



## KS3 Curriculum Map – Religious Studies Year 7:

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities  What assessments will be used to measure student progress?
<p>Term 1 Creation and Covenant 1</p>	<ul style="list-style-type: none"> <li>• How do we know about God?</li> <li>• Revelation</li> <li>• Prayer</li> <li>• Genesis (different interpretations)</li> <li>• Creationism</li> <li>• Scientism</li> <li>• Religion and Science</li> <li>• Stewardship</li> <li>• Cafod</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising that when human beings speak about God, 'words always fall short of the mystery of God (CCC 42),</li> <li>• Explain what is meant by speaking of God as the Creator and origin of all beings (Acts 17:28).</li> <li>• Define what the Catholic Church means by 'revelation' and describe different ways human beings can come to know God: through the natural light of human reason and divine revelation as seen in CCC 31-50).</li> <li>• Explain the difference between the literal and 'literalist' sense of scripture (see The Interpretation of the Bible in the Church.</li> <li>• Consider the view that the Genesis accounts of Creation are incompatible with scientific explanations for the origins of human beings and the universe and construct a Catholic response to this.</li> <li>• Making relevant connections with Genesis 1:1-2:25 and selected extracts from Laudato Si', explain the demands of stewardship regarding the four core principles of Catholic Social Teaching: the dignity of the human person, common good, subsidiarity, and solidarity.</li> <li>• Reflect on their response to the Catholic belief that God</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>

		<p>makes the world and that human beings are responsible for it.</p> <ul style="list-style-type: none"> <li>• Explore the work of Cafod.</li> </ul>	
<p>Term 2 Prophecy and Promise 1</p>	<ul style="list-style-type: none"> <li>• Scripture and Tradition</li> <li>• The Bible (Authorship and parts)</li> <li>• Scripture in Mass</li> <li>• Liturgy of the word</li> <li>• Lindisfarne Gospels</li> <li>• Scripture in communities</li> <li>• Religious traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the relationship between scripture, tradition and the magisterium, with reference to Dei Verbum 9.</li> <li>• Show an understanding of the structure of the Bible by being able to find a passage accurately using a Bible reference, recognising that the books of the Bible are written by different human authors and identifying different literary forms within it.</li> <li>• Consider how their response to the artistic expression of scripture might inspire them to think or act differently towards Scripture.</li> <li>• Describe the difference between the Old and New Testament and recognise the value the Church places on the Old Testament as an indispensable part of revelation.</li> <li>• Experience using Scripture in prayer and Liturgy.</li> <li>• Investigate the Lindisfarne Gospels.</li> <li>• Reflect on the presence and importance of the Bible, or other sacred texts, in their life or the lives of their families.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>
<p>Term 3 Galilee to Jerusalem (1)</p>	<ul style="list-style-type: none"> <li>• Final revelation</li> <li>• The incarnation</li> <li>• Arian heresy</li> <li>• Jesus' titles</li> <li>• Son of God</li> <li>• The Trinity</li> <li>• Artistic interpretation</li> <li>• Trinitarian prayer</li> <li>• Jesus' Example</li> <li>• Elizabeth Spout</li> <li>• Missionaries of Charity</li> </ul>	<ul style="list-style-type: none"> <li>• Describe Catholic beliefs about Jesus and the incarnation, explaining the Church's teaching about why 'the Word became flesh', making links with Articles 2-4 of the Nicene Creed.</li> <li>• Explain what is meant by describing Jesus as 'true God and true man' and why the Church rejected Arius's account of the Son's relationship to the Father.</li> <li>• Explain why the Church teaches that Jesus is the model of perfect human living, linking with the Catholic Social Teaching principle of the dignity of the human person.</li> <li>• Consider the claim that it is impossible to be fully human and be without sin and construct a Catholic</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>

