

# **Toynbee Curriculum**

## **KS3 Topic Summaries**

# **RELIGIOUS STUDIES**

**Toynbee School**



# Scheme of Learning: CHRISTIANITY

## Topic Sequence:

1	2	3	4	5	6	7	8
CHRISTIANITY	ISLAM	INSPIRATIONAL PEOPLE OF FAITH					

## Topic Overview:

This is the first topic of the KS3 RS Course and the main aim is to provide a solid foundation to the beliefs of Christianity. The lesson content covers the key beliefs that drive the actions of Christians today and throughout history. Throughout KS3 and KS4 students will be studying the effects of these beliefs on the world in the past, present and future so it is essential that these beliefs are studied at this point.

## Lesson Sequence:

The lessons have been sequenced to introduce key beliefs of Christianity, starting with the belief that God created the Universe and life on Earth. This is an important belief to understand as future lessons across both key stages focus on the actions driven by this belief, such as the Christian belief in Stewardship (a duty to care for the environment as God created it). Then we study scientific explanations for the creation of the Universe and life on Earth (Big Bang/Evolution) and the different Christian responses to this, e.g. Creationists rejecting these explanations vs Liberal/Symbolic Christians accepting the scientific explanations.

We then move on to the central figure of Christianity, Jesus Christ, by studying the evidence for the existence of Jesus as a historical figure. It is important to understand that this does not mean arguing for the existence of Jesus as divine, it is simply studying historical evidence for the existence of Jesus as a human being. Having studied this historical evidence we then move on to the source of Christian beliefs that Jesus was not just a human being who existed in history, as Christians believe Jesus was actually God in human form. We study this belief by examining some of the miracles attributed to Jesus in the Bible, e.g. Feeding the 5000. Having studied miracles, we then move on to another important Christian belief about Jesus, which is that he was a teacher/guide instructing people on how to behave in society. We do this by studying examples of parables in the Bible, such as the parable of The Good Samaritan, and examining the effects these parables have on the world today e.g. the formation of The Samaritans and the use of the term 'Good Samaritan' in the media.

To conclude this introduction to the beliefs of Christians we focus on two major events in the story of Jesus, the crucifixion and the resurrection. This unit is essential for future study of RS at Toynbee as much of the content of KS3 and KS4 RS is based on the effects these beliefs have on the world we live in, e.g. beliefs about God creating all people influencing beliefs in equality of all people leading to Christians campaigning for racial equality during Segregation (Martin Luther King) and providing help for the poor (Eastleigh Basics Bank). In this way, students are able to understand that RS is not about their own religious or non-religious beliefs, it is about the effects, both positive and negative, that religious beliefs have on the past, present and future of the world they live in.

## Sequence of Lessons:

1	Introduction to RS at Toynbee
2	Creation story in Genesis
3	Big Bang Theory
4	Theory of Evolution
5	Did Jesus exist? Evidence for the Historical Jesus
6	Miracles of Jesus
7	Parables of Jesus
8	Crucifixion
9	Resurrection
10	Revision
11	Assessment
12	Assessment feedback/response
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## Topic Resources:

Knowledge Map:	Christianity Yr 7	Any other Resources:	None
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## Assessment:

Knowledge:	20 question knowledge test
Application of Knowledge:	Exam question 'Jesus was just an ordinary man' Discuss. (15 marks)

## Supportive Reading:

Bible	Genesis - Chapter 1

# Scheme of Learning: ISLAM

## Topic Sequence:

1	2	3	4	5	6	7	8
CHRISTIANITY	ISLAM	INSPIRATIONAL PEOPLE OF FAITH					

## Topic Overview:

Having studied the world's largest religion, Christianity, we now move on to the world's second largest and fastest growing religion, Islam.

This unit introduces the main beliefs and practices of Islam, ranging from beliefs about God to beliefs about the events of the life of Prophet Muhammad and practices such as the 5 Pillars of Sunni Islam. It is essential that students have an understanding of Islamic beliefs and practices as much of the RS content at KS3 and KS4 involves the study of how these beliefs and practices influence the world in the past, present and future, e.g. Muhammad Ali's conscientious objection to the Vietnam War and the civil rights work of Malcolm X.

