



RPE and Social Science Curriculum Overview



	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
7 RS RGI	<p>Topic: Judaism – Beliefs and scriptures</p> <p>Substantive Knowledge:</p> <p>What do Jews believe, Jewish scriptures</p> <p>Disciplinary Knowledge:</p> <p>Understand key beliefs that guide Judaism and shape Jewish life in both past and current times. Development of the religion and significance of scriptures, establishes differences and similarities.</p>	<p>Topic: Judaism – Religious building and traditions</p> <p>Substantive Knowledge:</p> <p>Orthodox and Reform Jews, Temple and Synagogues</p> <p>Disciplinary Knowledge:</p> <p>Consider Similarities & differences between reform and Orthodox Jews. Understand the development of the temple, consider the Exodus. Explore key features of the synagogue & their historical, religious meaning.</p>	<p>Topic: Judaism – celebrations and persecution</p> <p>Substantive Knowledge:</p> <p>Celebrations in Judaism, Shabbat traditions and Pesach & Yom Kippur. Persecution of Jewish people</p> <p>Disciplinary Knowledge:</p> <p>Explaining the key beliefs, historical & religious relevance of festivals. How they are celebrated today. Consider the concept of forgiveness & apply it's relevance today.</p>	<p>Topic: Christianity The Nativity and Jesus' Ministry</p> <p>Substantive Knowledge:</p> <p>To know the Nativity – the Birth stories of Jesus. To know what happened at Jesus' Baptism and what the significance of this was. To study information relating to Jesus' ministry – miracles and parables and what this means for living a Christian life.</p> <p>Disciplinary Knowledge:</p> <p>Students need to understand the context of Jesus' birth, the Roman occupation, the census, King Herod etc Students should be able to analyse and evaluate significant points within the birth stories and know the importance of the annunciation - immaculate conception and the belief that Jesus was the incarnation. Students will explore the idea that Jesus was born into poverty, that</p>	<p>Topic: Christianity The Sermon on the Mount The death and resurrection of Jesus</p> <p>Substantive Knowledge:</p> <p>Students need to explore the Sermon on the Mount and know how this is one of the pivotal teachings of Jesus and the backbone to Christian ethics. Students need to study the death and resurrection of Jesus – exploring who was responsible for the death of Jesus and what the meaning of these events have for Christians today. Students will study the Last Supper and look at what this means to Christians today and how it is re - enacted today as the Eucharist/Mass/Holy Communion etc Students will also study the resurrection of Jesus and learn about the significance of this event – how Jesus atoned for the sins of humankind and became the human. Sacrifice that conquered death.</p> <p>Disciplinary Knowledge:</p> <p>Students need to see that Jesus' radical teachings and his claim of divinity didn't sit</p>	<p>Topic: Buddhism – To know about the life and work of The Buddha</p> <p>Substantive Knowledge:</p> <p>We will be looking at Buddhism, the life and teachings of Siddhartha Gautama and the key teachings in Buddhism.</p> <p>Disciplinary Knowledge:</p> <p>Students need to explore what religion in India was like. Students need to understand how religion affected life for people in India and be able to explain how religion affected life for people living in India. Students to know and understand the life of Siddhartha Gautama – what happened to him, the sight he saw which then went on to affect his life and led him to becoming an ascetic. Students will be able to explain the meaning and significance of The Buddha's Enlightenment. Students to know and respond to The Four</p>



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			<p>his visitors were guided by a star in the sky. By exploring these themes students can understand that Christian's view Jesus as both fully human and also fully divine. Students will analyse and evaluate the importance of Jesus' baptism and how this now changed his life – and they will relate this to what baptism means to Christian's today. Students will be able to explain and evaluate the meanings of Jesus' ministry – by looking at his actions, teachings and miracles they will be able to discern what this means for living a Christian life today. By exploring the Sermon on the Mount students will be able to reflect on the demands it places on Christians to live in a radically compassionate way.