		<p>response to this view, with reference to Gaudium et Spes 22, paragraph 2.</p> <ul style="list-style-type: none"> <li>• Consider the claim that artistic expressions of the Trinity are more distorting than helpful in expressing a belief about the Trinity and construct a Catholic response to this view.</li> <li>• Investigate the work of Elizabeth Prout and assess the extent to which her life was modelled on Jesus' example of humble service.</li> <li>• Explore the work of the Missionaries of Charity with particular regard to the work of Mother Theresa.</li> </ul>	
<p>Term 4 Desert to Garden (1)</p>	<ul style="list-style-type: none"> <li>• Sacraments</li> <li>• Paschal Mystery</li> <li>• God's grace</li> <li>• Exodus &amp; The Last Supper</li> <li>• Transubstantiation</li> <li>• Signs and effects</li> <li>• Blessed Carlo Acutis</li> <li>• Corpus Christi Processions</li> <li>• Liturgy of the Eucharist</li> <li>• Alternative beliefs</li> <li>• Eucharistic artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Define a 'sacrament', identify the seven sacraments, and explain what the Church means when it teaches that the sacraments present the Paschal mystery of Christ's saving death and resurrection.</li> <li>• Recognise that Christ and his saving action is foreshadowed in the Old Testament by making relevant connections between the Jewish Passover (Ex 12:1-14) and the Last Supper (Lk 22:14-20), with reference to CCC 1340.</li> <li>• Describe the essential signs and effects of the sacrament, explaining why the sacrament is called 'Eucharist' and the meaning of the other names by which it is known: 'the Breaking of Bread', 'the Lord's Supper', 'Holy Communion', 'Mass.'</li> <li>• Consider that serving the poor is more important than celebrating the Eucharist and construct a Catholic response.</li> <li>• Investigate Blessed Carlo Acutis's life and assess how it faithfully responded to Catholic beliefs about the Eucharist.</li> <li>• Investigate the Eucharistic practices of different Christian denominations and assess how their Churches, artefacts and worship styles reflect their Eucharistic beliefs.</li> <li>• Reflect on the life of Carlo Acutis and consider</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>

		<p>how he might inspire them.</p> <ul style="list-style-type: none"> <li>• Consider the words of dismissal at the end of Mass and how they could respond to the different appeals each presents.</li> </ul>	
<p>Term 5 To the ends of the earth</p>	<ul style="list-style-type: none"> <li>• Holy Spirit</li> <li>• Holy Spirit and inspiration</li> <li>• Holy Spirit in the New Testament</li> <li>• Pentecost</li> <li>• Social Media &amp; Jealousy</li> <li>• Celebrate</li> <li>• Titles of the Church</li> <li>• Saints and Sinners</li> <li>• Confirmation</li> <li>• My gifts</li> <li>• The Holy Spirit Artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why the Church is referred to as the People of God, the Body of Christ, and the Temple of the Holy Spirit, making links with the doctrine of the Trinity.</li> <li>• Describe the rite of Confirmation (one of the three sacraments of initiation), explaining its origins, meaning and effects, making relevant connections between the Sacrament of Confirmation, Pentecost (Acts 2:1-12), and the symbols of the Holy Spirit.</li> <li>• Consider the claim that the Church can't be the Body of Christ if it is filled with sinners and construct a Catholic response to this.</li> <li>• Consider the claim that the widespread use of social media leads to envy and jealousy. Present arguments for and against the claim, including a Catholic response (with reference to what you have learned about the fruits of the Spirit).</li> <li>• Investigate 'Celebrate' as an example of a Spirit-led Catholic Charismatic movement and the extent to which it is a faithful reflection of the role of the Holy Spirit in scripture and the life of the Church.</li> <li>• Reflect on how the Holy Spirit is active in their own life.</li> <li>• Reflect on their behaviour, and consider how it reflects the fruits of the Spirit or the works of the flesh (see Gal 5, YC 120).</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>

<p>Dialogue and Encounter With Hinduism</p>	<ul style="list-style-type: none"> <li>• Councils of the Church</li> <li>• The Council of Trent</li> <li>• Christian Denominations</li> <li>• Ecumenism and its challenges</li> <li>• Hinduism (key beliefs and practices)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain how Councils of the Church meet occasionally to address theological questions and that the first of these councils took place at the time of the apostles. (The Council of Jerusalem. Acts 15, Galatians 2).</li> <li>• Describe and explain that Councils make authoritative statements that clarify matters of faith and morals (dogma) across time, and the Church recognises their legacy.</li> <li>• Use accurate religious and philosophical vocabulary to show an understanding of how an inability to resolve differences has caused groups to break away from the Church in the past, giving reasons for the cause and effects of such disagreement.</li> <li>• Define the term 'ecumenism' and describe how Christians witness the ecumenical spirit.</li> <li>• Explore Hinduism's origins and fundamental beliefs, including beliefs about creation and Hindu gods, visit and Mandir and accurately describe Hindu worship.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>
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## KS3 Curriculum map – Religious studies Year 8

