**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 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 teaching on forgiveness and Jesus’ response to evil | Build on year 8 spring 2 knowledge and understanding of moral issues and debate  Examine issues of community cohesion and respect  Explore ethical questions | analysis and identifying meaning for self and individuals skills  c.f. actions and rituals  links to identity and community  Explore ethical questions | Build on year 7 religious knowledge and understanding  Apply knowledge to context by interpreting the ways that belief and identity are expressed |
| 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** | Genocide and bystander effect  Mediation and reconciliation | | | Integration, protest and anti-discrimination | | medical ethics  legal 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 careers  Mediation work  Journalism | | | Social work  teaching  Law and advocacy | | Careers in medicine/nursing  policing | |