

## Religious Studies KS4 GCSE Progression Map 2022/2023

Key Concepts	Year 10	Year 11
<b>Truth</b>	<b>Christianity – Living the Christian Life</b> <b>Christian Beliefs</b> <b>Muslim Beliefs</b>	<b>Christianity – Matters of Life and Death</b> <b>Islam – Peace and Conflict</b> <b>Islam – Crime and Punishment</b> <b>Christianity – Review of Living Christian life and Christian Beliefs</b>
<b>Revelation</b>	<b>Christianity – Living the Christian life</b> <b>Christianity Christian Beliefs</b> <b>Islam - Muslim Beliefs</b> <b>Islam– Living the Muslim Life</b>	<b>Christianity – Matters of Life and Death</b> <b>Islam - Peace and Conflict</b> <b>Christianity – Review of Living Christian life and Christian Beliefs</b> <b>Islam – Muslim Beliefs</b>
<b>Worldviews</b>	<b>Christianity – Living the Christian life</b> <b>Christianity - Christian Beliefs</b> <b>Islam - Muslim Beliefs</b> <b>Islam Living the Muslim Life</b>	<b>Christianity – Matters of Life and Death</b> <b>Islam Peace and Conflict</b> <b>Christianity- Marriage and Family life</b> <b>Review units for all topics</b>
<b>Morality</b>	<b>Christianity – Living the Christian life</b> <b>Christianity - Christian Beliefs</b> <b>Islam - Muslim Beliefs</b> <b>Islam Living the Muslim Life</b>	<b>Christianity Matters of Life and Death</b> <b>Islam Peace and Conflict</b> <b>Islam Crime and Punishment</b>

**Long-term plan KS3 2022/23** : organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

**GCSE units taken from the Edexcel B Religious Studies specification**

Year 10 Christianity			
Unit Title: <b>Christian Beliefs</b>	Unit length: 12 Lessons	Unit Title: <b>Living the Christian Life</b>	Unit length: 12 lessons
Domains of Knowledge:  Christian beliefs - Incarnation, resurrection, Atonement, Salvation		Domains of Knowledge:  <b>Christian life</b> - Worship, prayer, sacraments	

	<p>Pilgrimage – Iona, Jerusalem, Taize, Walsingham, Lourdes</p> <p>The Church – local, global/worldwide</p>
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>● Truth</li> <li>● Revelation</li> <li>● Worldviews</li> </ul>	<p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Truth</li> <li>● Revelation</li> <li>● Worldviews</li> </ul>
<p>Gateway knowledge:</p> <p>KS3 – Life of Jesus (Y7 T2 The Abrahamic faiths)</p> <p>KS2 – Religious festivals and celebrations: Easter and Christmas</p> <p>KS3 - Is a belief in life after death pointless? (Y8) Problem of evil and suffering (Y9)</p>	<p>Gateway Knowledge</p> <p>KS3 – Life of Jesus</p> <p>Sociology – Structure of the family, Women’s right</p> <p>PSHCE – LGBTQ+ issues</p>
<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● To be able to consider the nature of the Trinity and how beliefs about the Trinity are shown in worship</li> <li>● To think about how the Biblical account of creation can be viewed in different ways</li> <li>● To be able to explain the nature and importance of Jesus for Christians and the importance of the incarnation</li> <li>● To be able to evaluate the importance of the last days of Jesus’ life and the events that happened</li> <li>● To be able to explain the role of Christ within salvation and consider different attitudes towards atonement</li> <li>● To be able to explain different Christian perspectives around life after death</li> <li>● To be able to explain the problem of evil and suffering and consider how it can cause Christians to question their faith</li> </ul>	<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● To be able to compare different types of Christian worship such as liturgical and non-liturgical and assess the impact that these forms of worship have on the life of a religious believer</li> <li>● To be able to explain what sacraments are and how they differ between denominations</li> <li>● To be able to explain the purpose of prayer and analyse the Lord’s Prayer and consider its significance for Christians.</li> <li>● To be able to explain the significance of a range of Christian places of pilgrimage e.g. Jerusalem, Taize, Walsingham and Iona</li> <li>● To be able to explain the significance of Christian festivals such as Christmas and Easter</li> <li>● To be able to explain the function of the Church at a local, national and global level.</li> </ul>

