

Subject:	<p>Religious Studies/Classical Civilisation 2021</p>
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Curriculum intent:	<p>Religious Studies: to encourage independent, rational thought and the ability to develop and express views in a structured, coherent and tolerant way Classical Civilisation: to foster cultural awareness and develop appreciation of how ancient Greece and Rome impact our lives and many aspects of the modern world</p> <p>For further information please contact: Mr P Found Subject Leader for RS & Classical Civilisation pfound@nks.kent.sch.uk</p>					
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Term/Year:	1	2	3	4	5	6
7 Assessment Extra-curric	Introduction to the 6 world religions Sikhism	Christianity The life of Jesus	Islam	Buddhism	Humanism	Worldviews in thematic units

Skills and concepts	<p>Religious Studies in Year 7 will encourage learners to develop knowledge and understanding of religious beliefs and teachings in 3 religions with a view to analyse the influence of religion on individuals, communities and societies. Students will be able to demonstrate their depth and breadth of understanding by drawing comparisons between various religious faiths.</p> <p>They will also develop knowledge and understanding of non-religious beliefs, such as atheism and humanism which will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society.</p>					
Year 7 seeks to develop students' prior knowledge from primary school, encouraging thought and evaluation of each religion's place in the world.						
8	Holocaust: study of death camps; daily life for prisoners, Boy in Striped Pyjamas with study sheets	Holocaust: study of death camps; daily life for prisoners, Boy in Striped Pyjamas with study sheets	Death penalty: Where is death penalty still used; methods of execution; Inside Death Row project;	Death penalty: Where is death penalty still used; methods of execution; Inside Death Row project;	The Migrant Issue (project): reasons for migration; effects of foreigners in sport and music; problems for migrants; where can migrants get help?	The Migrant Issue (project): reasons for migration; effects of foreigners in sport and music; problems for migrants; where can migrants get help?
Skills and concepts	<ul style="list-style-type: none"> • What is philosophy? • Why do we apply philosophy to history? 	<ul style="list-style-type: none"> • Questions on the existence of God • Understanding the power of faith • Developing high level thinking skills 	<ul style="list-style-type: none"> • Considering the sanctity of life • Concepts of forgiveness and reconciliation • Human and divine justice 	<ul style="list-style-type: none"> • Legal and moral rights/wrongs • Religious views on capital punishment 	<ul style="list-style-type: none"> • Reading beyond the headlines • Importance of researching the 'facts' • Tolerance in society • Making sense of prejudice 	<ul style="list-style-type: none"> • Importance of increasing our cultural awareness • What is cultural capital? • Our responsibilities as humans.
Assessment Extra-curric	What was the psychological effect of being liberated?	Where was God during the Holocaust?	The death penalty should never be used in a civilised society	If God allows bad people to exist in society, does man have a right to take over responsibility?	Project assessment	Project assessment
Highlights difference between RS and History by focusing on the philosophical ideas associated to historical facts.			Continuation of ideas developed in Holocaust module esp. those relating to man's perceived right to exercise control over life and death for the benefit of society.	Combines Term 1 learning with Term 2, looking at an issue that requires philosophical analysis and evaluation of facts, society's treatment of marginalised groups and socio-political ideas that influence how we enhance or restrict the development of societies.		

