

	Cycle 1 (Autumn Term & Spring Term 1)	Cycle 2 (Spring Term 2 & Summer Term)
Topic (s)	<p>Christianity Identity</p>	<p>Islam Journeys</p>
Topic Objectives	<p>The thematic focus of this unit is identity, exploring factors that can impact our personal identities (such as race, gender, media, family) and factors that affect the identity of whole communities in the UK (religion, multiculturalism). Students begin the unit with a focus on the religion of Christianity, securing their knowledge from KS2 and extending and challenging with links to KS4 Religious studies and KS5 Philosophy and Ethics. Students explore how Christianity has shaped the identity of the UK and understand some of the ways this is challenged in a multi-faith society. This unit has explicit links to Sociology, Philosophy, Geography and History. <u>Objectives:</u></p> <ul style="list-style-type: none"> To explore the key beliefs and practices of the religion Christianity, and link these to the theme of ‘identity’. This means that we will explore the identity of key figures in Christianity, as well as the identity of Christians around the world, and the way that Christianity has shaped the identity of people and communities in the UK. To know Christian beliefs about the attributes of God and analyse ways in which this understanding of God impacts the identity of Christians To consider the identity of Jesus; we will understand Jesus as a historical figure as well as a religious one; we will reflect on portrayals of Jesus in religious art and evaluate the impact that these different portrayals can have on the identity of Christians around the world. We will understand the origins of the Bible, and consider why there are so many different ways of understanding it. 	<p>The thematic focus of this unit is journeys, exploring the idea that there are different types (such as educational/ spiritual/ emotional/ physical/ religious) and that people experience a number of these in their lifetimes. We will have a specific focus on religious pilgrimages, especially Hajj. The religious focus is Islam. We will make links to Christianity, and students will begin to understand religions in historical context and think about how religions can start. Students will understand the term ‘Abrahamic religions’ and draw connections between them. We will build foundations here for further study of Judaism and of Prophets in year 9. This unit has explicit Philosophy, Geography & History links. <u>Objectives:</u></p> <ul style="list-style-type: none"> To explore the key beliefs and practices of the religion Islam, and link these to the theme of ‘Journeys’. We will consider how Islam started, and how it has become the fastest growing religion in the world. To compare Muslim beliefs about God, Mary and Jesus to Christian beliefs about the same. To reflect on why there are similarities and differences. To know about the Five Pillars of Islam, with a particular focus on the pilgrimage of Hajj. We will evaluate the importance of this religious journey for Muslims. We will compare and contrast the Hajj pilgrimage with pilgrimages from other religions, and make connections with the previous theme of ‘identity’, analysing how such journeys can affect people’s understanding of themselves and their communities. We will understand the origins of the Qur’an, and again make connections to the Bible and consider similarities in terms of

	<ul style="list-style-type: none"> We will analyse text extracts from a number of Christian theologians and grow in confidence interpreting and explaining these. We will find out about different Christian denominations, particularly ones that are represented in our school community. We will explore how Christianity has shaped the identity of communities in the UK, and investigate the rise of atheism (with a focus on Humanism) and how this may also impact on identity. 	<p>content and structure, as well as understanding differences in the ways that Muslims and Christians treat their holy books.</p> <ul style="list-style-type: none"> Know about important Muslims, starting with the Prophet Muhammed (PBUH), and then looking at Muslim scientists and leaders, including Malala Yousafzai. Students will understand the physical/emotional/spiritual journey that led to Malala becoming a household name in the UK. To analyse extracts from the Qur'an and Hadith, and from Muslim scholars and historians, and grow in confidence interpreting and explaining these.
<p>Acquired Knowledge / Skills</p>	<ul style="list-style-type: none"> Learning key terms and using them verbally and in writing, encouraging use of specialist vocabulary and embedding an expectation that students will practice 'speaking for writing' with regards to vocabulary and structure. Writing to explain, compare, analyse and evaluate, using a PEEL structure Learning to annotate and analyse quotes from scripture, and to embed these in verbal and written responses. RRS: These units explicitly teach Article 2 (non-discrimination), Article 8 (protection and preservation of identity), Article 14 (freedom of thought, belief and religion) and Article 30 (Children from minority or indigenous groups). They also implicitly support Article 12 (respect for the view of the child), Article 29 (goals of education) and Article 42 (knowledge of rights). 	
<p>Target Vocabulary</p>	<p>Monotheism Polytheism Atheism Omnipotent Omniscient Benevolent Denomination Old Testament/New Testament Liturgy Jehovah Persecution</p>	<p>Prophet Shahadah Salat Zakat Sawm Hajj Ummah Pilgrimage Qur'an</p>
<p>Assessment</p>	<ul style="list-style-type: none"> Assessment questions, each with a different skills focus (identify, explain, compare, analyse/evaluate), are used in classwork throughout the unit, testing knowledge and ability to apply it in context. End of unit multiple choice assessment testing key knowledge acquisition. 	