

# Religious Studies KS3 Progression Map 2023/2024

breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum. It enables teachers to see the big picture of pupils' learning: what content is taught in which year group.

Key Concepts	Year 7	Year 8	Year 9
<b>Truth Revelation Worldviews Morality</b>	Introduction to religion and worldviews	What can creation stories show us about the concept of God?	How do I know what is right? (ethical action)
	What do the Abrahamic faiths believe to be true?	How do Hindus follow their dharma?	Is war ever right?
	How do I know what is real? An introduction to Philosophy	Is it pointless to believe in life after death?	How do Buddhists live their lives?

**Long-term plan KS3 2023/24:** organises the knowledge from the progression map into units to give an overview of what is taught when in your curriculum. It provides a starting point for medium term planning.

Year 7					
Autumn Term		Spring Term		Summer Term	
Unit Title: <b>Introduction to Religion and Worldviews</b>  <b>How do I know what is true?</b>	Unit length: <b>Religion and Worldviews (8 lessons)</b>  <b>How do I know what is true? (6 lessons)</b>	Unit Title: What do the Abrahamic faiths believe to be true?	Unit length: 12 lessons	Unit Title: How do I know what is real?	Unit length: 8 lessons
Domains of Knowledge: <ul style="list-style-type: none"> <li>Worldviews</li> <li>Sociology of Religion</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li><b>Judaism</b> - Covenant, Revelation, Prophets, Law, Messiah, Nature of God</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li><b>Ancient Greek Philosophy</b></li> </ul>	

	<ul style="list-style-type: none"> <li>● <b>Christianity</b> - Trinity, Incarnation, Law, Resurrection, Messiah, Law, Nature of God</li> <li>● <b>Islam</b> - Nature of Allah, Prophets, Leadership</li> </ul>	
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>● Truth</li> <li>● Revelation</li> </ul> <p><b>Disciplinary Knowledge: Philosophy, Theology, Personal Knowledge</b></p>	<p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Truth</li> <li>● Revelation</li> </ul> <p><b>Disciplinary Knowledge</b> - Theology, Personal Knowledge</p>	<p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Truth</li> </ul> <p><b>Disciplinary knowledge</b> - Philosophy and Personal knowledge</p>
<p>Gateway knowledge: (Taken from LAS KS2 expectations)</p> <ul style="list-style-type: none"> <li>● Beliefs about the material world being the only one that exists and there is no supernatural explanation (Humanism)</li> <li>● Why some people believe human reason and evidence rather than sacred texts or revelation</li> </ul>	<p>Gateway knowledge: Taken from LAS Expectations for KS2</p> <ul style="list-style-type: none"> <li>● Describe and show understanding of how Christians believe God to be an all powerful creator and explain how God is seen as the Trinity</li> <li>● Recall Old Testament stories about Abraham and explore similarities between Christianity, Judaism and Islam as the Abrahamic faiths</li> <li>● Knowledge of Moses and ideas around covenant</li> <li>● Knowledge of different concepts and titles used by Jesus e.g. son of Man, Servant, Messiah etc</li> <li>● Knowledge of the significance of beliefs around resurrection.</li> <li>● Understanding of Muslim belief in the idea of one God who has many attributes</li> </ul>	<p>Gateway knowledge (taken from LAS expectations for Ks2)</p> <ul style="list-style-type: none"> <li>● Beliefs about the material world being the only one that exists and there is no supernatural explanation (Humanism)</li> </ul>

	<ul style="list-style-type: none"> <li>● Explanation of Prophet Muhammad as the final prophet and how Muslims look to his leadership</li> <li>● Consideration of the revelation of the Qur'an and its importance to Muslims</li> <li>● Similarities and differences between Christianity, Islam and Judaism</li> </ul>	
<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● To identify and explain what is meant by the concept of worldviews</li> <li>● To consider different forms of disciplinary knowledge within RS</li> <li>● To analyse census data to consider what religion is like at a local, global and national level</li> <li>● To be able to describe our own worldview and what we believe has influenced this so far in our lives</li> </ul>	<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● Explore Jewish beliefs about the Messiah through studying texts such as Isaiah and Micah and compare these with Christian beliefs and interpretations</li> <li>● Research and analyse the importance of the land to Jews and beliefs about a Jewish state</li> <li>● Ability to explain and show understanding of Christian beliefs about God including concepts such as omnipotent, omniscient and omnipresent and benevolent</li> <li>● Enquiry into beliefs about the Trinity and how it is seen as an orthodox Christian belief - consideration of the difference in Christian faiths views</li> <li>● Evaluate and analyse beliefs about the person of Jesus and his role and significance including the significance and meaning of incarnation, crucifixion, resurrection and ascension, exploration of concepts such as sin, law, grace and salvation.</li> </ul>	<p><b>Assessment end-points:</b></p> <ul style="list-style-type: none"> <li>● To be able to explain how different philosophers looked at what is real.</li> <li>● To be able to explain Descartes' argument that the real world is an illusion and that the only thing that shows we exist is our ability to think.</li> <li>● To be able to understand the analogy of Plato's cave and how this relates to the 'truth' of the world.</li> <li>● To be able to contrast Aristotle's views on knowledge and experience with Plato's views that knowledge is linked to the realm of the Forms.</li> <li>● To be able to evaluate Hume's views on miracles and truth being tied directly to empirical evidence.</li> </ul>