## Lesson Sequence:

The lessons have been sequenced to introduce the key beliefs and practices of Islam. Beginning with study of the nature of God in Islam (tawhid and the 99 names of God) and then moving on to the study of the life of Prophet Muhammad. The essential roles that angels play is studied next in order to build on the knowledge from the Muhammad lesson and prepare for the next which studies the Qur'an. Much of the content of KS3 and KS4 RS will involve the study of the effects on the world in the past, present and future of beliefs about God, Prophet Muhammad and the Qur'an and so it is essential that students have this opportunity to learn about them now.

The lessons continue with an introduction to some of the foundational beliefs and practices of Islam by studying the 5 Pillars of Sunni Islam. These pillars also affect the world that pupils live in, e.g. the charitable donations linked to the pillar of Zakah produce social benefits through the work of global charities such as Islamic Relief and the experience of the Hajj pilgrimage affected Malcolm X's views on racial equality which will be studied in the next unit. In this way, students are able to understand that RS is not about their own religious or non-religious beliefs, it is about the effects, both positive and negative, that religious beliefs have on the past, present and future of the world they live in.

## Sequence of Lessons:

1	Nature of God
2	Prophet Muhammad
3	Angels
4	Qur'an
5	Shahadah and Salah
6	Zakah
7	Sawm
8	Hajj
9	Jihad
10	Revision
11	Assessment
12	Assessment feedback/response
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## Topic Resources:

Knowledge Map:	Islam Yr 7	Any other Resources:	None
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## Assessment:

Knowledge:	20 question knowledge test
Application of Knowledge:	Exam question 'Zakah is the most important pillar of Islam' Discuss. (15 marks)

## Supportive Reading:

KS3 Knowing Religion - Islam (KS3 Knowing Religion)	Chapters on Allah, Prophethood and the 5 Pillars

# Scheme of Learning: INSPIRATIONAL PEOPLE OF FAITH

## Topic Sequence:

1	2	3	4	5	6	7	8
CHRISTIANITY	ISLAM	INSPIRATIONAL PEOPLE OF FAITH	XX	XX	XX	XX	XX

## Topic Overview:

Having previously studied the foundational beliefs of Christianity and Islam, we build on that knowledge with this unit, studying the ways that these religious beliefs have influenced major historical figures of the 20th Century which led to dramatic changes in society, the effects of which are still with us today. The primary focus is how religious beliefs can increase social justice, e.g. the work of Martin Luther King and Malcolm X in the Civil Rights Struggle. We also study the arguments for and against the use of non-violent protest.

## Lesson Sequence:

The lessons have been sequenced to explore the life, work and religious beliefs of prominent figures of 20th Century history. We start with the Reverend Martin Luther King Jr, studying his beliefs in racial equality driven by his religious beliefs and how these led him to lead protests against the racial segregation and Jim Crow laws of America using non-violent protests such as the Montgomery Bus Boycott. We study arguments for and against the use of non-violent protest in general and then study the specific arguments used by Malcolm X, a contemporary of Luther King.

We then study the Hindu beliefs of Gandhi that influenced his use of non-violent protest in his campaign for independence for India and the use of non-violent protest by Archbishop Oscar Romero against the government oppression in El Salvador. The lesson on Muhammad Ali focuses on his religious justification for conscientious objection to the Vietnam war. Corrie ten Boom's work in saving many Jewish people from the Holocaust and Dietrich Bonhoeffer's involvement in an assassination attempt against Adolf Hitler conclude the lessons on religious beliefs influencing history in the 20th Century and we end the unit with an example of religious beliefs having a positive effect on the world with our study of the life and work of Malala.

