**Religious Studies Curriculum Progression Map**

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| **Year 9 – Beliefs & Consequences** | **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 | Holocaust | Jewish response | Genocide and reconciliation | BLM |  | Religion in the modern world |
| SEQUENCE | \* Covenant recap \* anti-semitism history\* propaganda \* Kristallnacht\* Jewish life\* ghettoes and restrictions | \* death ceremonies\* Camps \*Survivors\* Impact on Belief\* Memorials | \* intro \* Rwanda\* Rohingya\* Problem of evil?\* forgiveness\* Reconciliation /Truth Commission | \* intro\* protesting\* religious responses\* apologies & atonement | \* refugees\* modern day slavery\* our response | Select from:\* religious art\* religion in film\* religion in music\* religion in the news |
| KEY BUILDING BLOCKS | \* Understanding of Jewish faith and the impact of the Holocaust on religious life and identity\* Evaluation of Jewish responses in terms of belief and survival  | \* understanding of issues in society\* development of evaluation and reasoning skills\* Application of religious teachings | \* understanding issues of identity, community and integration | Understanding of real-world issues | Understanding of key ethical theories and their application  |  |
| INTERLEAVING | Link to key figures and impactc.f. Buddhist beliefsmosque and mandirmonotheism and polytheismanalysis and identifying meaning for self and individuals skillsApply 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 implicationsJustification of decisions | Build on teaching on forgiveness and Jesus’ response to evil | Build on year 8 spring 2 knowledge and understanding of moral issues and debateExamine issues of community cohesion and respect Explore ethical questions | analysis and identifying meaning for self and individuals skillsc.f. actions and ritualslinks to identity and communityExplore ethical questions | Build on year 7 religious knowledge and understandingApply knowledge to context by interpreting the ways that belief and identity are expressed |
| 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  | Peer & Self-Assessment, Teacher feedbackLow stakes quizzes  |
| **Summative Assessment** | AP1 Exam Paper  | AP2 Exam Paper  | AP3 Exam Paper  |
| **Social** | Genocide and bystander effectMediation and reconciliation | Integration, protest and anti-discrimination | medical ethicslegal system |
| Moral | Responsibility to protect others, discrimination and prejudice | Reconciliation and empathy | Ethical dilemmas,  |
| Spiritual | Judaism, keeping faith in difficult times | Forgiveness | Religious teachings, value of life |
| Cultural | Modern day genocide and consequences | Multi-ethnic Britain | Multi-ethnic Britain |
| 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 careersMediation workJournalism | Social workteachingLaw and advocacy | Careers in medicine/nursingpolicing |