</p>	<p>well with the religious authorities of the day. Through this students will evaluate that the Romans are responsible for the crucifixion of Jesus. Students will explore the symbolism of the Last Supper – the actual meal as well as the meaning behind Jesus being seen as a sacrifice for humankind. Students will then be able to see how the Last Supper is re-enacted in the Eucharist in Christian churches and plays a focal point of the mass, highlighting the significance of this sacrifice in allowing Christians to achieve salvation through Jesus. Students will also be able to explain the meaning and significance of Jesus' resurrection- and how this offers hope of salvation to all. By evaluating the resurrection, students can explain the importance of Easter and how it is the most important of the Christian festivals.</p>	<p>Nobel Truths and The Eightfold Path and to explain the significance of these to Buddhists.</p>
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<p>Topic: Human Rights, religion and Social Justice</p> <p>Substantive Knowledge:</p> <p>To know what is meant by Human Rights. To know the United Nations Declaration of Human Rights, how it came about and how it relates to human rights. To know what the Golden Rule is and how this links to religious teachings on prejudice and discrimination.</p> <p>Disciplinary Knowledge:</p> <p>To understand how and why the declaration of human rights came about and what this means around the world. Students to evaluate how some of these rights are violated in some countries – and to look at how religious teachings can help support ensuring peoples rights are protected. To evaluate the parable of the Good Samaritan and how this reflects teachings on prejudice and discrimination.</p>	<p>Topic: Human Rights, religion and Social Justice</p> <p>Substantive Knowledge:</p> <p>To know about the Civil Rights Movement. To study the story of Rosa Parks, Dr. Martin Luther King and the story of Oscar Romero. To look the death penalty and arguments in favour and against it.</p> <p>Disciplinary Knowledge:</p> <p>To understand what the Civil Rights Movement was and to evaluate the work of Rosa Parks and Dr Martin Luther King – how this relates to Human Rights, law and social justice. To understand the impact of the work of Oscar Romero – by also studying the parable of The sheep and the Goats.</p> <p>To understand the arguments for and against capital punishment and be able</p>	<p>Topic: Pilgrimage</p> <p>Substantive Knowledge:</p> <p>To know what a pilgrimage and Pilgrim are, and know why people go on a pilgrimage. To know different places of pilgrimage connected to the different religions, such as Lourdes, Walsingham, Rome, Jerusalem, Makka, Amritsar, The River Ganges. To know what people do when on a pilgrimage at these different places.</p> <p>Disciplinary Knowledge:</p> <p>Recall different places of pilgrimage and know why they became places of pilgrimage. Evaluate the importance of Pilgrimage to a religious believer.</p>	<p>Topic: Pilgrimage</p> <p>Substantive Knowledge:</p> <p>To know what a pilgrimage and Pilgrim are, and know why people go on a pilgrimage. To know different places of pilgrimage connected to the different religions, such as Lourdes, Walsingham, Rome, Jerusalem, Makka, Amritsar, The River Ganges. To know what people do when on a pilgrimage at these different places.</p> <p>Disciplinary Knowledge:</p> <p>Recall different places of pilgrimage and know why they became places of pilgrimage. Evaluate the importance of Pilgrimage to a religious believer.</p>	<p>Topic: Christianity – The Nativity and Ministry of Jesus</p> <p>Substantive Knowledge:</p> <p>To know the Nativity – the Birth stories of Jesus. To know what happened at Jesus’ Baptism and what the significance of this was. To study information relating to Jesus’ ministry – miracles and parables and what this means for living a Christian life.</p> <p>Disciplinary Knowledge:</p> <p>Students need to understand the context of Jesus’ birth, the Roman occupation, the census, King Herod etc Students should be able to analyse and evaluate significant points within the birth stories and know the importance of the annunciation - immaculate conception and the belief that Jesus was the incarnation. Students will explore the idea that Jesus was born into poverty, that his visitors were guided by a star in the sky. By exploring these themes students can understand that Christian’s view Jesus as both fully human and also fully divine.</p>	<p>Topic: Christianity The Sermon on the Mount The death and resurrection of Jesus</p> <p>Substantive Knowledge:</p> <p>Students need to explore the Sermon on the Mount and know how this is one of the pivotal teachings of Jesus and the backbone to Christian ethics. Students need to study the death and resurrection of Jesus – exploring who was responsible for the death of Jesus and what the meaning of these events have for Christians today. Students will study the Last Supper and look at what this means to Christians today and how it is re - enacted today as the Eucharist/Mass/Holy Communion etc Students will also study the resurrection of Jesus and learn about the significance of this event – how Jesus atoned for the sins of humankind and became the human.</p>