This unit focuses on famous examples of positive actions influenced by religious beliefs and is followed by a unit that focuses on some of the negative actions/conflicts influenced by religious beliefs to enable pupils to have a balanced understanding of the complex influence that religious beliefs have on the past, present and future of the world they live in. In this way, students are able to understand that RS is not about their own religious or non-religious beliefs, it is about the effects, both positive and negative, that religious beliefs have on the past, present and future of the world they live in.

## Sequence of Lessons:

1	Martin Luther King
2	The Montgomery Bus Boycott
3	Non-violent protest
4	Malcolm X
5	Gandhi
6	Oscar Romero
7	Muhammad Ali
8	Corrie ten Boom
9	Dietrich Bonhoeffer
10	Malala
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## Topic Resources:

Knowledge Map:	Inspirational People Yr7	Any other Resources:	None
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## Assessment:

Knowledge:	20 question knowledge test
Application of Knowledge:	Exam question 'Non-violent protest is a waste of time' Discuss. (15 marks)

## Supportive Reading:

March (Trilogy Slipcase Set)	Three graphic novels about the Civil Rights Movement
I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban	Autobiography of Malala

# Scheme of Learning: RELIGION AND CONFLICT

## Topic Sequence:

1	2	3	4	5	6	7	8
RELIGION AND CONFLICT	RELIGION AND EQUALITY	MORAL ISSUES IN SOCIETY					

## Topic Overview:

This is the first topic of the KS3 Yr 8 RS Course and it builds on the learning in Year 7, particularly the positive effects of religious beliefs that were studied in Yr 7 Term 3 'Inspirational People' as this unit looks at how religious beliefs have contributed to negative effects on society in the past and present. The lesson content covers examples of conflicts that have been influenced by religious beliefs such as Israel/Palestine, The Munich Massacre, The Troubles in Northern Ireland and 9/11. In each example, both the religious and non-religious factors causing the conflict are examined and evaluated.

## Lesson Sequence:

The lessons have been sequenced to introduce some of the key conflicts linked to religious beliefs in the 20<sup>th</sup> Century, some of which continue today. It is important to remember that these conflicts, although strongly influenced by religious beliefs, are also caused by other factors such as politics/territory/economics and these complexities are studied in lessons.

We begin the unit with a study of the origins of the Israel/Palestine conflict, studying the political decision to establish the state of Israel post-WW2 and the religious beliefs regarding the Promised Land in different religions and how this contributes to conflict in this area in the past and present. It is important to begin this unit with the Israel/Palestine conflict as this is used as justification for other attacks/conflicts that are studied as we progress through the unit.

Next we examine how the Israel/Palestine conflict is not limited to one geographical area by studying the Munich Olympic Massacre. Students will be examining the events and causes of the events at the Munich Olympics in 1972 and linking them to their previous learning on the Israel/Palestine conflict.

Moving on to more recent events, we will study the events, causes and consequences of the September 11<sup>th</sup> 2001 attacks in America. In this series of lessons, students will have the opportunity to examine the historical details of the attacks and then delve deeper into the causes/perpetrators of the attacks and finally examining the consequences of 9/11 including the 'War on Terror' and the 7/7 London attacks in 2005.

To conclude the unit we will study the Troubles in Northern Ireland, looking at how religious differences between Catholic and Protestant Christians contribute to conflict historically and in the present day.

By the end of this unit, students will have a deeper understanding of these conflicts and should be able to explain how both religious and non-religious factors contribute to them. They should also be able to draw on previous learning from the 'Inspirational People' unit to explain that religious beliefs can contribute to peace as well as conflict in the past, present and future.

