

# KEY STAGE FOUR CURRICULUM KNOWLEDGE AND SKILLS MAPPING TOOL

# SUBJECT: Religious Studies

		KNOWLEDGE			SKILLS identified in specification											
<b>YEAR 9</b>		<ul style="list-style-type: none"> <li>AQA GCSE Religious Studies 8062 Spec A (non-textual studies)</li> <li>Christian and Muslim perspectives on issues relating to the themes of Religion, Peace and Conflict (Theme D) ; Relationships and Families (theme A); Religion, Crime and Punishment (Theme E); Religion and Life (Theme B)</li> <li>Christianity beliefs and teachings</li> <li>See specification for full details (links below):</li> </ul> <p><a href="https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/subject-content/component-2-thematic-studies">https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/subject-content/component-2-thematic-studies</a></p> <p><a href="https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/subject-content/component-1-the-study-of-religions-beliefs,-teachings-and-practices">https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/subject-content/component-1-the-study-of-religions-beliefs,-teachings-and-practices</a></p>			<ul style="list-style-type: none"> <li>apply knowledge and understanding of two religions</li> <li>apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> <li>understand the influence of religion on individuals, communities and societies</li> <li>understand significant common and divergent views between and/or within religions and beliefs</li> <li>apply knowledge and understanding in order to analyse questions related to religious beliefs and values</li> <li>construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content</li> </ul>											
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>									
	<b>Content</b>	Religion, Peace and Conflict	Religion, Crime and Punishment	Religion, Crime and punishment/ Relationships and Families	Relationships and families/ Religion and Life	Religion and Life / Christianity beliefs and teachings	Christianity beliefs and teachings									
		<p><i>These timings are approximate as term dates vary meaning that some topics will overspill to the next half term. It is likely that it will be early- mid May before the Christianity topic is started. This may mean that some assessments take place in the half term after they are indicated below. The PPE in Summer 2 is a fixed feature that will take place during this half term.</i></p>														
<b>Skills</b>	<p>Methods and processes are developed and used in all units of work. Year 9 expectations are outlined below.</p> <table border="1"> <thead> <tr> <th>Students will learn how to</th> <th>In Year 9 we expect them to</th> </tr> </thead> <tbody> <tr> <td>Use subject specific vocabulary accurately in context.</td> <td>Make some appropriate use of topic-specific and general religious terminology in context in oral and written work without prompting.</td> </tr> <tr> <td>Express knowledge, understanding and opinions orally with clarity and precision.</td> <td>Give a clear and coherent verbal explanation of ideas using full sentences and correct terminology.</td> </tr> <tr> <td>Express knowledge, understanding and opinions in writing with clarity and precision.</td> <td>Write accurate, full sentence responses containing some development without support. With support, construct longer pieces of writing showing structure and logical chains of reasoning.</td> </tr> <tr> <td>Draw together knowledge from different topics and wider learning, including the identification of common themes, similarities and differences.</td> <td>With prompting, transfer knowledge between topics and identify how wider learning and general knowledge may relate to what they are learning. With support, recognise similarities and differences within and between religious and non-religious attitudes to the issues they study.</td> </tr> </tbody> </table>						Students will learn how to	In Year 9 we expect them to	Use subject specific vocabulary accurately in context.	Make some appropriate use of topic-specific and general religious terminology in context in oral and written work without prompting.	Express knowledge, understanding and opinions orally with clarity and precision.	Give a clear and coherent verbal explanation of ideas using full sentences and correct terminology.	Express knowledge, understanding and opinions in writing with clarity and precision.	Write accurate, full sentence responses containing some development without support. With support, construct longer pieces of writing showing structure and logical chains of reasoning.	Draw together knowledge from different topics and wider learning, including the identification of common themes, similarities and differences.	With prompting, transfer knowledge between topics and identify how wider learning and general knowledge may relate to what they are learning. With support, recognise similarities and differences within and between religious and non-religious attitudes to the issues they study.
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		Analyse a range of textual and other sources including an understanding of the role of metaphor and symbolism in expressing abstract concepts.	With support, interpret key sources including scriptural passages, religious symbols, non-religious text and statistics, showing an awareness of their significance.			
		Apply religious teachings and philosophical concepts to real-life contemporary issues.	With support, select religious teachings which are relevant to the issues they study and explain how they might be applied.			
		Create and sustain evidence-based lines of argument	With support, structure developed lines of argument which draw on appropriate evidence including scriptural references to present different points of view.			
		Evaluate arguments, including the use of counter-argument and the construction of a justified conclusion.	With support, give developed explanations of alternative viewpoints and identify strengths and weaknesses of arguments used.			
		Work both independently and in collaboration with others.	Complete appropriately differentiated independent tasks of increasing length and some complexity, after modelling and questioning where appropriate. Know and use some simple strategies to overcome difficulties independently. With guidance, participate in paired and group work with both focused and more wide-ranging objectives, managing time effectively and listening and responding to the ideas of others.			
		Show respect for views, opinions, attitudes and beliefs which are not their own, including how to respectfully disagree.	This is developed throughout. Initially, students reflect on what is important to them and how they value it and are encouraged to extend that appreciation to how others feel about their beliefs, lifestyles and behaviours. Teachers model respectful disagreement and challenge disrespect when it emerges. As students get older, we expect and see a growing ability to express disagreement respectfully using reasoned argument and showing sensitivity towards the views of others.			
<b>Assessment</b>	Exam questions completed in the course of lessons/homework marked and feedback given.	Exam questions completed in the course of lessons/homework marked and feedback given.	Exam questions completed in the course of lessons/homework marked and feedback given.	Exam questions completed in the course of lessons/homework marked and feedback given.	Exam questions completed in the course of lessons/homework marked and feedback given.	Pre-public examination based on a full past paper.
	End of topic assessment based on a full suite of GCSE questions on the topic of Religion, Peace and Conflict.	End of topic assessment based on a full suite of GCSE questions on the topic of Religion, Crime and Punishment.	End of topic assessment based on a full suite of GCSE questions on the topic of Relationships and Families.	End of topic assessment based on a full suite of GCSE questions on the topic of Religion and Life.	Exam questions completed in the course of lessons/homework marked and feedback given.	

