ICKNIELD HIGH SCHOOL **KEY STAGE 3 CURRICULUM MAP**

'Raising the Achievement of All'

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

SUBJECT: ETHICS AND PHILOSOPHY **Year: 7**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SCHEMES OF WORK	**The Incarnation**	**Core and Diverse Islam**	**Sikhi teachings on equality and service**	**Life after death**	**Science and Religion**	**Creation and Stewardship**
Key Questions	**Why do Christians believe Jesus was God on Earth (Incarnation**	**Core and Diverse Islam: What is universal and what is different? (Iman/Ibadah/Akhlaq)**	**How are Sikhi teachings on equality and service put into practice today? (God/The Guru's/Values/Panth)**	**What happens when we die? What difference does it make if you believe in life after death?**	**What do people believe about God and the Universe? (Science and Religion)**	**Should Christians be greener than everybody else? (Creation)**
Content: 'Know what'	**Make sense of belief** -explain, with reference to the 'I am' sayings and/or the signs, what John's Gospel says about Jesus' true nature, and how this connects to Christian beliefs about what God is like	**Make sense of belief** -explain the importance of the key beliefs studied (e.g. iman, ibadah, akhlaq) for Muslim ways of living in Britain today	**Make sense of belief** -explain the key beliefs of Sikhi (e.g. about God and the Gurus; nam japna, kirat karna and vand chhakna) and their importance for Sikhs living in Britain today -explain how Sikhi's interpret the Mool Mantar and what it tells them about God, life and how to live	**Make sense of belief** -explain the key beliefs about life after death in at least two traditions -explain how and why Christians interpret biblical sources about life after death differently (e.g. Protestant/Catholic)	**Make sense of belief** -use religious vocabulary and concepts to explain religious and atheist ideas about origins, evolution and creation in detail and depth -develop reasoned arguments using evidence and sources to explain why different answers to	**Make sense of belief** -explain the type and purpose of the Genesis creation texts, and their place in the overall Bible narrative -explain the concepts of creation and stewardship in Christianity

	-explain how the Bible uses different types of text (for example, the Gospels) and language (such as metaphor) to communicate ideas about Jesus as God incarnate -suggest meanings of the selected texts, explaining their ideas with reasons and evidence				questions of origins are given by intelligent people	-explain what Genesis 1 and 2 tell Christians about the nature of humans, their capacities and responsibilities
Expertise: 'Know how'	**<u>Understand the impact</u>** -know how Christian worship reflects Christian beliefs in Jesus as God incarnate -comment on the different ways in which Christians express worship of God	**<u>Understand the impact</u>** -give reasons and examples to explain how and why Muslims put their beliefs into action in different ways (e.g. Sunni/Shi'a traditions) -show how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today	**<u>Understand the impact</u>** -give reasons and examples to explain how and why Sikhi's put their beliefs into action in different ways (e.g. compare Kartarpur to the UK today; the choice to become Amritdhari or not) -show how beliefs and teachings guide Sikhi's in responding to the challenges of life in Britain today	**<u>Understand the impact</u>** -know how religious and non-religious beliefs about life after death affect the way people live, including how death is marked -give reasons and examples to explain why people have different views on the idea of life after death	**<u>Understand the impact</u>** -consider and explain the impact of beliefs about creation, evolution and similar concepts on how people find meaning in their lives -consider and evaluate arguments about whether science and religion are compatible or incompatible, giving reasons for their own views	**<u>Understand the impact</u>** -give some examples of how Christians have responded to the idea of stewardship, as a community and individually -show how Christians have used Genesis 1 and 2 to guide how they treat the environment

			(e.g. a call for equality and service)			
Literacy/ Numeracy/ SMSC/	**Make connections** -reflect on the value of belief in Jesus as God incarnate for Christians in the world today -comment on how far the world today could benefit from a saviour, offering their own reasons and justifying their responses **KEYWORDS** Incarnation Grace Forgiveness Divine grace Metaphors Similes Moses Contemporary Christian music Saviour Guidance Direction Sustenance Wisdom Protection Life Hope	**Make connections** -give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications for their responses **KEYWORDS** Five Pillars Iman Ibadah Akhlaq British Muslims Western Context Global Islam Pilgrims Ka'bah Hajj Five Roots Six articles Ihram Sunni Shi'ah Mosques Ijtihad Submission	**Make connections** -offer an account of the value and impact of Sikhi practice of service and equality in the UK today -comment on whether the Sikh emphasis on equality and service has anything to say to students themselves, offering reasons and justifications for their responses **KEYWORDS** Guru Nanak Mool Mantar Equality Kartapaur Hindus Ten Gurus Sewa Langar Foodbank Gurdwara Manmukh Gurmukh Haumal Hukam Samsara Mukti Amritdhari	**Make connection** -offer a coherent account of the impact of beliefs about life after death, comparing two views (e.g. one religious and one non-religious; or contrasting religious views, within or between faith traditions) -evaluate how far different ideas about life after death help students to make sense of the world, offering reasons and justifications for their responses **KEYWORDS** Justice Resurrection Luke John Corinthians Revelation The Nicene Creed Purgatory Heaven	**Make connections** -express insightful arguments of their own about questions of origins, science and religion -engage critically and personally with arguments and evidence for different views about creation, evolution and the meaning of human life -evaluate the impact of two or more different views about creation and science on how we live our lives **KEYWORDS** Creator Grandeur of the earth Humanity Theist Atheist Agnostic Omnipotent Omnipresent Omniscient Evolution	**Make connections** -offer a justified response to the question of whether Christians should be better stewards than everyone else (e.g. non-religious people or members of another faith) -respond to the challenge of caring for the planet, in the light of their learning, offering reasons and arguments for their responses **KEYWORDS** Genesis Middle East Mythical Poetical Historical Stewardship Responsibility Environment Eco Church Awards Crops Disease

	Humanist The dark side		Rahit Kurahit Sociological perspective Gurmukhi Castes	Hell Eternal soul Hymns Secular Funeral Akhirah Nirvana Nibbana Arhat Arahant Bodhisattva Immortal soul Reincarnation Mukti Humanist Afterlife Suffering	Science Evidence Origins Design Intelligent Design theory Creationist Meditation Prayer Charles Darwin Abstract Creationism Truth Myth	
Disciplinary literacy	**READING** Examine and explore the set scriptures and texts **EXTENDED WRITING** Practicing extended writing that should contain, outlining, explaining, quoting religious text and address the 'because, but, so' structure to enable students to extract meaning as they see it and apply to their own opinion to offer an analytical approach **VOCABULARY** A mixture of: The Frayer model Because, but, so Sources of W & A Keywords defined The 5 W's linked Scholarship analysis					
Career opportunities	Video clips from specific documentaries on BBC-Bitesize, True Tube and RE-Today. Featuring individuals and families personal stories and life. Demonstrating how their faith allows them to make decisions both big and small.					