## Sequence of Lessons:

1	Israel/Palestine
2	Israel/Palestine
3	Munich Massacre
4	Munich Massacre – Operation Wrath of God
5	9/11 – What happened?
6	9/11 – Who did it and why?
7	9/11 Consequences
8	The Troubles in Northern Ireland
9	The Troubles in Northern Ireland
10	Revision
11	Assessment
12	Assessment feedback/response
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## Topic Resources:

Knowledge Map:	Religion and Conflict	Any other Resources:	None
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## Assessment:

Knowledge:	20 question knowledge test
Application of Knowledge:	Exam question 'Religion causes conflict' Discuss. (15 marks)

## Supportive Reading:

Israel/Palestine	<a href="https://www.bbc.co.uk/newsround/20436092">https://www.bbc.co.uk/newsround/20436092</a>
9/11	<a href="https://www.bbc.co.uk/bitesize/guides/zwbrjty/revisio n/4">https://www.bbc.co.uk/bitesize/guides/zwbrjty/revisio n/4</a>
The Troubles	<a href="https://www.bbc.co.uk/history/troubles">https://www.bbc.co.uk/history/troubles</a>

# Scheme of Learning: RELIGION AND EQUALITY

## Topic Sequence:

1	2	3	4	5	6	7	8
RELIGION AND CONFLICT	RELIGION AND EQUALITY	MORAL ISSUES IN SOCIETY					

## Topic Overview:

Having studied how religious beliefs can contribute to both peace and conflict in previous units, we now look at how religious beliefs have influenced society in terms of the treatment of different groups. In this unit we focus specifically on three types of inequality in society in the past and present, these are Race, Gender and Wealth. Lessons will focus on current and historical examples of Race, Gender and Wealth inequality and then focus on how religious beliefs have led to increases/decreases in these inequalities over time. A significant proportion of the KS3 and KS4 RS curriculums focus on Human Rights and Equality so these lessons are essential for the continued study of RS but also essential knowledge for pupils to have about the world they live in today.

## Lesson Sequence:

The lessons have been sequenced to study a particular type of inequality, for example Race Inequality, by focusing on historical and contemporary examples and evidence and then studying some of the religious teachings/examples that have either contributed or reduced this type of inequality.

For Race Inequality we will study the Atlantic Slave Trade and the Protestant Christian extremist group the KKK as examples of racism in the past and present, focusing on how some Bible teachings were used to justify the slave trade and the racist beliefs of the KKK. We will also study some of the Bible teachings that were/are used by Christians to argue against race inequality and students will be able to draw on previous learning from Yr 7 by explaining how Martin Luther King Jnr's Christian beliefs were used to campaign for racial equality during the Civil Rights Struggle.

For Gender Equality we will study examples of inequality in the past/present such as the Right to Vote and the Gender Pay Gap and how some Bible teachings were/are used in the past and present to promote gender inequality. We will also study some of the Bible teachings that were/are used by Christians to argue against gender inequality and examples from the past and present where those teachings are put into practice eg the ordination of women bishops in the Church of England.

For Wealth Inequality we will study examples of wealth inequality in the past and present, with particular focus on the UK today using examples such as private schools and Food Banks. We will study some of the Bible teachings that have been used to argue for/against wealth inequality in society in the past and present along with current examples of Christians working to reduce wealth inequality in the UK such as the Trussell Trust.

## Sequence of Lessons:

1	Gender Equality
2	Gender Equality – Religious views
3	Race Equality
4	Race Equality – Religious views
5	Wealth Equality
6	Wealth Equality – Religious views
7	Revision
8	Assessment
9	Assessment feedback/response
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## Topic Resources:

Knowledge Map:	Religion and Equality	Any other Resources:	None
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## Assessment:

Knowledge:	20 question knowledge test
Application of Knowledge:	Exam question 'Religion makes the world a better place' Discuss. (15 marks)
Supportive Reading:	
I am Malala by Malala Yousafzai	Gender Equality in Education, Human Rights
Black History Matters by Robin Walker	Human Rights, inequality

# Scheme of Learning: MORAL ISSUES IN SOCIETY

## Topic Sequence:

1	2	3	4	5	6	7	8
RELIGION AND CONFLICT	RELIGION AND EQUALITY	MORAL ISSUES IN SOCIETY					

## Topic Overview:

Having studied how religious beliefs have influenced society in terms of the treatment of different groups and their moral/immoral outcomes in terms of racism, sexism and wealth inequality we continue the study of how religious beliefs influence other forms of moral behaviour in society. We begin with an introduction to the concept of morality and then move on to the concept of punishment as a method of enforcing morality in society. On these foundations we then move on to lessons on specific moral issues in the modern world, including Capital Punishment, War, Animal Rights and Human Rights. A significant proportion of the KS3 and KS4 RS curriculums focus on Human Rights and Equality so these lessons are essential for the continued study of RS but also essential knowledge for pupils to have about the world they live in today.