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	<p>to evaluate how this links with human rights and social justice.</p>			<p>Students will analyse and evaluate the importance of Jesus' baptism and how this now changed his life – and they will relate this to what baptism means to Christians today.</p> <p>Students will be able to explain and evaluate the meanings of Jesus' ministry – by looking at his actions, teachings and miracles they will be able to discern what this means for living a Christian life today.</p> <p>By exploring the Sermon on the Mount students will be able to reflect on the demands it places on Christians to live in a radically compassionate way.</p>	<p>Sacrifice that conquered death.</p> <p>Disciplinary Knowledge:</p> <p>Students need to see that Jesus' radical teachings and his claim of divinity didn't sit well with the religious authorities of the day. Through this students will evaluate that the Romans are responsible for the crucifixion of Jesus.</p> <p>Students will explore the symbolism of the Last Supper – the actual meal as well as the meaning behind Jesus being seen as a sacrifice for humankind. Students will then be able to see how the Last Supper is re-enacted in the Eucharist in Christian churches and plays a focal point of the mass, highlighting the significance of this sacrifice in allowing Christians to achieve salvation through Jesus. Students will also be able to explain the meaning and significance of Jesus' resurrection- and how this offers hope of</p>
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Assessment point 1	Assessment point 2	Assessment point 3	Assessment point 4	Assessment point 5	Assessment point 6
<p>Topic: The Holocaust – Jews in Europe - introduction to what the Holocaust was. Background on how and why Hitler came to power. The Nuremberg laws.</p> <p>Substantive Knowledge:</p> <p>To know what the Holocaust is and to know what the term Anti-Semitism is. To know how and why Hitler rose to power. To look at a timeframe of the Nuremberg laws. To look at The Night of Broken Glass and to discuss what this meant to the Jews. Students can describe some of the beliefs and practices the Jewish people would have had. They can give examples of the prejudice and discrimination suffered</p>	<p>Topic: The Holocaust – Life in the Ghettos and Case study – Diary of Anne Frank</p> <p>Substantive Knowledge:</p> <p>To know what a Ghetto was and what life was like in Ghettos for the Jews.</p> <p>To study the Diary of Anne Frank by looking at the BBC TV series – watching each episode and trying to understand what was happening to the Jews from a real life case study.</p> <p>Disciplinary Knowledge:</p> <p>Students can describe what the Ghettos were and what conditions were like in them. Study’s can give examples of how the Jews tried to adapt to life in the Ghettos.</p>	<p>Topic: The Holocaust – The Final Solution and Moral Questions</p> <p>Substantive Knowledge:</p> <p>To know Hitler meant by ‘The Final Solution’ and the impact this had on the Jews living in Europe. To know what a Bystander is.</p> <p>To evaluate some moral questions from the teaching on The Holocaust – such as “What can we learn from the Holocaust?”</p> <p>Disciplinary Knowledge:</p> <p>Students to understand what the term ‘Final solution’ refers to and can describe how Hitler put it into practice. Students should be able to demonstrate</p>	<p>Topic: Issues of Human Rights</p> <p>Substantive Knowledge:</p> <p>To know what is meant by human rights. To know what the declaration of human rights is. To understand the key terms social justice, prejudice, discrimination, relative and absolute poverty, censorship, extremism and personal conviction. This topic will explore issues of human rights and social justice, looking at moral issues and religious beliefs concerning practices to promote human rights, wealth and poverty.</p> <p>Disciplinary Knowledge:</p> <p>Students will be able to explore the nature and meaning of wealth and</p>	<p>Topic: Issues of Human Rights</p> <p>Substantive Knowledge:</p> <p>To know what is meant by human rights. To know what the declaration of human rights is. To understand the key terms social justice, prejudice, discrimination, relative and absolute poverty, censorship, extremism and personal conviction. This topic will explore issues of human rights and social justice, looking at moral issues and religious beliefs concerning practices to promote human rights, wealth and poverty.