		KNOWLEDGE			SKILLS identified in specification		
YEAR 10		<ul style="list-style-type: none"> <li>AQA GCSE Religious Studies 8062 Spec A (non-textual studies)</li> <li>Christianity beliefs and teachings; Christianity Practices; Islam beliefs and teachings; Islam practices</li> <li>See specification for full details (link below):</li> </ul> <p><a href="https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/subject-content/component-1-the-study-of-religions-beliefs,-teachings-and-practices">https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/subject-content/component-1-the-study-of-religions-beliefs,-teachings-and-practices</a></p>			<ul style="list-style-type: none"> <li>apply knowledge and understanding of two religions</li> <li>apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> <li>understand the influence of religion on individuals, communities and societies</li> <li>understand significant common and divergent views between and/or within religions and beliefs</li> <li>apply knowledge and understanding in order to analyse questions related to religious beliefs and values</li> <li>construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content</li> </ul>		
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	<b>Content</b>	Christianity beliefs and teachings recap and assessment Christianity practices	Christianity practices/Islam beliefs and teachings	Islam beliefs and teachings/Islam practices	Islam practices	Revision and examination preparation	Aspects of the RESPECT curriculum delivered in RS lessons post-GCSE
		<i>These timings are approximate as term dates vary meaning that some topics will overspill to the next half term. December and March PPEs are fixed in terms of when they take place, other assessments may move depending on term dates and timings of delivery of topics.</i>					
<b>Skills</b>	Methods and processes are developed and used in all units of work. Year 10 expectations are outlined below.						
	<b>Students will learn how to</b>			<b>In Year 10 we expect them to</b>			
	Use subject specific vocabulary accurately in context.			Regularly make appropriate use of a range of topic-specific and general religious terminology in context in oral and written work without prompting.			
	Express knowledge, understanding and opinions orally with clarity and precision.			Give a clear and coherent verbal explanation of ideas using full sentences. Responses will be phrased in standard English and use religious terminology appropriately.			
	Express knowledge, understanding and opinions in writing with clarity and precision.			Regularly write developed responses without prompting. Formulate extended written responses showing structure and logical chains of reasoning without support.			
	Draw together knowledge from different topics and wider learning, including the identification of common themes, similarities and differences.			Independently transfer knowledge between topics and apply wider learning and general knowledge to what they are learning. Highlight and comment on similarities and differences within and between religious and non-religious attitudes to the issues they study.			
	Analyse a range of textual and other sources including an understanding of the role of metaphor and symbolism in expressing abstract concepts.			Independently interpret key sources including scriptural passages, religious symbols, non-religious text and statistics and explain their significance.			