<b>Topic</b>	<b>Knowledge</b>  <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	<b>Skills</b>  <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	<b>Assessment Opportunities</b>  What assessments will be used to measure student progress?
Creation and Covenant (2)	<ul style="list-style-type: none"> <li>• The Fall</li> <li>• Imago Dei</li> <li>• The rite of baptism</li> <li>• The purpose of baptism</li> <li>• Moses</li> <li>• The Covenant at Sinai</li> <li>• The Greatest Covenant</li> <li>• Decalogue Challenge</li> <li>• Moses in Art</li> <li>• Conscience</li> <li>• Desmond T Doss</li> <li>• Sophie Scholl</li> <li>• Conscience today</li> </ul>	<ul style="list-style-type: none"> <li>• Know the keywords for this unit.</li> <li>• Know the account of the Fall in Genesis 3 and Describe the difference between original sin &amp; personal sin.</li> <li>• Consider the claim that original sin is the only Christian doctrine with empirical evidence.</li> <li>• Consider the claim that the baptism of babies makes no sense, and consider arguments including Catholic responses.</li> <li>• Describe what is meant by ‘covenant’, with reference to the Sinai covenant and explain why binding commitments are a necessary part of covenants.</li> <li>• Describe the rite of Baptism (one of the three sacraments of initiation), explaining its origins, meaning and effects, making relevant connections between the Sacrament of Baptism and the Fall (Genesis 3).</li> <li>• Consider the claim that rules are a necessary part of freedom. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</li> <li>• Consider how they could live up to the challenges presented by the Ten Commandments.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>

