**Religious Studies Curriculum Progression Map**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 8- Beliefs & Choices** | **Term 1** | | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Weeks/Lessons** | 7 Weeks | | 7 Weeks | 6 Weeks | 6 Weeks | 5 Weeks | 6 weeks |
| UNIT TITLE | Hindu beliefs | Hindu worship | | Moral issues |  | Judaism | Modern Jewish Issues |
| SEQUENCE | \*Brahman  \*Trimurti  \*Krishna  \* Deities application  \*Beliefs  \* the caste system | \*Puja  \* Pilgrimage (this is flexible and needs to be taught 2 weeks before the AP1)  \* Mandir  \* Divali | | \*Intro lesson  \*Environment  \*Animal rights | \* Poverty  \* Genetic engineering | \*Intro  \*Covenant  \*Shabbat  \*Synagogue  \*Kosher food | \*Passover/Seder  \* Orthodox living  \* Israel Palestine |
| KEY BUILDING BLOCKS | \* Understanding of faith basics, deities & festivals  \* Application in the lives of Hindus | \* understanding of issues in society  \* development of evaluation and reasoning skills  \* Application of religious teachings | | \* explore links to religious teachings  \* develop balancing of arguments | \* explore and apply links to religious teachings  \* develop balancing of arguments | Understanding of key beliefs, origins and practices  \* Application in the lives of Jews | c.f. Hindu life and beliefs  \* foundations for application in Holocaust topic |
| INTERLEAVING | Link to key figures and impact  c.f. Buddhist beliefs  mosque and mandir  monotheism and polytheism  analysis and identifying meaning for self and individuals skills  Apply and build on skills of investigation and discussion | Link to all religions studied – application of knowledge about beliefs and actions  Analysis of situations and moral implications  Justification of decisions | |  | Build on year 7 spring term knowledge and understanding | Places of worship  analysis and identifying meaning for self and individuals skills  c.f. actions and rituals  links to identity and community | Build on year 7 spring term knowledge and understanding |
| 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 | | Peer & Self-Assessment, Teacher feedback  Low stakes quizzes | |
| **Summative Assessment** | AP1 Exam Paper | | | AP2 Exam Paper | | AP3 Exam Paper | |
| **Social** | Community participation and responsibility, human and animal rights | | | Community participation and responsibility, human and animal rights | | Community participation, | |
| Moral | Issues of caste and rights | | | Ethical dilemmas and discussion | | Legal system, antisemitism | |
| Spiritual | Hindu teachings and application | | | Religious responses to social issues | | Jewish teachings and application | |
| Cultural | Hindu culture | | | Global issues | | Jewish 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  NGOs and other charity work | | | Campaigning and journalism  Careers in politics/activism | | Careers in politics/activism  teaching | |