

# Curriculum Map 2021/2022



## YEAR 8 RS

Question Understand Accept

- Religious Studies allows students to respectfully question the views of others and their own.
- Religious Studies provides students with a good understanding of the thoughts, values and practices of others.
- Religious Studies encourages students to accept people and the diverse communities in which we live in

	<b>Autumn</b> <i>Why is the covenant important in Jewish life?</i>	<b>Spring</b> <i>Is Islam supported by 5 pillars?</i>	<b>Summer</b> <i>Can people ever make a change?</i>
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>▪ Founders                             <ul style="list-style-type: none"> <li>▪ Abraham</li> <li>▪ Moses</li> </ul> </li> <li>▪ Practises                             <ul style="list-style-type: none"> <li>▪ Brit Milah</li> <li>▪ Pescah</li> <li>▪ Prayer</li> </ul> </li> <li>▪ Holy Books                             <ul style="list-style-type: none"> <li>▪ Torah</li> <li>▪ Talmud</li> <li>▪ Mishnah</li> </ul> </li> <li>▪ Development                             <ul style="list-style-type: none"> <li>▪ Reform</li> <li>▪ Orthodox</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ The Shahadah</li> <li>▪ 5 pillars</li> <li>▪ Calligraphy and Islamic art</li> <li>▪ Maths and science in Islam</li> <li>▪ Prophethood</li> <li>▪ Angels</li> <li>▪ The nature of God</li> <li>▪ Homosexuality and Islam</li> <li>▪ Women in Islam</li> <li>▪ Ummah</li> <li>▪ Festivals</li> <li>▪ Halal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gandhi                             <ul style="list-style-type: none"> <li>▪ His life in South Africa.</li> <li>▪ His return and actions in India,</li> <li>▪ Satyagraha and Ahimsa.</li> </ul> </li> <li>▪ Martin Luther King                             <ul style="list-style-type: none"> <li>▪ Racism in America.</li> <li>▪ The Bus Boycotts.</li> <li>▪ 'I have a dream'.</li> <li>▪ Christian teachings in MLK's actions.</li> </ul> </li> <li>▪ Malcolm X                             <ul style="list-style-type: none"> <li>▪ The Nation of Islam.</li> <li>▪ Responses to violence.</li> <li>▪ Hajj.</li> </ul> </li> </ul>

- **Beliefs and practices**

1. *Explain* and *interpret* the connections between different religions and worldviews that impact on the beliefs and practices of individuals and communities.

- **Symbols and actions**

1. *Explain how* and *why* individuals and communities express the meaning of their beliefs and values in many different forms and ways of living;
2. *recognise* and *enquire* into the variety, differences and relationships that exist within and between religions and worldviews.

- **Identity and belonging**

1. *Clearly* and *coherently* explain the foundation and leadership of religions and worldviews.
2. *Evaluate* the *impact* of their leadership, drawing on a range of personal and critical responses.
3. *Observe* and *interpret* a wide range of ways in which commitment and identity are expressed;
4. *develop insightful analysis* and *evaluation* of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.

- **Human responsibility and values**

- *Examine* and *evaluate* ideas about respect and human responsibility which exist within and between religions and worldviews in the light of different perspectives and diversity.

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- **Sources of wisdom**

1. *Explain* and *interpret* a range of sources of wisdom and sacred texts from religions and worldviews as coherent systems or ways of seeing the world.

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			<ul style="list-style-type: none"> <li>• <b>Justice and fairness</b> <ul style="list-style-type: none"> <li>▪ <i>Explore</i> and <i>express</i> insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite reflection and reasoning, drawing on a range of examples from real life, fiction or other forms of media</li> </ul> </li> </ul>
<b>Key Questions</b>	<ol style="list-style-type: none"> <li>1. Who was Abraham?</li> <li>2. What is the Covenant?</li> <li>3. Why do Jews perform Brit Milah?</li> <li>4. How significant is Brit Milah?</li> <li>5. Why is Moses important and significant for Jews?</li> <li>6. What makes Pesach relevant for Jews today?</li> <li>7. What is the Torah and how is it used?</li> <li>8. How significant is the Talmud and Mishnah?</li> <li>9. How has Judaism developed?</li> </ol> <ul style="list-style-type: none"> <li>• What are the key differences between the Orthodox and Reform Judaism?</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the fundamental Islamic beliefs?</li> <li>2. When and why is the Shahadah said?</li> <li>3. Why is the mosque the centre for the Ummah?</li> <li>4. How have Islamic scholars contributed to the maths and science we use today?</li> <li>5. Why is calligraphy so important in Islam?</li> <li>6. What is the status of the veil in Islam?</li> <li>7. Why is Halal important?</li> </ol> <ul style="list-style-type: none"> <li>• What does the Quran teach about homosexuality and how have some Muslims interpreted text today?</li> </ul>	<ol style="list-style-type: none"> <li>1. What is segregation?</li> <li>2. How did Gandhi react to Apartheid?</li> <li>3. How did Gandhi respond to the British in India?</li> <li>4. How were Satyagraha and Ahimsa used by Gandhi?</li> <li>5. How successful was Gandhi in his aims?</li> <li>6. What were Martin Luther King's aims?</li> <li>7. How did Martin Luther King gain his ideas?</li> <li>8. How successful was he in using Christian ideas to meet his aims?</li> <li>9. What was the methods and aims of Malcolm X?</li> <li>10. How were the teachings of Islam used in furtherance of Malcolm X's aims?</li> </ol> <ul style="list-style-type: none"> <li>• How successful were the three religions at preaching and achieving their goals?</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Students complete a 4 mark question midway through this topic.</li> <li>• Students have a GCSE style exam at the end of the unit covering all exam skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete a 4 mark question midway through this topic.</li> <li>• Students have a GCSE style exam at the end of the unit covering all exam skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are given a selection of individuals they have to <b>research independently</b>.</li> <li>• Students write an answer to the question: <i>Who was the most successful at fighting injustice?</i></li> <li>• This is a long essay – students develop their argument and persuasive writing techniques.</li> </ul>