

7 Year Curriculum Plan







Philosophical Exploration of faith and belief and its impact on attitudes and behaviour. Philosophical arguments for creation The influence of myths and tribal culture. Living World Religions: Christianity Hinduism Sikhism

Assessment:

AFL DIRT Activities Low stakes testing Presentations Display Work End of Year Exam



Reading with Metacognition:

Introduction to subject specific vocabulary, e.g. agnostic, theist, atheist

Introduction to wider reading for each topic

Introduction to the importance of questioning wider reading

Year 7



<u>Skills:</u>

Memory Expression Enquiry Reflection Understanding Evaluation



Assessment:

AFL DIRT Activities Low stakes testing Presentations Display Work End of Year Exam



Reading with Metacognition:

Increasing the range and use of subject specific vocabulary, for example, Ethical terms - Hedonic Calculus etc.

Increasing the use of wider reading and integrating wider reading into written and verbal responses

Developing student confidence in questioning and analysis of wider reading

Year 8

Knowledge:

Ethics and Religion with reference to medical ethics Non-religious ethical theories/beliefs with reference to Utilitarianism and Humanism Religion in Society - peace and conflict Living World Religions Islam Judaism Buddhism



Skills:

Memory Expression Enquiry Reflection Understanding Evaluation Application Analysis



GCSE Paper Two -

Religion, Peace and Conflict through Christianity

Crime and Punishment

Christian Beliefs

Christian and non-religious responses to peace and conflict

Exploration of Situation Ethics and Utilitarian responses to social issues



Assessment:

AFL Unit Tests DIRT Activities

Low stakes testing

AO1 and AO2 assessment criteria

Introduction to student review sheet, whereby students assess their current attainment and plan for future progress.



Reading with Metacognition:

Students can use a range of terms accurately and continue to increase their subject specific vocabulary

Developing the use of Oracy to improve reading, this is achieved via:

Reasoning with evidence

Improving expression in written and oral work

Developing a critical response to wider reading

Organization/ Prioritisation of knowledge based on reading

Year 9



Skills:

Memory Understanding Evaluation Application Analysis



Living the Christian Life Introduction to GCSE Paper One -Religion and Ethics through Islam Muslim Belief Marriage and the Family



Assessment:

AFL

Unit Tests

Mid-terms

DIRT Activities

Low stakes testing

Assessing student confidence in answering AO1 and AO2 questions

Increasing the use of student review and planning sheets



Reading with Metacognition:

Accurate use of a wide range of subject terminology supports an enhanced vocabulary

Increased use of Oracy to support enhanced reading skills

Wider reading used regularly in classwork to extend and enrich knowledge

Year 10



Skills:

Memory Understanding Evaluation Application Analysis



Living the Muslim Life Matters of Life and Death in Islam Career Aspirations using RS



Assessment:

AFL Unit Tests Mocks DIRT Activities Aiming for excellence in students AO1 and AO2 responses

Data analysis and use in future planning



Reading with Metacognition:

Extensive vocabulary demonstrated by students

Expert level of oracy used in lessons by students

Reading is extensive and evidenced in written and oral work

Students have confidence in questioning their reading

Year 11



Skills:

Memory Understanding Evaluation Application Analysis Exam Skills



Hagiographical and mythological accounts of the life of the Buddha and the four sights.

Buddha's awakening.

The nature of ultimate reality and key Buddhist concepts.

Key Buddhists practices, e.g. meditation.

Philosophical arguments (deductive and inductive) arguments for the existence of God.

The philosophical problem of evil and challenges to religious belief.

A philosophical analysis of religious experience and miracles.

Deontological and Consequentialist ethical theories, (Utilitarianism, Situation Ethics and Natural Law.

Career aspirations using RS





Assessment:

Students demonstrate thorough, accurate and extensive knowledge and understanding of religious belief.

Their responses demonstrate extensive depth and breadth with insightful connections made underpinned by an extensive range of views, scholarly reference and use of sacred texts.

They are confident in critical analysis and show perceptive analysis of the views/issues covered.

DIRT activities.

Independent research.

Effective questioning

Timed essays in class along with analysis of internal exams.

Reading with Metacognition:

Introduction to effective use of wider vocabulary and subject-specific terminology.

Extensive application of wider reading incorporated within essays.

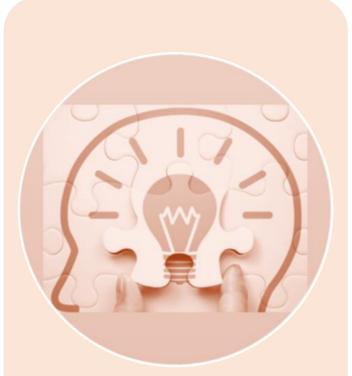
Expert level of oracy demonstrates improved memory and critical analysis of wider reading.

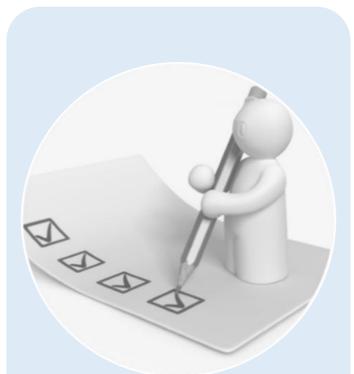
Year 12



Skills:

Transition to A Level strategies support ability to apply wider reading, note scholarly opinion and increase vocabulary. Use of timed essays in class support long-term memory. Confidence in analysing the value of different arguments. Developing skills of completing essays to a high standard within timed conditions







Significant historical and social developments in Buddhism, Japanese Buddhism, secularisation, science and feminism.

Analysis of sacred texts within Buddhism.

Philosophical analysis of religious language, including logical positivist, cognitive and noncognitive responses to meaning.

An analysis of meta ethical approaches to ethical thought, including Naturalism, Intuitionism, cognitive and non-cognitive approaches.

An analysis of determinism and free will.

Career aspirations using RS

Assessment:

Students demonstrate thorough, accurate and extensive knowledge and understanding of religious belief.

Their responses demonstrate extensive depth and breadth with insightful connections made underpinned by an extensive range of views, scholarly reference and use of sacred texts.

They are confident in critical analysis and show perceptive analysis of the views/issues covered.

DIRT activities.

Independent research.

Effective questioning

Timed essays in class along with analysis of internal exams.

Reading with Metacognition:

Effective use of wider vocabulary and subjectspecific terminology.

Extensive application of wider reading incorporated within essays.

Expert level of oracy demonstrates improved memory and critical analysis of wider reading.

Year 13



Skills:

Expert application of wider reading, scholarly opinion and vocabulary.

Use of timed essays in class support long-term memory.

Confidence in analysing the value of different arguments.

Effective skills demonstrated when completing essays to a high standard within timed conditions