

Year 9 Religious Education Curriculum Map 2021-2022

Month	September					October			November				Dec		January				February			March				April		May			June			July						
Week	30th	6th	13th	20th	27th	4th	11th	18th	1st	8th	15th	22nd	29th	6th	13th	3rd	10th	17th	24th	31st	7th	14th	28th	7th	14th	21st	28th	4th	25th	2nd	9th	16th	23rd	6th	13th	20th	27th	4th	11th	18th
Term	Imago Dei															Living as a community								Word of God																
Topic	<p>Creation: How do we make sense of the world? Sanctity of Life: Is all life of value? How do we respect the sanctity of life? Evil and Suffering: Why is there suffering? How is God revealed through suffering? Crime and Punishment: Sin and reconciliation. Religious morality and ethics of capital punishment.</p>															<p>Islam: Beliefs, Teachings and Practices within Islam. Dialogue between Christianity and Islam, building on tolerance as a virtue. What are the signs of identity for Muslim People? Muslim identity and practice in Britain today.</p>								<p>Introduction to Philosophy: An introduction to theological, philosophical and ethical concepts. Do faith and science conflict? Catholic Christianity - Beliefs and teachings: Introduction of the Catholic Christianity Spec A GCSE - Catholic beliefs and teachings about Trinity, Creation, the Incarnation, Paschal Mystery and Eschatology</p>																
Assessment	<p>Summative Assessment- Assessments based on substantive knowledge and understanding of the topic. Assessment of ways of knowing in the form of command words such as explain, describe and reason. Students at this stage should also be comparing and critiquing divergent Christian belief and practices. Knowledge and Understanding (AT1) = Substantive knowledge Significance and Influence (AT2) = Ways of knowing Analysis and Evaluation (AT3) = Discern Other: Peer/Self-Assessment, 1:1 feedback, low stakes questioning/tests</p>															<p>Summative Assessment- Assessments based on substantive knowledge and understanding of the topic. Assessment of ways of knowing in the form of command words such as explain, describe and reason. Students at this stage should also be comparing and critiquing divergent Christian belief and practices. Knowledge and Understanding (AT1) = Substantive knowledge Significance and Influence (AT2) = Ways of knowing Analysis and Evaluation (AT3) = Discern Other: Peer/Self-Assessment, 1:1 feedback, low stakes questioning/tests</p>								<p>Summative assessment: End of topic assessment based on exam materials. Students answer one A, B & C type question based on Knowledge, understanding, significance, followed by a D type question assessing skills of analysis and evaluation. Other: Peer/Self-Assessment, low stakes retrieval questioning/tests, GCSE questions set in class and for home work.</p>																