## Lesson Sequence:

The lessons have been sequenced to introduce the concepts of morality and punishment to enforce morality, then moving on to specific moral issues in society which are examined by focusing on historical and contemporary examples and evidence and then studying some of the religious teachings/examples as well as non-religious eg Humanist beliefs/examples that people use to make their moral decisions about these issues.

Capital punishment is studied by examining the current legal status of the death penalty in various countries today, as well as the religious/non-religious arguments for/against including some of the cases of miscarriage of justice, eg Derek Bentley, that contributed to the abolition of the death penalty in the UK.

War is studied by examining real-life examples of wars from the past and present as well as religious/non-religious arguments for/against war including Just War Theory and Pacifism.

Human Rights are studied by examining the UN Declaration of Human Rights as well as religious teachings that could promote Human Rights, focusing on particular Human Rights to extend pupil knowledge and understanding of the issues relating to Human Rights in the world today, for example Modern Slavery in the UK and abroad.

## Sequence of Lessons:

1	What is Morality?
2	Morality – The purposes of punishment
3	Morality – Capital Punishment
4	Morality - War
5	Morality – Animal Rights
6	Morality – Milgram Obedience Experiment
7	Morality – Human Rights
8	Morality – Modern Slavery
9	Revision
10	Assessment
11	Assessment Feedback/Response
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## Topic Resources:

<b>Knowledge Map:</b>	Moral Issues in Society	<b>Any other Resources:</b>	None
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## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	Exam question 'It is never right to take a life' Discuss. (15 marks)

## Supportive Reading:

<b>Diary of Anne Frank</b>	Life in wartime
<b>Watership Down: Richard Adams</b>	Animal Rights and Morality

# Scheme of Learning: HUMAN RIGHTS - PROTESTS

## Topic Sequence:

1	2	3	4	5	6	7	8
<b>HUMAN RIGHTS – PROTESTS</b>	<b>PHILOSOPHY – MORAL DECISIONS</b>	<b>BUDDHISM</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>

## Topic Overview:

This unit continues the study of Human Rights with a specific focus on examples of Human Rights Protests in the 20<sup>th</sup> and 21<sup>st</sup> Century. Beginning with the White Rose protests in Nazi Germany and concluding in the present day with Extinction Rebellion. Pupils will study the history, objectives and outcomes of a variety of Human Rights protest through the last 100 years, building on previous study of Human Rights/Equality/Social Justice in previous units. This knowledge can then be applied in future units at KS3 and KS4.

## Lesson Sequence:

The lessons have been sequenced to introduce some of the most famous examples of Human Rights Protests in the last 100 years. Beginning with an introduction to the concept of protest in general and then moving on to focus on specific examples of Human Rights Protests centred on issues ranging from Democracy, Wealth Inequality, Racial Equality and the Environment. The unit concludes with a knowledge test and an exam style written assessment that evaluates the relative importance of the Human Right to protest compared to other Human Rights previously studied in RS, such as the Right to Equality.

