**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 trial  c.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 activities  Low stakes quizzes  Interleaved themes | | | Do Now activities  Low stakes quizzes  Interleaved themes | | | Do Now activities  Low stakes quizzes  Interleaved themes | | | |
| **Literacy & Numeracy** | Written & Oral communication  Tier 2 & 3 vocab development | | | Written & Oral communication  Tier 2 & 3 vocab development | | | Written & Oral communication  Tier 2 & 3 vocab development | | | |
| **Formative Assessment** | Peer & Self-Assessment, Teacher feedback  Baseline week 2, Midpoint recall quiz and 3,2,1, | | | Peer & Self-Assessment, Teacher feedback  Low stakes quizzes e.g. (parable/miracle scramble) | | | Peer & Self-Assessment, Teacher feedback  Low 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 careers  Community action opportunities  Social work | | | Analysing opinions and weighing evidence  Understanding legal system, Law | | | Dealing with stress  Counselling and psychology  Legal and penal support work | | | |