puja Samsara and Moksha	Hinduism is the oldest of 'today's' religions and gave rise to many of MLK and Gandhi's ideals.	Understanding Reflection Comparison Knowledge Evaluation Analysis Deciphering Exploration	Metacognitive self-assessment
Y8 Spring second half	Sikhism	Who was Guru Nanak? Who was Guru Gobind Singh? Sikh the symbol! What is Langar? The Golden Temple in Amritsar	Sikhism is the newest of 'today's' religions and can be better understood as historically inspired by Hinduism and Islam	Understanding Reflection Comparison Knowledge Evaluation Analysis Deciphering Exploration	Leaflet assessment
Y8 Summer first half	The Island (group project)	How should a society share the resources it has? What should be illegal and legal in society? How should a society make decisions about governing itself?	Students get ready to end the year with a creative topic, collectively using their knowledge from previous	Understanding Reflection Comparison Knowledge Evaluation Analysis Deciphering	'The Island reflection' assessment

		<p>What ties people individuals in society together?</p> <p>How should we mark special events in a society?</p> <p>How can a society relate to a higher power?</p>	<p>schemes of work to decide the culture of their own island.</p>	<p>Exploration</p>	
<p>Y8 Summer second half</p>	<p>Animals and Medical Ethics</p>	<p>What is Speciesism?</p> <p>What is factory farming?</p> <p>What is euthanasia?</p> <p>What's abortion?</p> <p>What's vivisection?</p> <p>Bonobos vs Chimpanzees</p>	<p>As students begin thinking about their year 9 responsibility of choosing subjects for GCSE, students are given access to a topic (from the GCSE) that they can easily see a direct vocational link with.</p>	<p>Understanding Reflection Comparison Knowledge Evaluation Analysis Deciphering Exploration</p>	<p>Peer assessment</p>
<p>Y9 Autumn</p>	<p>Buddhism</p>	<p>Life in Nepal</p> <p>Impact of the Buddha's life</p> <p>The 5 precepts</p> <p>How do Buddhist Monks live?</p> <p>The 8 fold path</p> <p>What are the three universal truths?</p>	<p>Students gain access to the most complex and challenging religion in the curriculum and get to understand some of the Eastern thinking that makes up more than a third of the GCSE.</p>	<p>Understanding Reflection Comparison Knowledge Evaluation Analysis Deciphering Exploration</p>	<p>'Beliefs and practices in Buddhism can have value for non-Buddhists too' essay assessment</p>

Y9 Spring	Judaism	<p>What types of Judaism are there?</p> <p>How did Judaism begin?</p> <p>Who was Moses?</p> <p>What is Pesakh?</p> <p>What does it mean to be Jewish in the UK?</p>	<p>As students have contended with Holocaust education in History, students meet the diversity of the Jewish people and some of their rich founding stories</p>	<p>Understanding</p> <p>Reflection</p> <p>Comparison</p> <p>Knowledge</p> <p>Evaluation</p> <p>Analysis</p> <p>Deciphering</p> <p>Exploration</p>	<p>Project self-evaluation and peer assessment</p>
Y9 Summer	Festivals art and stories	<p>Intro to festivals</p> <p>Ramadan/Eid</p> <p>Hanukkah</p> <p>Wesak</p> <p>Diwali</p>	<p>Having accessed each of the six religions, students finish KS3 with a celebration - via some of the major religious festivals celebrated across the world.</p>	<p>Understanding</p> <p>Reflection</p> <p>Comparison</p> <p>Knowledge</p> <p>Evaluation</p> <p>Analysis</p> <p>Deciphering</p> <p>Exploration</p>	<p>Peer and art decoration assessment</p>