


**Religious Studies Department – Year 11: INTERIM**

 <p><b>Shirley High Curriculum Map</b></p>	<p><i>To build on the religious and ethical knowledge obtained in Y7, Y8 Y9 and Y10, and conclude the GCSE looking at Christianity: beliefs and teachings, Christianity: practices, and Islam: beliefs and teachings, Islam: practices.</i></p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>
	<ul style="list-style-type: none"> <li>- Life and death recap</li> <li>- Christianity: beliefs and teachings</li> </ul>	<ul style="list-style-type: none"> <li>- Christianity: beliefs and teachings</li> <li>- Christianity: practices</li> </ul>	<ul style="list-style-type: none"> <li>- Islam: beliefs and teachings</li> <li>- Islam: practices</li> </ul>	<ul style="list-style-type: none"> <li>- Islam: practices</li> </ul>	<ul style="list-style-type: none"> <li>- Consolidation of learning reinforcing all concepts and ideas</li> </ul>	
<p><b>Why Now?</b></p>	<p>To build on work done in the lower years and Y10. The recap will be at the start of the year to try and bridge the gap in the knowledge the pupils may have due to the lockdown.</p> <p>To further develop pupil understanding of key Christian beliefs, and how they shape their practices. The topic gives the pupils the diverse beliefs within the Christian religion and how they have shaped society, which will help when they begin to look at the next topic which are different Christian practices and the diverse beliefs within the Christian traditions.</p>	<p>To build on work done in the lower years and Y10, and to further develop pupil understanding of key Christian practices. And to develop pupil understandings of the fundamental teachings in Christianity. To further develop pupil understanding of key Christian beliefs, and how they shape their practices. Pupils begin to look at the different Christian practices and the diverse beliefs within the Christian traditions, and how they have impacted society.</p>	<p>To build on work done in the lower years and Y10 and to further develop pupil understanding of key Muslim beliefs, and how they shape their practices. To further develop pupil understanding of key Islamic beliefs, and how they shape their practices. The topic gives the pupils the diverse beliefs within the Islamic religion and how they have shaped the Islamic world, which will help when they begin to look at the next topic which are different Islamic practices and the diverse beliefs within the Islamic traditions.</p>	<p>To build on work done in the lower years and Y10, and to further develop pupil understanding of key Muslim practices. Pupils begin to look at the different Islamic practices and the diverse beliefs within the Islamic traditions, and how they have impacted Muslim lives.</p>	<p>To consolidate learning of the entire course.</p>	
	<p>The overall objective of RS, is to tackle the misconceptions and misunderstandings people have about others in society and the world. It is to give students an awareness of the impact of people's beliefs in their lives and also in society. We want the students to learn that we live in a diverse world, and that we should learn about our similarities that unite us, but also understand the differences we have and celebrate them. Each one of the topics above address this intention and naturally link together in the sequence shown above.</p>					
<p><b>Fundamental Concepts</b></p>	<p>The religious attitudes to the origin of life, the sanctity of life, what happens to us after we die, and funeral rituals for Christians, Muslims and humanists.</p> <p>The importance of God, the Trinity and Jesus to Christians.</p> <p>How Christians pray and worship and the reasons why they practice their faith the way that they do.</p>	<p>The importance of pilgrimage to some Christians, and the role of the Christian Church in the local community and in the worldwide community.</p> <p>The reason for the Sunni and Shia split, the similarities and differences in the two traditions, the core teachings in Islam, and the nature of Allah.</p>	<p>The importance of prophethood in Islam, including the Biblical prophet's. Look at the importance of the afterlife to Muslims.</p> <p>Look at how each of the fundamental concepts that Muslims believe in shape their life.</p>	<p>The importance of the Hajj to a Muslim, and how Ibrahim is commemorated during the pilgrimage. The concept of Jihad, the greater jihad (against sin) and the lesser jihad (self defence) and how terrorism is completely alien to jihad, and the importance of festivals in a Muslims life.</p>	<p>Consolidation of learning reinforcing all concepts and ideas.</p>	