## Sequence of Lessons:

<b>1</b>	Introduction to the Protest Movement
<b>2</b>	The White Rose
<b>3</b>	The Stonewall Riots
<b>4</b>	Tiananmen Square
<b>5</b>	The Occupy Movement
<b>6</b>	Black Lives Matter
<b>7</b>	The Global Climate Strikes (Greta Thunberg)
<b>8</b>	Just Stop Oil/Extinction Rebellion
<b>9</b>	Revision
<b>10</b>	Assessment
<b>11</b>	Assessment Feedback and Response
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## Topic Resources:

<b>Knowledge Map:</b>	Human Rights - Protests	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	Exam question 'The Right To Protest in the most important Human Right' Discuss. (15 marks)

## Supportive Reading:

<b>The History of Human Rights: From Ancient Times to the Globalization Era by Micheline Ishay</b>	History of Human Rights
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# Scheme of Learning: PHILOSOPHY – MORAL DECISIONS

## Topic Sequence:

1	2	3	4	5	6	7	8
HUMAN RIGHTS - PROTESTS	PHILOSOPHY – MORAL DECISIONS	BUDDHISM	XX	XX	XX	XX	XX

## Topic Overview:

This unit builds on the previous units on Moral Issues and Human Rights in society, focusing on some of the philosophical approaches to making moral decisions in the past and present. Incorporating both religious and non-religious ethical philosophies including Utilitarianism and Situation Ethics, this unit prepares pupils for the further study of Philosophy and Ethics in KS4.

## Lesson Sequence:

The lessons have been sequenced to introduce some of the most influential ethical philosophies in history and the modern day. Beginning with Humanism and then focusing on Utilitarianism, Situation Ethics, Virtue Ethics, Natural Moral Law and Deontology. By studying these approaches to moral decision making, pupils are better prepared for the further study and application of these approaches in KS4 RS.

## Sequence of Lessons:

1	Humanism 1
2	Humanism 2
3	Utilitarianism
4	Situation Ethics
5	Virtue Ethics
6	Natural Moral Law
7	Deontology
8	Revision
9	Assessment
10	Assessment Feedback and response
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## Topic Resources:

<b>Knowledge Map:</b>	Philosophy – Moral Decisions	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	Exam question 'Rules should never be broken' Discuss. (15 marks)

## Supportive Reading:

<b>Introducing Ethics : A Graphic Guide By Garratt and Robinson</b>	Ethical Theories explained

# Scheme of Learning: BUDDHISM

## Topic Sequence:

1	2	3	4	5	6	7	8
HUMAN RIGHTS - PROTESTS	PHILOSOPHY – MORAL DECISIONS	BUDDHISM					

## Topic Overview:

This unit focuses on the beliefs and practices of Buddhism, as a dharmic religion this is a compulsory element of the Agreed Syllabus for RS in Hampshire. The unit builds on previous study of the Abrahamic religions of Christianity and Islam, enabling pupils to compare and contrast different belief systems and ethical viewpoints based on religious teachings. The unit prepares pupils for further study in greater depth of these three religious traditions at KS4. This unit covers beliefs and practices of Buddhism as well as some of the ethical/moral views that these beliefs and practices will influence in contemporary society.

## Lesson Sequence:

The lessons have been sequenced to introduce the beliefs and practices of Buddhism, beginning with the study of the life and influence of Siddhartha Gautama (The Buddha). The events of his life are then linked to the Buddhist beliefs in the Four Noble Truths and the Eightfold Path. As the unit progresses, we build on this learning by studying the Buddhist belief in Karma and Rebirth, as well as the Three Jewels. We then focus on how these beliefs influence Buddhists today in their rituals and practices as well as their daily lives in the modern world.

## Sequence of Lessons:

1	Introduction to Buddhism
2	The Life of Siddhartha Gautama (The Buddha)
3	The Life of Siddhartha Gautama (The Buddha) 2
4	The Four Noble Truths
5	The Eightfold Path
6	Karma and Rebirth
7	The Three Jewels
8	Buddhist Rituals and Practices
9	Buddhism in Everyday Life
10	Revision
11	Assessment
12	Assessment Feedback and response
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## Topic Resources:

<b>Knowledge Map:</b>	Buddhism	<b>Any other Resources:</b>	Any other resources needed should be here
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## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	Exam question 'Death was the most important of the Four Sights' Discuss. (15 marks)

## Supportive Reading:

<b>Introducing Buddha: A Graphic Guide by B Van Loon and J Hope</b>	The story of Buddha