**Religious Studies Curriculum Progression Map**

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| **Year 7 – Beliefs & Visionaries** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Dates** |  |  |  |  |  |  |
| **Weeks/Lessons** | 7 Weeks | 7 Weeks | 6 Weeks | 6 Weeks | 5 Weeks | 6 weeks |
| UNIT TITLE | Islam & Muhammad | Pillars of Islam | Christianity & Jesus | Jesus’ Last Week | Buddha & Buddhism | Buddhist life & Making a difference |
| SEQUENCE | \* Islam intro \* Baseline\* Understanding of Allah \* Muhammad’s life\* Opinions about Muhammad (2)\* Mosque\*  | \* Pillars of Islam Intro\* Salah \* Hajj\* Zakah\* Sawm & Ramadan\* Overview of Islam \* 99 Names of Allah(The pillars can be taught in any order) | \*Intro to Jesus\* Why loved and hated  - sayings ­ - parable (Good Samaritan) - miracles - actions (arrival in Temple) | \* Last Supper\* Trial \* Crucifixion\* Resurrection\* Church in Action | \*Life in palace\*Eightfold path\* Food rules\* Kathina | \* Meditation and mindfulness\* Buddhist temples\* Buddhism in action \* Edith Cavell\* Gandhi\* How do we make a difference? |
| KEY BUILDING BLOCKS | \* Baseline assessment provides a picture of prior learning and gaps in knowledge across the year group to inform planning\* Understanding of faith basics, origins and foundations \* Application in the lives of Muslims | Understanding of the basic tenets of Islam and their impact on life | \* Key knowledge of Jesus\* evaluation of impact of teachings and actions and how they lead to trial and crucifixion\*  | \* Understanding of events of Holy week\* investigation of resurrection and Christian response\* Analysis of beliefs and impact of resurrection | Introduction to key beliefs and practices | Reflection on Buddhist life |
| INTERLEAVING | \* Build on KS2 knowledge and AT2 skills identified through baseline | c.f. mosque community, muslim identity and consider the ‘pillars of our community’ | \* c.f. Muhammad enemies/friends\* Church in action links to community and identity\* analysis and identifying meaning for self and individuals skills | Fairness and Jesus trialc.f. life of Muhammad and response to challenge | \* Places of worship\* c.f. external/internal change\* Make a difference summary c.f. lives of Muhammad, Jesus, Buddha | Reflect on methods of protest c.f. Muhammad’s fight, Jesus’ teaching and action, Buddha’s right living and personal change |
| RETRIEVAL PRACTICES | Do Now activitiesLow stakes quizzesInterleaved themes | Do Now activitiesLow stakes quizzesInterleaved themes | Do Now activitiesLow stakes quizzesInterleaved themes |
| **Literacy & Numeracy** | Written & Oral communicationTier 2 & 3 vocab development | Written & Oral communicationTier 2 & 3 vocab development | Written & Oral communicationTier 2 & 3 vocab development |
| **Formative Assessment** | Peer & Self-Assessment, Teacher feedbackBaseline week 2, Midpoint recall quiz and 3,2,1, | Peer & Self-Assessment, Teacher feedbackLow stakes quizzes e.g. (parable/miracle scramble) | Peer & Self-Assessment, Teacher feedbackLow stakes quizzes  |
| **Summative Assessment** | AP1 Exam Paper  | AP2 Exam Paper  | AP3 Exam Paper  |
| **Social** | Community participation | Christian communities, protest and action | Right living, mindfulness |
| Moral | Questions about belief and identity | Fairness and equality | ‘right’ living,  |
| Spiritual | Islamic teachings | Christian teachings and actions | Mindfulness precepts and teachings |
| Cultural | Islamic culture | Christian culture | Buddhist culture |
| British Values : Respect and tolerance of those with different faiths and beliefs , Democracy, The Rule of Law, Individual Liberty | Tolerance, respect, liberty, democracy | Respect, tolerance, individual liberty, Rule of law | Respect, tolerance, individual liberty, Democracy, rule of law |
| **Gatsby Benchmark 4 Linking Curriculum to careers** | understanding differing views/working alongside others in all careersCommunity action opportunitiesSocial work | Analysing opinions and weighing evidence Understanding legal system, Law | Dealing with stressCounselling and psychologyLegal and penal support work |