</p> <p>Disciplinary Knowledge:</p>	<p>Topic: Issues of Human Rights</p> <p>Substantive Knowledge:</p> <p>To know what is meant by human rights. To know what the declaration of human rights is. To understand the key terms social justice, prejudice, discrimination, relative and absolute poverty, censorship, extremism and personal conviction. This topic will explore issues of human rights and social justice, looking at moral issues and religious beliefs concerning practices to promote human rights, wealth and poverty.</p> <p>Disciplinary Knowledge:</p>



<p>by the Jewish people in 1930s Europe. Students are able to explain what anti-semitism is and can describe reasons why Hitler held anti-Semitic views. Students can demonstrate empathy by describing how it must have felt for the Jewish people to experience anti-semitism.</p> <p>Disciplinary Knowledge:</p> <p>To understand the terms Anti-Semitism, prejudice and discrimination and how these relate to the Holocaust.,</p> <p>To understand what the Holocaust was and try to understand how it happened by looking at a timeframe of events from 1933-1942 – particularly the Nuremberg laws and what these meant to the Jews – pupils to evaluate the impact these laws would have had on the people living at that time. To evaluate the Night of Broken Glass</p>	<p>Students can demonstrate empathy by describing how it must have felt for Jewish people to have to live in Ghettos.</p> <p>To evaluate what happened to the Frank family – by also reflecting upon prior knowledge from the Nuremberg laws, to understand the prejudice and discrimination faced by the Jews. Students are to study the dynamics of what is happening in the annex and analyse the relationships between those individuals living in the annex and how this changes over time.</p>	<p>empathy by describing the treatment and likely feelings of the Jewish people at the death camps.</p> <p>Students should be able to give responses to the question of the bystanders – why did the German soldiers and German citizens do nothing? Students should be able to give responses to the question “where was God” during the suffering of the Jewish people. Students should be able to list some lessons that can be learnt from the Holocaust and how these lessons relate to modern Society.</p> <p>Students should also what what the terms prejudice, discrimination and genocide mean and how they relate to the Holocaust and be able to use these words accurately.</p> <p>Students should be able to evaluate what they have personally learnt from studying the</p>	<p>Students will explore what is meant by human rights and consider the connections with social justice. Students will then move on to examine the importance of human dignity for Christians and Muslims, and examine the ways in which they pit their personal convictions into practice – looking at examples from people such as Malala Yousafzai, Dr Martin Luther King, Oscar Romero etc</p>	<p>poverty today as well as explaining the concepts absolute and relative poverty. Through a consideration of ethical issues regarding the acquisition and use of wealth, the key teachings of Christianity and Islam will be considered and students will be able to tackle exam questions on these areas. Students will be able to recall and explain different charities that seek to work to alleviate poverty both in 21st@ Britain as well as around the world.</p> <p>Students will consider questions posed by human rights such as conflicts between personal conviction or belief and the laws of a country, and when freedom of speech is a right or an offence.</p>	<p>Students will be able to consider the difference between prejudice and discrimination and issues of discrimination within society today.</p> <p>They will look at the work of Dr Martin Luther King and the Civil Rights Movement.</p> <p>Students will be able to refer to Christian and Muslim teachings on prejudice and discrimination and then be able to answer exam questions on these areas – Such as “Religions should do more to fight against racial prejudice.”</p>
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<p>and what this now meant for the Jews.</p>		<p>Holocaust and say what they think society has learnt from these events.</p> <p>Lastly, some students should be able to offer their own opinion on the question of suffering through evaluating theodicies in the context of the Holocaust.</p>			
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