

## Hobart High School Key Stage 3 Curriculum Map – Year 7

Department: Humanities - RE

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn 1</b>	Comparative Religion	<ul style="list-style-type: none"> <li>Explain how religion developed.</li> <li>Explain the link between religious symbols and practice.</li> <li>Evaluate the importance of religion</li> <li>Evaluate the authority of religious teachings.</li> </ul>	Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment	Consider the development of religion and its importance for some people. The wider world; students have opportunities to consider how they may mix with others beyond Hobart at collage / university.
<b>Autumn 2</b>	Judaism	<ul style="list-style-type: none"> <li>Analyse significant features of Judaism</li> <li>Analyse divisions in Judaism</li> <li>Evaluate the importance of belief in God for Jewish people</li> </ul>	Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment  Summative assessment 1	Reflect on how belief can affect everyday actions.
<b>Spring 1</b>	Christianity	<ul style="list-style-type: none"> <li>Evaluate the importance of different church features</li> <li>Assess the extent to which Christians should be told how to worship.</li> </ul>	Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment	Spiritual links to the feelings of awe and wonder.
<b>Spring 2</b>	Christianity	<ul style="list-style-type: none"> <li>Evaluate Christian beliefs about the Trinity</li> <li>Analyse the significance of 'parables' today</li> <li>Compare how different people keep the Commandments</li> </ul>	Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment	Students to be able to consider the meaning of 'parables' and how they inspire us to take action
<b>Summer 1</b>	Sikhism	<ul style="list-style-type: none"> <li>Evaluate the significance of the Guru's teachings</li> <li>Evaluate the importance of a special place for worship.</li> </ul>	Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment	Reflection on the concept of Sewa and its place in the world.

<b>Summer 2</b>	Islam	<ul style="list-style-type: none"> <li>• Evaluate contributions made by British Muslims</li> <li>• Consider and explain which events in the life of the Prophet are important to Muslims</li> <li>• Consider how beliefs about life after death would affect how this life is lived.</li> </ul>	Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment End-of-Year Exam	Multi-faith ideas about the importance of a multi faith society and the benefits to everyone.
-----------------	-------	---	--	---

## Hobart High School Key Stage 3 Curriculum Map – Year 8

Department: Humanities - RE

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn 1</b>	Islam	<ul style="list-style-type: none"> <li>Evaluate the significance of religious art in Islam</li> <li>Explain the different ways Muslims are expected to give</li> <li>Explain whether it is possible to be 'of good character' all the time</li> </ul>	Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment	Creative opportunity to explore religious art and their own
<b>Autumn 2</b>	Judaism	<ul style="list-style-type: none"> <li>Explain how Halakhah makes Jewish people holy</li> <li>Evaluate the extent to which following rules encourages ethical behaviour</li> <li>Analyse and interpret some ethic mitzvot</li> </ul>	Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment	Reflect on the idea of what makes someone 'holy'
<b>Spring 1</b>	Hinduism	<ul style="list-style-type: none"> <li>Consider how qualities of Brahman could be interpreted in a modern world</li> <li>Explain the difference between Sruti and Smriti (Holy books)</li> <li>Explain the types of Hindu worship and the importance of the arti ceremony.</li> </ul>	Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment	<b>Prep for GCSE</b> Contemplation about the nature of reality
<b>Spring 2</b>	Hinduism	<ul style="list-style-type: none"> <li>Evaluate the advantages of worshipping at home</li> <li>Explain the influence of the four stages for all Hindus</li> <li>Evaluate the importance of ahimsa</li> </ul>	Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment	<b>Prep for GCSE RE</b> Students consider pacifism and the effect on next lives.
<b>Summer 1</b>	Buddhism	<ul style="list-style-type: none"> <li>Evaluate the importance of Buddhist mythology</li> <li>Explain the authority of Buddhist teachings</li> <li>Analyse and interpret quotations from Buddhist scriptures</li> </ul>	Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment	Contemplation about the nature of impermanence
<b>Summer 2</b>	Buddhism	<ul style="list-style-type: none"> <li>Analyse Buddhist monastic traditions in the context of Dharma teachings</li> </ul>	Multiple choice quiz (before and after topic) Verbal feedback / questioning	Students discover concept of mindfulness and have opportunities

		<ul style="list-style-type: none"><li>• Compare Buddhist temples around the world.</li><li>• Evaluate the religious importance of festivals in Buddhism</li></ul>	Self-reflection and assessment End-of-Year Exam	to explore process of meditation.
--	--	---	--	-----------------------------------

## Hobart High School Key Stage 3 Curriculum Map – Year 9

Department: Humanities - RE

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn 1</b>	Christianity	<ul style="list-style-type: none"> <li>Evaluate the importance of church appearance</li> <li>Explain the nature of vestments and their significance</li> <li>Consider different expressions of faith</li> </ul>	Multiple choice quiz (before and after topic) Starters for 10 Verbal feedback / questioning Self-reflection and assessment	<b>Prep for GCSE RE</b> Consider own views about the importance of worship – both public and private contemplation.
<b>Autumn 2</b>	Religion, Peace and Conflict	<ul style="list-style-type: none"> <li>Explain what is meant by war</li> <li>Evaluate the Just War theory and if war can ever be justified</li> <li>Consider religious views on terrorism</li> </ul>	Multiple choice quiz (before and after topic) Starters for 10 Verbal feedback / questioning Self-reflection and assessment	<b>Prep for GCSE RE</b> Students have time to discover different views on conflict and resolution
<b>Spring 1</b>	Ethics	<ul style="list-style-type: none"> <li>Explain what influences decision making</li> <li>Explain why different religions think life is sacred</li> <li>Consider why animal rights and human rights are sometimes in conflict.</li> </ul>	Multiple choice quiz (before and after topic) Starters for 10 Verbal feedback / questioning Self-reflection and assessment	<b>Prep for GCSE RE</b> Consider own views about how and why we make certain decisions
<b>Spring 2</b>	Ethics	<ul style="list-style-type: none"> <li>Consider the different religious views on medical ethics</li> <li>Assess the extent to which inequality will always be a problem</li> <li>Evaluate the idea that religion has passed its sell-by date, and that new things have taken the place of religion</li> </ul>	Multiple choice quiz (before and after topic) Starters for 10 Verbal feedback / questioning Self-reflection and assessment	<b>Prep for GCSE RE</b> Students to consider whether there is a need for religion anymore.
<b>Summer 1</b>	Philosophy	<ul style="list-style-type: none"> <li>Consider arguments for the existence of God</li> <li>Define natural and moral evil</li> </ul>	Multiple choice quiz (before and after topic) Starters for 10	<b>Prep for GCSE RE</b> Students to reflect on the existence of a God

			Verbal feedback / questioning Self-reflection and assessment	
<b>Summer 2</b>	Philosophy	<ul style="list-style-type: none"> <li>• Compare different ideas about immortality</li> <li>• Evaluate the proposition that Mirical's prove the existence of a good God.</li> </ul>	End-of-Year Exam	<b>Prep for GCSE RE</b> Students to consider if there is a God – how do they make themself known