<p>Prophecy and Promise (2)</p>	<ul style="list-style-type: none"> <li>• Prophecy</li> <li>• Cycle of Prophecy</li> <li>• Messianic prophecy</li> <li>• Prophet Amos</li> <li>• Prophets' Relevance Today</li> <li>• Priest, Prophet, King</li> <li>• Prophetic voices today</li> <li>• Advent</li> <li>• Advent worldwide</li> <li>• The Jesse Tree</li> <li>• Carols</li> <li>• My Advent Art</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse Isaiah 11:1-10 as a messianic prophetic text. Give examples of how Jesus fulfils this prophecy.</li> <li>• Know the context of the prophet Amos.</li> <li>• Describe common prophetic themes from the Book of Amos.</li> <li>• Consider the claim that the prophets' words are irrelevant today.</li> <li>• Research how the prophets' messages are relevant today and write a speech, including a Catholic response, for use in a debate on this topic.</li> <li>• Present arguments for and against the view that prophets are no longer relevant and assess the strengths and weaknesses of each argument.</li> <li>• Explore what the Church understands by the threefold office of priest, prophet and king.</li> <li>• Identify the role of Chrism oil in the sacrament of baptism.</li> <li>• Describe how lay people are called to be priests, prophets and kings worldwide.</li> <li>• Investigate the life of Dr Li Wenliang. and assess the extent to which his life mirrored patterns of biblical prophecy.</li> <li>• Reflect on the Advent traditions of your own family or community.</li> <li>• Reflect on various artistic interpretations of the Jesse tree.</li> <li>• Offer an interpretation of a melody and compare it to another melody, discussing what the makers intended to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>
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<p>Galilee to Jerusalem (2)</p>	<ul style="list-style-type: none"> <li>• The Parable of the Sheep &amp; the Goats</li> <li>• The widows' offering</li> <li>• The Parable of the Sheep &amp; the Goats</li> <li>• Mother Petrozzi</li> <li>• Works of mercy</li> <li>• The Rosary</li> <li>• SVP</li> <li>• The Healing of the Paralysed Man</li> <li>• Jesus' role</li> <li>• Lourdes</li> <li>• Miracles and Science</li> <li>• Miracle Investigation</li> <li>• Anointing of the sick</li> <li>• Kingdom Artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Outline characteristics of the Kingdom of God.</li> <li>• Describe what is meant by the moral sense of scripture.</li> <li>• Understand the parable of the Sheep and the Goats and connect this parable to Church teaching on the Kingdom.</li> <li>• Know what the corporal and spiritual works of mercy are, consider ways these could be practised and explain how this shows that the Church is the kingdom of Christ present in mystery.</li> <li>• Explore the SVP's work, how they help marginalised people, and how you could support their work.</li> <li>• Understand the miracle of the Paralysed Man, illustrate how it shows Jesus' power over sickness, and explain how this miracle shows something about who Jesus is.</li> <li>• Consider the claim that Jesus was merely an earthly leader seeking change, present arguments for and against this claim and include a Catholic response.</li> <li>• Investigate pilgrimages to Lourdes, assess the extent to which they are faithful manifestations of the works of mercy and consider the change in perspective and priorities when life is viewed as a pilgrim journey.</li> <li>• Know how the Catholic Church recognises miracles, investigate the miracle of John Traynor and consider your response about the possibility of miracles.</li> <li>• Consider the claim that science has disproved miracles and compare your and others' responses about the possibility of miracles.</li> <li>• Describe the Rite of Anointing of the Sick and explain its origin, meaning and effects, making connections to Kingdom passages and considering the view that the only care a sick person needs is medical.</li> <li>• Offer an interpretation of Encounter Magdala and The Women with Haemorrhage.</li> <li>• Discuss the artists' aims and how effectively they convey Catholic beliefs about the Kingdom. Consider how your response to the artwork influences your actions towards the marginalised.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>
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<p>From Desert to Garden</p>	<ul style="list-style-type: none"> <li>• Isaiah 52:13-53:12 –the Fourth Servant Song and Mk 14:32-15:39</li> <li>• The Passion and Death of Jesus</li> <li>• The problem of evil and suffering/The mystery of suffering</li> <li>• The Fall and suffering</li> <li>• The Old Testament and suffering</li> <li>• The Suffering Servant</li> <li>• The Paschal Mystery</li> <li>• The Sacrament of Reconciliation</li> <li>• Lenten cultural practices from around the world</li> <li>• Easter</li> <li>• The difference between active and passive mortification</li> <li>• Christian response to suffering</li> <li>• Artistic expression of suffering</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the suffering of Jesus in Mk 14:32-15:39, making links with the Servant in the Fourth Servant Song Is 52:13-53:12.</li> <li>• Recognise human beings have always pondered the mystery of suffering and evil.</li> <li>• Describe some of the ways the Old Testament contemplates the meaning of suffering and evil, including the belief that the disobedience of our first parents resulted in the tragic consequences of evil (physical and moral), suffering, and death.</li> <li>• Describe how the Church responds to the mystery of suffering and death concerning the belief that when united with Jesus, a person’s suffering can be offered for the sake of others.</li> <li>• Describe how the Church enters the Paschal mystery of Christ’s death and resurrection.</li> <li>• Consider the view that there is no need for the Sacrament of Reconciliation. Present arguments for and against the claim, including a Catholic response. Consider the claim that euthanasia is the most compassionate response to those suffering from a terminal illness. Present arguments for and against the claim, including a Catholic response.</li> <li>• Consider what the Lenten emphasis on self-denial and self-giving means for them and how they could respond.</li> <li>• Reflect on an example of when challenges and difficulties have led to personal growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>
<p>Term 5 To the ends of the earth (2)</p>	<ul style="list-style-type: none"> <li>• Texts on the accounts of Jesus' resurrection</li> <li>• The resurrection as the central truth of Christianity</li> <li>• Human beings as corporal and spiritual</li> <li>• Funeral traditions from around the world</li> <li>• Life after death</li> <li>• Purgatory</li> <li>• Artistic representations of Christ’s resurrection</li> </ul>	<ul style="list-style-type: none"> <li>• Describe one of the accounts of the Resurrection, explaining the literal sense of one of the scripture passages studied, including a recognition of the role of author, literary form, context, and Audience.</li> <li>• Explain why the empty tomb is an integral part of resurrection belief for Catholics, linking with the Resurrection accounts that show the reality of Jesus’ physical resurrection.</li> <li>• Describe the main elements of a Catholic funeral</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> </ul>