9	Racism and Prejudice (PF) Study of Walter Tull; racism in football; National Front; rise of the far right (UK, Europe and US); links to rise of Hitler; rhetoric of Donald Trump; George Floyd; BLM	Racism and Prejudice (PF) Study of Walter Tull; racism in football; National Front; rise of the far right (UK, Europe and US); links to rise of Hitler; rhetoric of Donald Trump; George Floyd; BLM	Terrorism (PF) Different terror groups and their ideologies; IRA bombing campaign (particularly in London); 9/11 and Al Queda, birth of ISIS; radicalisation and recruitment.	Terrorism (PF) Different terror groups and their ideologies; IRA bombing campaign (particularly in London); 9/11 and Al Queda, birth of ISIS; radicalisation and recruitment.	GCSE specification (PF) Religion, Peace and Conflict	GCSE specification (PF) Religion, Peace and Conflict
Skills and Concepts	<ul style="list-style-type: none">• What is racism?• Why are societies racist?• Questioning our own moral values• Understanding our individual rights and responsibilities within society	<ul style="list-style-type: none">• Importance of independent thought and reasoning.• Identifying divisive rhetoric• Standing up to racism and prejudice	<ul style="list-style-type: none">• Terrorist or freedom fighter?• What is ideology?• Are terror tactics ever justified?	<ul style="list-style-type: none">• The case for the defence• Recognising radicalisation• Comparing opposing views• Thinking objectively about things we oppose.		
Assessment	‘Some soldiers are more unknown than others’ Discuss	Comparison of two speeches: Hitler and Trump			Christians should not join the armed forces	A Just War is not possible in modern warfare
Develops skills learned in Year 8 using the popular medium of football as a platform for racism and the targeting of the working class to breed hate and prejudice. Natural development from the Y8 migrant unit, looking at radicalisation and how societies can be manipulated through the rhetorical skills of leaders and politicians.			Develops the Racism and Prejudice unit to its logical next step of extremist ideology. Demonstrates how radicalisation and recruitment to terror networks function and what safeguards/initiatives are in place to combat such events.			
	The Environment (CH)	The Environment (CH)	Inequality (CH)	Inequality (CH)	GCSE Specification (CH)	GCSE Specification (CH)

<p>Assessment</p> <p>Extra-curric.</p>	<p>Explore the origins of life (Science vs Religion); the concept of stewardship; religious attitudes towards environmental issues; views of people in favour and against the use and protection of animals</p>	<p>Explore the origins of life (Science vs Religion); the concept of stewardship; religious attitudes towards environmental issues; views of people in favour and against the use and protection of animals</p>	<p>wealth & poverty; religious beliefs and attitudes towards the rich & poor; roles of the state, the community and family; the work of charities and religious organisations to support the poor and vulnerable; care for the elderly; attitudes to the homeless, women and homosexuals</p>	<p>wealth & poverty; religious beliefs and attitudes towards the rich & poor; roles of the state, the community and family; the work of charities and religious organisations to support the poor and vulnerable; care for the elderly; attitudes to the homeless, women and homosexuals</p>	<p>Relationships and Families</p> <p>Past paper questions</p>	<p>Relationships and Families</p> <p>Past paper questions</p>
<p>Skills and Concepts</p>	<p>Religious Studies will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes developing an understanding of non-religious beliefs. This specification contains clear, detailed and stimulating content to allow teachers to enthuse their learners, whilst being confident that they are preparing them for assessment to the depth and detail required. Learners will be encouraged to develop and understand personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness.</p> <p>GCSE Religious Studies will encourage learners to:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism • develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying • develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject • engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community • demonstrate knowledge and understanding of two religions • demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • understand the influence of religion on individuals, communities and societies • understand significant common and divergent views within religions and beliefs • apply knowledge and understanding in order to analyse questions related to religious beliefs and values • construct well-informed and balanced arguments on matters concerned with religious beliefs and values. 					
<p>10</p>	<p>Religion, Peace and Conflict (PF):</p>	<p>Religion, Peace and Conflict (PF):</p>	<p>Religion, Peace and Conflict (PF):</p>	<p>Religion, Peace and Conflict (PF):</p>	<p>Dialogue within and between religious and</p>	<p>Dialogue within and between religious and</p>

