

AGGS Key Stage 3 Curriculum Map

There may be an option to complete a Spirited Arts Project in one of the Key Stages depending on timing. This is a national competition where groups can enter a creative project that has been created in response to a stimulus inspired by faith. Themes change each year and students will be guided and supported on their creations.

Y7	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
1	The Island	<ul style="list-style-type: none"> Types of belief – ancient and modern How people make decisions Codes of conduct in religion Coming of age ceremonies The significance of marriage 	<ul style="list-style-type: none"> Consider different beliefs and challenges to arguments How to write a thesis 	<ul style="list-style-type: none"> Where does belief come from and how does it affect peoples' lives? 	<ul style="list-style-type: none"> History – the origin of belief Geography – stone age burials, cave paintings and their locations PSHE – Marriage & Coming of age
2	Key Christian beliefs	<ul style="list-style-type: none"> What is the Bible and how do we use it The Qualities of God and the Trinity The Birth Narrative The Christian Calendar Holy Week The local and global church 	<ul style="list-style-type: none"> Constructing a supporting argument Remembering and applying key terms 	<ul style="list-style-type: none"> What are the key beliefs in Christianity? 	<ul style="list-style-type: none"> History – History of the Bible English – hermeneutics and interpreting text
3	Islam	<ul style="list-style-type: none"> The importance of Mohammad Branches of Islam The day to day life of a Muslim The role of the mosque in the community An enquiry into Islam (of student's choice) 	<ul style="list-style-type: none"> Research skills Presentation skills Interacting with a member of the Muslim community/place of worship Developing supporting arguments and considering counters Application skills 	<ul style="list-style-type: none"> What is life like for a British Muslim? 	<ul style="list-style-type: none"> Geography – statistics Computing – using ICT to research
4	Sikhism	<ul style="list-style-type: none"> Guru Nanak & the Mool Mantra The importance of Gurus The 5 Ks Scripture as a source of authority Sikhi acts of service The Gurdwara as a method of providing service Khalsa Aid 	<ul style="list-style-type: none"> Supporting and counter argument paragraphs Creative activities in response to stimulus Reflection on service and how students perform service in their own lives 	<ul style="list-style-type: none"> Why do Sikhis place service at the heart of their faith? 	<ul style="list-style-type: none"> Food tech – the Gurdwara DT – planning and creating a project

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Y8	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
1	Judaism	<ul style="list-style-type: none"> The difference between Reform & Orthodox The importance of Scripture Free will and the Mitzvot The Covenants Kosher Laws Festivals: Pesach Shabbat The significance of the synagogue 	<ul style="list-style-type: none"> Developing paragraph writing Remembering new terms (Hebrew and Jewish religious terms) Interpreting scripture Creative responses to stimulus 	<ul style="list-style-type: none"> How important is the law for Jewish people? 	<ul style="list-style-type: none"> Citizenship – Law English – using scripture and text to justify ideas
2	Good & Evil	<ul style="list-style-type: none"> Natural vs Moral Evil The logical & evidential problems of evil Religious theodicies Philosophical responses to the problem of evil Case study: Genocide & the holocaust/shoah Holocaust/shoah theology 	<ul style="list-style-type: none"> Essay planning Essay writing Evaluation of sources Reflection on human behaviour 	<ul style="list-style-type: none"> Can religious people justify God in the face of evil in the world? 	<ul style="list-style-type: none"> PSHE – suffering and emotional responses to suffering History – the holocaust
3	Jesus	<ul style="list-style-type: none"> 1st Century Israel/Palestine Politics Archaeological proof of Jesus Jesus as a rebel Jesus as the messiah Jesus: human or divine The miracles of Jesus Jesus' parables The importance of the Church in Christianity and Jesus' Mission 	<ul style="list-style-type: none"> Presentation skills Interpreting scripture Creative responses to stimulus Evaluation of sources 	<ul style="list-style-type: none"> Was Jesus real and does it matter? 	<ul style="list-style-type: none"> History – archaeological evidence for Jesus Science – miracles and their scientific justifications DT – creating a church
4	Buddhism	<ul style="list-style-type: none"> The life of the Buddha The three marks of existence The four noble truths The eightfold path The five moral precepts Enlightenment & Nibbana Meditation 	<ul style="list-style-type: none"> Reflection on life stages Expression through meditation Creative responses to stimulus 	<ul style="list-style-type: none"> What does it mean to say 'I am Buddhist'? 	<ul style="list-style-type: none"> Geography – understanding key areas in India Maths – numeracy and numbers in Buddhism PSHE - meditation

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Y9	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
1	Philosophy: Proof of God	<ul style="list-style-type: none"> What is philosophy? The design argument The argument from causation Miracles as proof Religious experience as proof The problem of Evil 	<ul style="list-style-type: none"> Synthesising information to create philosophical arguments Evaluating and critically analysing arguments 	<ul style="list-style-type: none"> Can we use things other than faith to prove God? 	<ul style="list-style-type: none"> Maths – logic Science – scientific justifications for miracles and religious experiences
2	Philosophy: Reality & Life after death	<ul style="list-style-type: none"> Plato's cave The soul – Plato vs Aristotle Materialism vs Dualism Cartesian Dualism Religious & Non-religious beliefs about life after death Near death experiences 	<ul style="list-style-type: none"> Essay writing Reflecting on the concept of self Researching and evaluating ideas about life after death 	<ul style="list-style-type: none"> What do I mean when I say 'I' and does this continue after death? 	<ul style="list-style-type: none"> PSHE – Death & grief
3	Ethical Theories in response to Capital Punishment	<ul style="list-style-type: none"> What is capital punishment? Utilitarianism Kantian Ethics Virtue Theory Natural Moral Law Situation Ethics Ethical Research Project 	<ul style="list-style-type: none"> Reflection on their ethical views Evaluate and critically analyse arguments Application of ethical theories to issues 	<ul style="list-style-type: none"> What are the variety of ways to respond to ethical issues, particularly capital punishment? 	<ul style="list-style-type: none"> History – history of capital punishment Geography – location of capital punishment Computing – using ICT to research ethical projects
4	Alternative Religions & Belief Systems	<ul style="list-style-type: none"> Humanism Atheism Mormonism Animism Jehovah's Witness Sufism Paganism 	<ul style="list-style-type: none"> Research skills Evaluation skills Presentation skills Creative response to stimulus 	<ul style="list-style-type: none"> What do people believe beyond the big 6? 	<ul style="list-style-type: none"> Geography – Location of alternative belief systems
5	Filososophy	<ul style="list-style-type: none"> Philosophical debate linked with films e.g: The Matrix Inception The Life of Pi A Beautiful Life 	<ul style="list-style-type: none"> Debating skills Synthesising skills from previous topics Application of philosophical knowledge 	<ul style="list-style-type: none"> How is humanity and philosophy portrayed in film? 	<ul style="list-style-type: none"> English/Drama – interpreting media and film