		<p>rite, linking with Catholic beliefs about the resurrection of the body and life everlasting.</p> <ul style="list-style-type: none"> <li>• Consider the view that humans are physical and do not have souls. Present arguments for and against the claim, including a Catholic response.</li> <li>• Consider the claim that a belief in purgatory contradicts the scriptural witness regarding the four last things. Present arguments for and against the claim, including a Catholic response.</li> <li>• Reflect on their own experience of visiting the graves of loved ones and the reasons why human beings treat the remains of their dead loved ones with respect.</li> <li>• Consider their beliefs about what happens to someone after they die and how this affects their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>
<p>Dialogue and Encounter and Islam</p>	<ul style="list-style-type: none"> <li>• Vatican II</li> <li>• Pope St Paul VI's dialogical approach in the Council documents</li> <li>• the Universal Catholic Church</li> <li>• Eastern Catholic churches</li> <li>• The nature of Allah</li> <li>• The origins of Islam</li> <li>• Muslim Holy books</li> <li>• The Prophet Mohammed</li> <li>• Muslim sects</li> <li>• The Mosque</li> <li>• The five pillars of Islam</li> <li>• Greater and lesser Jihad</li> </ul>	<ul style="list-style-type: none"> <li>• Use accurate vocabulary to describe some things about one Catholic Church.</li> <li>• Explore how Vatican II changed the Catholic Church.</li> <li>• Investigate the universal Catholic Church</li> <li>• Using the concentric dialogue model as a source of wisdom, assess the argument of the benefits of dialogue.</li> <li>• Explore the nature of Allah.</li> <li>• Explore the foundation of Islam and the life of Muhammed.</li> <li>• Investigate different Muslim sects.</li> <li>• Analyse Muslim Holy books.</li> <li>• Explore the 5 Pillars of Islam.</li> <li>• Evaluate Greater and Lesser Jihad and reflect on if religion is a cause of war.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>

## KS3 Curriculum Map – Religious studies – Year 9

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities  What assessments will be used to measure student progress?
Catholic Church Architecture	<ul style="list-style-type: none"> <li>• Features of a church building</li> <li>• Sacred objects</li> <li>• Artwork in churches</li> <li>• Sculpture and statutory</li> <li>• Symbolism and imagery</li> <li>• Drama</li> <li>• Music</li> <li>• Michael Angelo's Pieta</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the features of a Catholic church by visiting a church.</li> <li>• Explore sacred objects used in worship by visiting the school chapel.</li> <li>• Investigate the use of Artwork in church, focusing on Michael Angelo's painting of Adam and two other pieces of Art.</li> <li>• Reflect on the use of statutes and sculptures and proffer arguments for and against the use of laws, focusing on the Catholic position.</li> <li>• Explore different types of drama and what role drama plays in worship.</li> <li>• Reflect on the use of music, including hymns, plainchants, psalms and contemporary music.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>
Practices	<ul style="list-style-type: none"> <li>• Sacraments</li> <li>• Different types of worship</li> <li>• Funeral rites</li> <li>• Different types of prayer</li> <li>• Popular piety</li> <li>• Pilgrimage</li> <li>• CST</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Sacraments in the Catholic Church and non-Catholic Church, and defend the idea of the seven sacraments against the Protestant view of two sacraments.</li> <li>• Investigate different types of prayers and understand the importance of prayer.</li> <li>• Explore different forms of popular piety and why they are important.</li> <li>• Investigate the importance of pilgrimage</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> </ul>