<p>Assessment</p> <p>Assessment</p> <p>Extra-curric.</p>	<p>Past paper questions (15)</p> <p>Relationships and Families (CH) Past paper questions (15)</p>	<p>Past paper questions (6)</p> <p>Relationships and Families (CH) Past paper questions (6)</p>	<p>PPE</p> <p>Relationships and Families (CH) PPE</p>	<p>Past paper questions (6)</p> <p>Relationships and Families (CH) Past paper questions (6)</p>	<p>no-religious beliefs and attitudes (PF) Past paper questions (15)</p> <p>The Existence of God (CH) Past paper questions (15)</p>	<p>no-religious beliefs and attitudes (PF) Past paper questions (6)</p> <p>The Existence of God (CH) Past paper questions (6)</p>
<p>11</p> <p>Assessment</p> <p>Assessment</p> <p>Extra-curric.</p>	<p>Beliefs and Teachings; Islam (PF) Past paper questions</p> <p>Beliefs and Teachings: Christianity (CH) Past paper questions</p>	<p>Beliefs and Teachings; Islam (PF) PPE</p> <p>Beliefs and Teachings: Christianity (CH) PPE</p>	<p>Beliefs and Teachings; Islam (PF) Past paper questions</p> <p>Beliefs and Teachings: Christianity (CH) Past paper questions</p>	<p>Beliefs and Teachings; Islam (PF) Past paper questions</p> <p>Beliefs and Teachings: Christianity (CH) Past paper questions</p>	<p>Revision and exam technique/preparation (PF)</p> <p>Revision and exam technique/preparation (CH)</p>	<p>Revision and exam technique/preparation (PF)</p> <p>Revision and exam technique/preparation (CH)</p>
<p>Classical Civilisation</p> <p>Curriculum Map 2021</p>						

Classics	The A Level in Classical Civilisation will encourage learners to: • acquire a sophisticated level of knowledge and understanding of the literature and culture of the classical world through studying a diverse range of ancient material and making connections and comparisons between them • understand classical literature, thought and material culture in its context; including how issues and values relevant to the society in which they were created are reflected in ancient sources and materials • further develop skills of critical analysis and evaluation and apply these to the range of source materials studied in order to gain insight into aspects of the classical world • articulate an informed response to the material studied, using a range of appropriate evidence to formulate coherent arguments with substantiated evidence based judgements • acquire a sound basis for further study of the classical world.					
12	Imperial Image	Imperial Image	Imperial Image	World of the Hero	World of the Hero	World of the Hero
Assessment	Exam question	Exam question	Mock Paper	Exam question	Exam question	Mock Paper
Extra-curric.				Trip to Rome		
	The idea of a politician ‘spinning’ their public image is one which is very familiar from our contemporary media; and so this exploration of a Roman politician and his successful propaganda campaign is both highly relevant and engaging for learners. Augustus Caesar was, through careful management of public opinion, able to convince a society that was fundamentally anti-monarchical to turn away from its republican values and to accept one-man rule. Through an examination of the literature and visual/ material culture of the period, this component allows learners to examine the ways in which Augustus conveyed his personal brand to all social classes of Rome. The key topics are broken-down by aspects of Augustus’ public image, often accompanied by one of his official titles. This will allow learners to assess the effectiveness of each strand of his self-presentation, as well as the effectiveness of his public image as a whole. The final key topic is concerned with representations of Augustus in later art and literature, enabling learners to assess how successful Augustus’ self-presentation was in the long-term. Students will understand: ways in which writers shape meanings in classical texts • ways in which classical texts might be interpreted by different readers or audiences both in an ancient and modern context • ways in which classical				In this compulsory component learners will study Homer’s Odyssey, as well as Virgil’s Aeneid. Learners will develop an increasingly sophisticated level of knowledge and understanding of the epics themselves, the way in which they were composed, and the religious, cultural and social values and beliefs of its society. Both texts will be studied in equal levels of depth. The poems of Homer were considered by the Greeks themselves to be a foundation of Greek culture, standing as they do at the beginning of the Western literary canon. This component provides learners with the opportunity to appreciate the lasting legacy of the Homeric world and to explore its attitudes and values. The epics of Homer, with their heroes, gods and exciting narratives, have been in continuous study since their conception, and remain popular with learners and teachers today. This component also provides learners with the opportunity to appreciate Virgil’s Aeneid, a cornerstone and landmark in Western literature. Drawing inspiration from Homer, as well as from his own cultural and political context, Virgil explored what it was to be a hero in the Roman world and created a work which has proven enduringly popular. Learners will study the topics taking a thematic, holistic approach and students will make use	