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Year 10 Islam		Spring Term	
Unit Title: <b>Muslim Beliefs</b>	Unit length:	Unit Title: <b>Living the Muslim Life</b>	Unit length:
Domains of Knowledge  ● <b>Islam = Life of Muhammad, Six main beliefs Sunni Muslims</b>		Domains of Knowledge: <b>Islam – Living the Muslim life</b> <b>Jihad</b>	
Relevant Key Concepts:  <b>Truth</b> <b>Revelation</b>		Key Concepts:  Truth Revelation	
Gateway knowledge:  <b>KS2 - Study of Islam e.g. life of Muhammad/ Beliefs about Allah</b> <b>KS3 – Abrahamic faiths</b> <b>GCSE – Muslim Beliefs and Living the Muslim Life unit of work</b>		Gateway knowledge:  <b>Muslim Beliefs unit of work</b> <b>KS3 Abrahamic faiths unit</b>	
Assessment end-points  ● To be able to explain the importance of the six main beliefs for Sunni Muslims. ● To be able to explain the importance of the Usul ad Din to Shi’a Muslims ● To be able to explain and evaluate the importance of a variety of characteristics that Muslims believe Allah has ● To be able to explain the importance of prophethood within Islam ● To be able to explain the nature and purpose of holy books within Islam ● To be able to explain the nature and importance of angels within Islam ● To be able to explain the importance of Al Qadr within Islam		<b><u>Assessment End Points</u></b>  ● To explain the nature and purpose of the 10 obligatory acts for Shi’a Muslims ● To explain the significance of the shahadah ● To explain the significance and purpose of salah ● To explain the significance and purpose of sawm ● To explain the significance and purpose of Hajj ● To explain the significance and purpose of zakah and khums ● To explain the nature of jihad and the different forms ● To explain the nature of festivals and commemorations within Islam	

- To be able to explain and evaluate beliefs around life after death within Islam

### Year 11 22/23

Due to CLI teaching Christianity and EHY teaching the Islam units - these will run concurrently for students

Unit Title: <b>Marriage and Family Life</b>	Unit length: 12 lessons	Unit Title: <b>Peace and Conflict</b>	Unit length: 12 lessons
Domains of Knowledge <b>Christian life – Scripture, Sacraments., Life of Jesus</b> <b>Ethical theories – Situation Ethics</b> <b>Relationships – divorce, cohabitation, married life, homosexuality</b>		Domains of Knowledge: <b>Islam – Living the Muslim life</b> <b>Jihad</b>  <b>Conflicts – nature of conflict within the world, types of warfare</b>	
Relevant Key Concepts: <b>Truth</b> <b>Worldviews</b> <b>Morality</b>		Key Concepts: <b>Truth</b> <b>Worldviews</b> <b>Morality</b>	
Gateway knowledge:  Gateway Knowledge  KS3 – Life of Jesus  Sociology – Structure of the family, Women’s right  PSHCE – LGBTQ+ issues		Gateway Knowledge  <b>Muslim Beliefs unit of work (Y9)</b> <b>Is war ever right? (Y8)</b>	
Assessment end point		<b><u>Assessment End point</u></b>	

<ul style="list-style-type: none"> <li>● To be able to describe different types of relationships within a society e.g. cohabiting, marriage and homosexual relationships</li> <li>● To be able to explain different Christian and non-religious attitudes towards sexual relationships</li> <li>● To be able to explain different Christian and non-religious attitudes towards marriage</li> <li>● To be able to explain different Christian and non-religious attitudes towards family life.</li> <li>● To be able to explain the role the Church has when supporting the family and the role the Local Parish has in doing this</li> <li>● To be able to explain diverse views within Christianity around contraception.</li> <li>● To be able to explain different Christian attitudes towards divorce and remarriage</li> <li>● To be able to explain different Christian perspectives on the role of men and women within society and the concept of women as religious leaders.</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to explain different attitudes towards peace within Islam</li> <li>● To be able to explain attitudes towards pacifism within Islam</li> <li>● To be able to explain the different roles Muslims have towards peacekeeping</li> <li>● To be able to explain attitudes within Islam on different types of conflict</li> <li>● To be able to explain Just War theory</li> <li>● To be able to explain the concept of Holy war and conditions that would justify it</li> <li>● To be able to evaluate the use of weapons of mass destruction and consider religious and non-religious attitudes towards them</li> </ul>
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Unit Title: <b>Matters of Life and Death</b>	Unit length: 12 lessons
Domains of Knowledge <ul style="list-style-type: none"> <li>● <b>Christianity</b> - Scripture, Nature of God</li> <li>● <b>Ethical theories</b> – Utilitarianism, DCT, Virtue Ethics</li> </ul>	
Relevant Key Concepts:	

**Truth  
Revelation  
Morality**

Gateway knowledge:  
**KS4 – Christian Beliefs  
Living the Christian life**

**Concept of sanctity of life**

**KS3 – What truths can we find from creation stories?  
Humanist views and ideas on the existence of the universe**

**Y8 – Life after death**

Assessment end-points:

- To be able to explain different religious and non-religious viewpoints on the origin of the universe
- To be able to explain the concept of the sanctity of life and its importance to Christians with reference to religious teachings
- To be able to explain different Christian and Non-religious attitudes towards life after death
- To be able to evaluate different Christian and non-religious perspectives towards abortion
- To be able to evaluate different Christian and non-religious attitudes towards euthanasia
- To be able to explain different Christian and non religious attitudes towards the Natural world