









Curriculum Content Map

Subject: Religious Studies

Year group: 9 (GCSE)

	TERM 1		TERM 2		TERM 3	
Unit title & description	Christian Belief & Teaching – Old Testament (9.1)	Christian Belief & Teaching – New Testament (9.2)	Christian Practices (9.3)	Islamic Belief & Teaching (9.4)	Islamic Practices (9.5)	Islamic Practices (9.6)
Sequencing	First GCSE unit with a focus on the Old Testament units. Teaching around the GCSE to secure full understanding	First GCSE unit with a focus on the New Testament units. Teaching around the GCSE to secure full understanding	First practices unit – linking closely to the content taught in 9.1 and 9.2 where Christian Beliefs & Teachings were explored	GCSE unit on Islam. Understanding of Christian theology have been established in 9.1 – 9.3	Build on introduction to Christian unit and 9.4 which introduces key aspects of Islamic theology	
Knowledge 	Creation The Fall The Flood Story of Job Sodom & Gomorrah Fallen Humanity Literalism & Non-literalism Prophecy of Isaiah	Incarnation Ministry Gospels Arrest Crucifixion Resurrection Salvation Atonement	Sacraments Eucharist Baptism Evangelism Local Church Worldwide Church Necessary Conditions Persecution and Response	Night of Power Holy Books Nature of God Life of Prophet Muhammad Sunni / Shia split Principles / Roots Angels Predestination	5 pillars Adalat, Imamaate Pilgrimage Eid Ashura Types of Jihad Necessary and Sufficient Conditions	
Retrieval Practice	Knowledge of the Old & New Testament from 7.1-7.2	Knowledge of the Old & New Testament from 7.1-7.2	Knowledge of the Old & New Testament from 7.1-7.2. Text from 9.1 & 9.2	Knowledge of Islam from 7.6. Knowledge of GCSE skills from 9.1 to 9.3	Knowledge from 9.4. Knowledge of Islam from 7.6. Knowledge of GCSE skills from 9.1 to 9.3 .	
Sequencing Skills 	Extended writing and structuring of paragraphs. Using specific quotes from religious text to develop argument.	Extended writing and structuring of paragraphs. Using specific quotes from religious text to develop argument.	Extended writing and structuring of paragraphs. Using specific quotes from religious text to develop argument.	Extended writing and structuring of paragraphs. Using specific quotes from religious text to develop argument.	Extended writing and structuring of paragraphs. Using specific quotes from religious text to develop argument.	
Literacy 	Extended reading in class. Including regular discussion of specific quotes and Tier 3 vocabulary for RE. Regular reading in 3PH	Extended reading in class. Including regular discussion of specific quotes and Tier 3 vocabulary for RE. Regular reading in 3PH	Extended reading in class. Including regular discussion of specific quotes and Tier 3 vocabulary for RE. Regular reading in 3PH	Extended reading in class. Including regular discussion of specific quotes and Tier 3 vocabulary for RE. Regular reading in 3PH	Extended reading in class. Including regular discussion of specific quotes and Tier 3 vocabulary for RE. Regular reading in 3PH	
Numeracy 	Understanding of chronology and timescales within religion. Using figures to identify and locate quotes within holy books.	Understanding of chronology and timescales within religion. Using figures to identify and locate quotes within holy books.	Understanding of chronology and timescales within religion. Using figures to identify and locate quotes within holy books.	Understanding of chronology and timescales within religion. Using figures to identify and locate quotes within holy books.	Understanding of chronology and timescales within religion. Using figures to identify and locate quotes within holy books.	

British values and SMSC 	Mutual respect for people arriving at different ethical arguments	Mutual respect for people arriving at different ethical arguments	Human rights for those who have committed crime. Are rights absolute or a contract?	Individual liberty and how human rights have changed	Mutual respect for those with different rights and approaches to your own
Character 	Students' resilience will be built through exposure to high level RE and high expectations of their work.	Students' resilience will be built through exposure to high level RE and high expectations of their work	Students' resilience will be built through exposure to high level RE and high expectations of their work	Students' resilience will be built through exposure to high level RE and high expectations of their work	Students' resilience will be built through exposure to high level RE and high expectations of their work
Careers 	How to use evidence and arrive at informed judgements in work	Roles and jobs in preventing and reducing conflict	Careers in helping people and in the justice system	How human rights have enabled wider employment for more people	Working with those who have different values and beliefs to your own
Assessment opportunities 	3PH homework in line with policy. Regular GCSE practice questions Regular, low stakes knowledge quizzes	3PH homework every fortnight. Extended writing 3 times in the unit with feedback. Regular, low stakes knowledge quizzes	3PH homework every fortnight. Extended writing 3 times in the unit with feedback. Regular, low stakes knowledge quizzes	3PH homework every fortnight. Extended writing 3 times in the unit with feedback. Regular, low stakes knowledge quizzes	3PH homework every fortnight. Extended writing 3 times in the unit with feedback. Regular, low stakes knowledge quizzes
Personalised Challenge for all	HPA – Introducing religious writing and argument into lesson LPA – Dual coding and graphic organisers to simplify key information.	HPA – Introducing religious writing and argument into lesson LPA – Dual coding and graphic organisers to simplify key information.	HPA – Introducing religious writing and argument into lesson LPA – Dual coding and graphic organisers to simplify key information.	HPA – Introducing religious writing and argument into lesson LPA – Dual coding and graphic organisers to simplify key information.	HPA – Introducing religious writing and argument into lesson LPA – Dual coding and graphic organisers to simplify key information.