

Curriculum Map: Year 12 RS - Islam

	Half Term 1 and 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Authorities	Allah	Self, Death and Afterlife	Good Conduct and Key Moral Principles	Expressions of Religious Identity
Intent	<i>Students will be able to explain the importance of a range of authorities within Islam and consider their relevance and use today.</i>	<i>Students will be able to explain the significance of the belief in one God and consider arguments for the existence of one God and consider the different interpretations of the anthropomorphic (having human characteristics) descriptions of God.</i>	<i>Students will be able to examine qur'anic teachings about human existence, the importance of the belief in the life after death and analyse the impact of the belief in divine justice and free will.</i>	<i>Students will be able to explain the nature of good moral conduct, the sanctity of life and stewardship in Islam today and support a range of perspectives with religious teachings and scholarly opinion.</i>	<i>Students will be able to explain the practical and theoretical ways in which Muslims express themselves both in the public and private spheres and make comparisons between those that practice Sunni and Shia Islam. Consider the difficulties faced by Muslims when practicing their faith today.</i>
Key Knowledge	Quran, hadith, Risalah, Sunni and Shia sects, Imams (Imamate) used as authorities today.	Tawhid, anthropomorphism, kalaam, design, transcendence, 99 Names of Allah. Sufi beliefs about Allah.	The concept of God in Islam, Adam, worshiping Allah, moral tribulations, the journey of the soul after death, preparing for life after death, judgement, heaven and hell.	Moral conduct, greater and lesser jihad, sanctity of life, shariah law, personal freedom, abortion, stewardship, khalifah, animal rights.	Shahahada, sawm, zakah, salah, Hajj, Jummah, mosque, theoretical, spiritual, practical, public sphere, private sphere, diverse practices within Islam, London Central Mosque.
Key Skills	Outline, explaining, justifying, supporting knowledge with evidence, discussion and analysis. Independent learning, reading and research.	Outline, explain, justify and support knowledge with evidence, discussion and analysis. Independent learning and reading for meaning.	Outline, explain, justify and support knowledge with evidence, discussion and analysis. Independent learning and reading for meaning.	Outline, explain, justify and support knowledge with evidence, discussion and analysis. Independent learning and reading for meaning.	Outline, explain, justify and support knowledge with evidence, discussion and analysis. Independent learning and reading for meaning.
Key Vocabulary	Surah, Al lail al mahfud, Laylat-ul-qadr, Meccan, Medinian, jahilliya, khatham an nabiyy, hihrah, Last Sermon, Sunni, Shia, caliph, imamate, Ahl-al-bayt,	Tawid, shirk, transcendece, immanence, 99 Names of Allah, anthropomorphism, Autazilite, Ashari, sufi, shaykh, tawakkul, design, free will, divine will.	Bada, al-qadr, Barzakh, divine will, free will, akhirah, soul, sufi, Barzakh, yawm al qiyama, resurrection, Jannah and Jahannaml Mutazili, Ashari,	Moral conduct, ummah, khalifah, jihad, sanctity of life, weapons of mass destruction, fard, mustahab, mibah, makrooh, haram.	Shahahada, sawm, zakah, salah, Hajj, Jummah, ummah, mosque, theoretical, Shariah, spiritual, practical, public sphere, private sphere, Sunni, Shia, taqwa
Key Reading	Surah 1, Surah 96 Hadith Qudsi Surah 4:34 Surah 33	Surah Ikhlas Surah 3:73 Surah 24:35	Surah 51:56 Surah 76:2 Bada – 13:11 Soul – 39:42	Surah 17 Surah 23 Variety of topical news articles relating to moral conduct today.	Islam Year 1 Textbook (Theme 3 and Theme 5)
End Point	Students will be able to confidently interpret a wide variety of exam style questions on a range of authorities. They will be able to appropriately select knowledge in relation to the specific exam questions.	Students will be able to confidently interpret a wide variety of exam style questions on Muslim beliefs about Allah. They will be able to appropriately select knowledge	Students will be able to confidently interpret a wide variety of exam style questions on Muslim beliefs about the akhirah. They will be able to appropriately select knowledge in relation to the specific exam questions.	Students will be able to confidently interpret a wide variety of exam style questions on morality in Islam. They will be able to appropriately select knowledge in relation to the specific exam questions.	Students will be able to confidently interpret a wide variety of exam style questions demonstrating they can appropriately select knowledge in relation to the specific exam questions.