	<ul style="list-style-type: none"> <li>● Enquire how stories from the Bible can be interpreted in different ways e.g literal and liberal responses</li> <li>● Explore the names of Allah and understand their meanings</li> <li>● Enquire into diversity within Islam including Sufism, Sunni and Shi'a and identify similarities and differences. Consider other groups such as Ahmadiyya</li> </ul>	
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Year 8					
Autumn Term		Spring Term		Summer Term	
Unit Title: <b>What can creation stories tell us about the nature of God?</b>	Unit length: 8 lessons	Unit Title: <b>How can Hindus follow their dharma?</b>	Unit length: 12 lessons	Unit Title: <b>Is a belief in life after death pointless?</b>	Unit length: 8 lessons
Domains of Knowledge <ul style="list-style-type: none"> <li>● <b>Christianity</b> - Creation, Scripture, Nature of God</li> <li>● <b>Islam</b> - Creation, Authority of scripture, Nature of Allah</li> <li>● <b>Philosophy</b> - Philosophical arguments for the creation of the world</li> <li>● <b>Non religious worldviews</b> - Humanist perspectives on the creation of the world</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>● <b>Buddhism</b> - Siddhartha Gautama, Wheel of life, 4 noble truths, 5 precepts</li> <li>●</li> <li>● <b>Hindu Dharma</b> – Trimuti, Puja tray, Vedas, Dharma, Reincarnation, Samsara</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>● <b>Christianity</b> - Life after death, Life of Jesus</li> <li>●</li> <li>● <b>Islam</b> - Akirah and Day of Judgement</li> <li>●</li> <li>● <b>Hindu Dharma</b> - Reincarnation and Samsara</li> <li>●</li> <li>● <b>Humanism</b> – Key Humanist ideas</li> </ul>	
Relevant Key Concepts:		Key Concepts:		Key Concepts:	

<ul style="list-style-type: none"> <li>● Truth</li> <li>● Revelation</li> </ul>	<ul style="list-style-type: none"> <li>● Truth</li> <li>● Revelation</li> </ul>	<ul style="list-style-type: none"> <li>● Truth</li> <li>● Revelation</li> </ul>
<p>Gateway knowledge:</p> <p><b>KS2 - Understanding of key terms - Humanism, Atheism and Agnosticism</b></p>	<p>Gateway knowledge: Taken from LAS Expectations for KS2</p> <p><b>Hindu Dharma is recommended by the LAS Believing and Belonging for KS3 teaching</b></p> <ul style="list-style-type: none"> <li>● Aspects of the Trimurti</li> <li>● Understanding of different sources of authority</li> </ul>	<p>Gateway knowledge:</p> <p><b>Knowledge of Humanism from KS2 and also is concept of God coherent unit</b></p> <p><b>Y7 and KS2 - Life of Jesus - Resurrection and Easter</b></p> <p><b>Y8 - Dharmic faiths unit - Hindu and Buddhist beliefs</b></p>
<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Explain and express insight into Christian beliefs in the Creation and the Fall as expressed in the two creation stories in Genesis 1 and Genesis 2. Compare this with interpretation to the prologue to John's Gospel</li> <li>● Express insights into how the Bible might show different Christian values and beliefs and how these can be represented into different ways. Explore whether the Bible is compatible with scientific or rational understanding by</li> </ul>	<p>Assessment end points</p> <p><b><u>Hindu Dharma</u></b></p> <ul style="list-style-type: none"> <li>● Understanding of the concept of Brahman as one supreme God</li> <li>● Understanding of the Trimurti as 3 main aspects of God</li> <li>● Meaning and symbolism behind Hindu deities</li> <li>● Origins of Hindu Dharma and the local and global context</li> <li>● Explain the symbolism of the Puja tray and how it is used in worship</li> </ul>	<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Evaluate the concept of whether a belief in life after death is pointless</li> <li>● Evaluate and analyse the life of the person of Jesus and the main events (crucifixion and resurrection)</li> <li>● Understand the beliefs in the cycles of samsara and the Hindu goals of moksha</li> <li>● Enquire into Humanist beliefs about death and the nature of humanist funerals</li> <li>● Express insights into Islamic beliefs around the nature of life including predestination, free will, evil and suffering, judgement and Life after death.</li> <li>● Enquire into Humanist beliefs in the centrality of science and evidence rather than sacred texts and revelation</li> </ul>