	<p>texts relate to the historical, social, political, religious and cultural contexts in which they are written and received • ways in which classical texts relate to literary traditions and genres of the classical world.</p> <p>Students will be able to: respond critically to texts and consider how the attitudes and values of the classical world or author are expressed • apply their knowledge of cultural contexts to support, substantiate and inform evidence-based judgements about the classical texts • use classical texts to demonstrate an understanding of the social, historical and cultural context of the classical world, with recognition, where appropriate, of the complex issues of reliability and the difference between what a text might say and what can be inferred from this • critically explore and explain the possibility of different responses to a text from different audiences, from the classical period, up until the modern day.</p>			<p>of relevant secondary scholars and academics to support their analysis and argument.</p> <p>Students will understand: ways in which writers shape meanings in classical texts • ways in which classical texts might be interpreted by different readers or audiences both in an ancient and modern context • ways in which classical texts relate to the historical, social, political, religious and cultural contexts in which they are written and received • ways in which classical texts relate to literary traditions and genres of the classical world.</p> <p>Students will be able to: • respond critically to texts and consider how the attitudes and values of the classical world or author are expressed • apply their knowledge of cultural contexts to support, substantiate and inform evidence-based judgements about the classical texts • use classical texts to demonstrate an understanding of the social, historical and cultural context of the classical world, with recognition, where appropriate, of the complex issues of reliability and the difference between what a text might say and what can be inferred from this • critically explore and explain the possibility of different responses to a text from different audiences, from the classical period, up until the modern day.</p>		
<p>13</p> <p>Assessment</p> <p>Extra-curric.</p>	<p>Politics of the Late Republic</p> <p>Exam question</p>	<p>Politics of the Late Republic</p> <p>Exam question</p>	<p>Politics of the Late Republic</p> <p>Mock Paper</p>	<p>Imperial Image revisited</p>	<p>Exam preparation (all units)</p>	
	<p>The Late Roman Republic was a period of upheaval and conflicting views on how the Roman state should function. These conflicts eventually led to the downfall of the Republican <i>res publica</i> (state) and the rise of the Roman Emperors. In this component learners will study the political thought of the period from Sulla’s retirement in 79 BC to the death of Cicero in 43 BC,</p>					

<p>through examining Marcus Porcius Cato ('Cato the Younger'), Gaius Julius Caesar, and Marcus Tullius Cicero. The exploration of the very different ideas of three contemporary political figures brings this tumultuous period to life for learners and moves beyond simply studying ideals and abstracts, and into discussion of the practical difficulties familiar to states throughout history. By examining their distinctive attitudes, political beliefs, conduct, and impact, learners will explore the ways in which the later Republican <i>res publica</i> (state) developed, changed, and ultimately fell. The final two topics are devoted to an in depth study of two of Cicero's major works: his early speech against Verres, and a selection of his letters. Learners will study these works in stylistic terms as well in order to see Cicero's ideas in action.</p> <p>Students will understand: • the development of thought and ideas; how and why they emerged and how this was influenced by their broader cultural context • the influence of thought and ideas on the social, political, religious and cultural context of the classical world • ways in which these ideas and concepts can be interpreted, both in an ancient and modern context.</p> <p>Students will be able to: • respond critically to the ideas and concepts studied, considering how they reflect the social, historical, political, religious and cultural context • apply their knowledge of cultural contexts to support, substantiate and inform their judgements • use their understanding of classical ideas and thinkers to demonstrate an understanding of the social, historical, and cultural context of the classical world • critically explore and explain the possibility of different interpretations of ideas from different audiences, from the classical period, up until the modern day.</p>			
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