<p><b>Students will...</b></p>	<p>Learn about:</p> <p><b>Life and death</b></p> <ul style="list-style-type: none"> <li>- to investigate Christian, Muslim and humanist attitude to the origin of life</li> <li>- to explore the concepts of stewardship and khalifah, and humanist attitudes to looking after the world.</li> <li>- to understand the sanctity of life, and Christian, Muslim and humanist attitudes to taking life:</li> <li>- Euthanasia</li> <li>- Abortion</li> <li>- to explain the Christian and Muslim attitudes to life after death.</li> <li>- to describe funeral rites in Christianity, Islam and humanism.</li> </ul> <p><b>Christianity: beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>- To explore the nature of God and why there is evil and suffering</li> <li>- To be able to describe the Trinity and Apostles Creed, and how this impacts a Christian's life.</li> <li>- To examine and explain differing attitudes to the Christian Creation story.</li> <li>- To investigate Jesus': Incarnation, Crucifixion, Salvation, Atonement and Resurrection</li> </ul> <p><b>NOTE: the last two topics may overrun into autumn 2.</b></p>	<p>Learn about:</p> <ul style="list-style-type: none"> <li>- To explain the Afterlife from the Christian perspective.</li> </ul> <p><b>Christianity: practices</b></p> <ul style="list-style-type: none"> <li>- To explain the different forms of worship Christians may do. Liturgical, spontaneous, individual.</li> <li>- To explore the 7 different Sacraments, and their importance to different denominations.- To explore the importance of pilgrimages and the different festivals and celebrations</li> <li>- To examine the importance of Christianity in Britain and the role of the Church</li> <li>- To examine the importance of the worldwide Church</li> </ul> <p><b>Islam: beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>- To examine the similarities and differences in Sunni and Shia Islam.</li> <li>- To examine the Foundations of Faith in Islam.</li> </ul> <p><b>NOTE: the last topic may overrun into Spring 1.</b></p>	<p>Learn about:</p> <ul style="list-style-type: none"> <li>- To evaluate the importance of Allah, and the nature of Allah.</li> <li>- To examine the importance of Risalah and the Prophet Muhammad (pbuh) and the Holy books</li> <li>- To explore the importance of Malaikah, Akhirah and Al-Qadr</li> </ul> <p><b>Islam: Practices</b></p> <ul style="list-style-type: none"> <li>- To examine the importance of 5 Pillars of Islam and the 10 Obligatory acts</li> <li>- be able to understand the importance of Shahadah and Salah to Muslims.</li> <li>- To explain the importance of Zakah (charity) and Sawm (fasting) to a Muslim.</li> </ul>	<p>Learn about:</p> <ul style="list-style-type: none"> <li>- To explore the importance of pilgrimages in Islam: Hajj</li> <li>- To understand why Jihad (struggle in the path of Allah) is important to a Muslim's everyday life.</li> <li>- to understand why festivals are important to an Islamic community: the two Eid's and the Shia celebration of Ashura.</li> </ul>	<p>Consolidation of learning reinforcing all concepts and ideas.</p>	
<p><b>Language for Life (Key terms /Vocabulary)</b></p>	<p>God, Allah, Genesis, Qur'an, Creation, big bang theory, evolution, khalifah, euthanasia, abortion, sanctity of life, God, Jesus, Bible, Trinity, young earth creationists, old earth creationist, incarnation, crucifixion, resurrection, ascension, atonement, martyr, heaven, evil, suffering, creation, omnipotent, omnibenevolent, omniscience, omnipresent, transcendent, , Liturgical worship, extemporaneous worship</p>	<p>God, Jesus, Bible, Liturgical worship, extemporaneous worship (spontaneous), individual worship, prayer, sacraments, Taize, Walsingham, pilgrimage.</p> <p>Allah, Prophet Muhammad (pbuh), Qur'an, Hadith, Sunnah, 5 Pillars or Islam, 6 pillars of belief, 5 roots of faith,</p>	<p>Allah, Prophet Muhammad (pbuh), Qur'an, Hadith, Sunnah, 5 Pillars or Islam, 6 pillars of belief, 5 roots of faith, omnipotent, omnibenevolent, omniscience, omnipresent, transcendent, immanent, risalah (prophethood), malaikah, akhirah, al-Qadr, 10 obligatory acts, Shahadah, salah, zakah, sawm.</p>	<p>Allah, Prophet Muhammad (pbuh), Qur'an, Hadith, Sunnah, 5 Pillars or Islam, 6 pillars of belief, 5 roots of faith, 10 obligatory acts, Shahadah, salah, zakah, sawm (fasting during the month of Ramadan), Hajj, Jihad, Eid, Ashura.</p>		

	(spontaneous), individual worship, sacraments.					
Extended writing Opportunities	YES	YES	YES	YES		
Maths Across the Curriculum	N/A	N/A	N/A	N/A		
Links to careers/ aspirations	NHS, civil service, local government, administrative work, social work, youth work, citizens advice bureau, teaching, higher education, law, solicitors, barristers, religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism, recruitment.	Administrative work, social work, youth work, citizens advice bureau, teaching, higher education, sales and advertising, law, solicitors, barristers, accountancy, religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism, recruitment.	NHS, local government, social work, youth work, citizens advice bureau, teaching, higher education, sales and advertising, law, solicitors, barristers, accountancy, religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism.	NHS, civil service, local government, administrative work, social work, youth work, citizens advice bureau, teaching, higher education, sales and advertising, HR, law, solicitors, barristers, religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism.		
Cultural Capital	Discussions, educational documentaries and films, trips.	Discussions, in depth look at holy books and what they say about the topic	Discussions, documentaries and films	Discussions, documentaries and films		
Practical Application of Skills	Critical thinking , debating	Critical thinking, debating	Critical thinking , debating	Critical thinking , debating		