considering the creation accounts in Genesis 1 and 2

- Explain Muslim beliefs about the nature of God and his role as the creator, transcendent and immanent.
- Show coherent understanding of the arguments for God's existence including the design and causation argument
- Making links between the creation stories of the Abrahamic faiths. Similarities and differences.
- Enquire into Humanist beliefs in the centrality of science and evidence rather than sacred texts and revelation
- Explain and interpret the ideas that human beings evolved alongside other animals

- Enquire into Humanist beliefs about death as the end of personal existence and the absence of anything immaterial such as a soul. Explanation of Humanist funerals as a celebration for living

Year 9					
Autumn Term		Spring Term		Summer Term	
Unit Title: <b>How do I know what is right?</b>	Unit length: 8 lessons	Unit Title: <b>Is war ever right?</b>	Unit length: 8 lessons	Unit Title: <b>What do Buddhists believe?</b>	Unit length: 8 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>		Domains of Knowledge: <ul style="list-style-type: none"> <li>● <b>Christianity</b> - Teachings of Jesus</li> <li>● <b>Philosophy</b> - Just War Theory /Aquinas</li> <li>● <b>Islam</b> - Ways of Living</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>● <b>Buddhism</b> - Siddhartha Gautama, Wheel of life, 4 noble truths, 5 precepts</li> </ul>	
Relevant Key Concepts: <ul style="list-style-type: none"> <li>● <b>Truth</b></li> <li>● <b>Revelation</b></li> <li>● <b>Morality</b></li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>● Truth</li> <li>● Revelation</li> <li>● Morality</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>● <b>Truth</b></li> <li>● <b>Revelation</b></li> <li>● <b>Morality</b></li> </ul>	
Gateway knowledge:  <b>KS3 – Nature of God according to Abrahamic faiths</b>		Gateway knowledge:  <b>KS3 units - How do I know what is right? / Nature of making Ethical decisions</b> <b>Life and teachings of Jesus (Y7 unit on Abrahamic faiths</b>		Buddhism is not recommended for study until KS3 in regards to our LAS Believing and Belonging. Therefore although some students may have some knowledge this will not be the case for all. <ul style="list-style-type: none"> <li>● <b>Understand that Buddhism is the religion based on the teachings of Siddhartha Gautama</b></li> </ul>	

		<ul style="list-style-type: none"> <li>● Give examples of how Buddhists may live their lives</li> <li>● Explain some symbolism used in Buddhism</li> </ul>
<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Understanding of a range of Ethical theories that seek to explain how people should act in different situations from both religious and secular perspective</li> <li>● Make well informed ethical responses to dealing with conflicting ethical principles e.g. Mill and utilitarianism</li> </ul>	<p><b><u>Assessment Endpoints</u></b></p> <ul style="list-style-type: none"> <li>● Make well informed ethical responses in dealing with conflicting ethical principles e.g. Mill and utilitarianism</li> <li>● Make appropriate and well informed ethical responses to Muslim approaches to conflict and violence. Peace and pacifism and the greater and lesser Jihad</li> <li>● Consider Religious teachings on war including Just War theory and the teachings of Jesus such as the Beatitudes</li> </ul>	<p><b><u>Assessment End Points</u></b></p> <ul style="list-style-type: none"> <li>● Understand key features of Buddhism and why it does not have a creator God</li> <li>● Understand how Siddhartha discovered Enlightenment and what this means to Buddhists</li> <li>● Understand the 'Middle way'</li> <li>● Study and reflect on the Three Poisons of Buddhism</li> <li>● Consider how the Four Noble Truths explains the existence of suffering in the world</li> <li>● Understand how the Five Precepts explain what Buddhists should and should not do</li> <li>● Describe the differences in Buddhist ways of life for Lay Buddhists and the Sangha</li> </ul>