		and explore pilgrimage to places such as the Holy Land, Lourdes, and Rome.	<ul style="list-style-type: none"> <li>Summative tests on ARES</li> </ul>
The existence and nature of God	<ul style="list-style-type: none"> <li>Why do people believe in God?</li> <li>Why are some people atheists and agnostics?</li> <li>God as omnipotent</li> <li>God as creator</li> <li>God as designer</li> <li>God as immanent and transcendent</li> </ul>	<ul style="list-style-type: none"> <li>Explore reasons for believing in God, including religious upbringing, religious experiences and philosophical arguments.</li> <li>Investigate why some people do not believe in God, including non-religious upbringing and evil and suffering.</li> <li>Understand the nature of God as omnipotent using Artwork.</li> <li>Investigate the nature of God as creator and its implications for Catholics.</li> <li>Investigate the nature of God as immanent and transcendent and why the beliefs are essential.</li> <li>Understand how Artwork is used to depict the nature of God.</li> </ul>	<ul style="list-style-type: none"> <li>Keyword tests</li> <li>Knowledge organiser</li> <li>Class presentations</li> <li>Baseline assessment</li> <li>Progress checkers</li> <li>Homework</li> <li>End of unit tests</li> <li>Low stake tests</li> <li>Exit Tickets</li> <li>Retrieval activities</li> <li>Hinge Questions</li> <li>Summative tests on ARES</li> </ul>
Religion and Science	<ul style="list-style-type: none"> <li>Religion v Science</li> <li>Galileo and the Church</li> <li>The Bible creation story</li> <li>Lemaitre and the Big Bang</li> <li>Scientism</li> <li>Creationism</li> <li>Religious Scientists</li> <li>Science, religion and nature</li> <li>Atheists, Scientists vs. religion</li> <li>Christian responses to Scientific claims</li> </ul>	<ul style="list-style-type: none"> <li>Investigate Galileo's theories and how this affected his relationship with the church.</li> <li>Explore the core beliefs about creationism.</li> <li>Explore the beliefs about the Big Bang Theory.</li> <li>Explore the beliefs about evolution and natural selection.</li> <li>Explore the role Catholic Scientists have played in Scientific discoveries.</li> <li>Reflect on the emphasis the Church places on science, including Pope Francis, Lamarck, Gregor Mendel, and George Lemaitre.</li> <li>Understand Christian responses to scientific claims for the existence of the universe.</li> </ul>	<ul style="list-style-type: none"> <li>Keyword tests</li> <li>Knowledge organiser</li> <li>Class presentations</li> <li>Baseline assessment</li> <li>Progress checkers</li> <li>Homework</li> <li>End of unit tests</li> <li>Low stake tests</li> <li>Exit Tickets</li> <li>Retrieval activities</li> <li>Hinge Questions</li> <li>Summative tests on ARES</li> </ul>

<p>The Last Things</p>	<ul style="list-style-type: none"> <li>• Christian beliefs about life after death</li> <li>• Arguments for life after death</li> <li>• The question of purgatory</li> <li>• Immortal soul</li> <li>• Resurrection of the body</li> <li>• Judgement day</li> <li>• Heaven, hell, purgatory</li> <li>• Explore how the beliefs about life after death affect Christians</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Christian beliefs about life after death and how these affect Christians.</li> <li>• Examine arguments for and against life after death, including religious reasons such as the Bible and Jesus's resurrection.</li> <li>• Discuss the definition of a soul.</li> <li>• Explore the beliefs about judgement day</li> <li>• Explore the beliefs about heaven, hell and purgatory.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>
<p>Judaism (Beliefs and Practices)</p>	<ul style="list-style-type: none"> <li>• The nature of God as one, judge, creator and law-giver</li> <li>• The Abrahamic Covenant</li> <li>• The Sinai Covenant</li> <li>• The Messiah</li> <li>• Statement of Belief - Shema</li> <li>• The Torah</li> <li>• Shabbat</li> <li>• Synagogue</li> <li>• Passover</li> <li>• festivals</li> <li>• Life after death</li> <li>• Dietary laws</li> </ul>	<ul style="list-style-type: none"> <li>• Consider Jewish beliefs about the nature of God.</li> <li>• Examine the Abrahamic and Sinai Covenants and their significance.</li> <li>• Students also consider their personal history.</li> <li>• Examine the Shema, explore its use, and consider why it is essential.</li> <li>• Explore the Torah as a source of wisdom and authority.</li> <li>• Evaluate the importance of Shabbat for Jewish people in Britain today.</li> <li>• Investigate why the synagogue is still essential for the Jewish community today.</li> <li>• Compare and contrast two critical Jewish festivals and consider the claim that they lose meaning in the modern world.</li> <li>• Evaluate Jewish dietary laws in modern Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword tests</li> <li>• Knowledge organiser</li> <li>• Class presentations</li> <li>• Baseline assessment</li> <li>• Progress checkers</li> <li>• Homework</li> <li>• End of unit tests</li> <li>• Low stake tests</li> <li>• Exit Tickets</li> <li>• Retrieval activities</li> <li>• Hinge Questions</li> <li>• Summative tests on ARES</li> </ul>