		in relation to the specific exam questions.			
Form of Assessment	Students will be able to apply their knowledge to a range of 10 and 15 mark questions using exam technique (explain and discuss)	Students will be able to apply their knowledge to a range of 10 and 15 mark questions using exam technique (explain and discuss)	Students will be able to apply their knowledge to a range of 10 and 15 mark questions using exam technique (explain and discuss)	Students will be able to apply their knowledge to a range of 10 and 15 mark questions using exam technique (explain and discuss)	Students will be able to apply their knowledge to a range of 10 and 15 mark questions using exam technique (explain and discuss)
Enrichment Opportunities	Visit to mosque Visiting speaker-Imam				
Leadership Opportunities	Presentations to other students Teaching other students				

Curriculum Map: Year 12 RS - Philosophy and Ethics

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Arguments for the existence of God		Religious Experience	Evil and Suffering	Normative Ethical theories	Application of Ethical Theories
Intent	<i>To consider the arguments for the existence of God and the extent to which they can be considered successful 'proofs' of the existence of God and their value for religious faith</i>		<i>To consider the nature of religious experiences and whether or not they are valid</i>	<i>To consider the nature of evil and suffering and why it would lead to the rejection of God. To consider how theodicies have defended God and how successful these are.</i>	<i>To consider the nature of normative ethics including the ethical theories of natural moral law, situation ethics and virtue ethics and how successful they are at guiding moral behaviour.</i>	<i>To consider how the normative ethical theories can be applied to issues of human life and death, moral issues and animal ethics.</i>
Key Knowledge	<ul style="list-style-type: none"> The Design argument – Payley The Cosmological Argument – Aquinas The Ontological Argument – Anselm The Strengths and Weaknesses of these arguments (Hume, Russell, Gaunilo, Kant) Their value for religious faith 		The nature of: <ul style="list-style-type: none"> Visions Mystical experiences (James and Stace) Numinous experiences The challenges of religious experience from science (Freud, Ramachandran and Persinger) and the response from James and Swinburne	<ul style="list-style-type: none"> The logical and evidential problem of evil The free will defence The process theodicy (Griffin) The soul making theodicy (Hick) The strengths and weaknesses of these theodicies 	<ul style="list-style-type: none"> Natural moral law Situation ethics Virtue ethics The strengths and weaknesses of these theories 	Natural moral law, situation ethics and virtue ethics applied to: <ul style="list-style-type: none"> Lying and Theft Embryo research, euthanasia, abortion, capital punishment Animal issues – blood sports, intensive farming, cloning, xenotransplantation

Key Skills	Outline, explaining, justifying, supporting knowledge with evidence, discussion and analysis. Independent learning, reading and research.	Outline, explaining, justifying, supporting knowledge with evidence, discussion and analysis. Independent learning, reading and research.	Outline, explaining, justifying, supporting knowledge with evidence, discussion and analysis. Independent learning, reading and research.	Outline, explaining, justifying, supporting knowledge with evidence, discussion and analysis. Independent learning, reading and research.	Outline, explaining, justifying, supporting knowledge with evidence, discussion and analysis. Independent learning, reading and research.
Key Vocabulary	First move/ First causer/ Priori/ Posteriori/ Proslogium / Payley/ Analogy/ Infinite regress/ fallacy/ Occam's razor contingent/ synthetic / necessary	Supernatural / vision / corporeal / intellectual / imaginary numinous / empirical / Sui generis / Passivity/ ineffability / transiency /noetic / Introvertive / extrovertive	Natural and moral evil / Free will/ libertarianism / process/ theodicy/ transcendent / omnipotent	Teleological/ Deontological / Character based / cultural relativism / proportionalism / intrinsic / agape / pragmatism / positivism / personalism / eudaimonia / mean / virtue / vice / anthropocentric	Theft/ capital punishment / violation / Catechism/ designer baby/ Blood sports / Hunting / Xenotransplantation
Key Reading	AQA A Level Religious Studies – Frye Hume – dialogues concerning natural religion Proslogium 1 & 2	AQA A Level Religious Studies – Frye The Problem of Pain – CS Lewis	AQA A Level Religious Studies – Frye The Brothers Karamazov (Rebellion) - Dostoyevsky	AQA A Level Religious Studies – Frye Situation ethics – Fletcher The Nicomachean Ethics – Aristotle Summa Theologica – Aquinas	AQA A Level Religious Studies – Frye
End Point	Students can explain in detail the arguments for the existence of God using supporting evidence and examples. Students can evaluate these arguments using a range of philosophical perspectives	Students can examine the nature of religious experiences and the extent to which they have validity	Students can explain the challenge of evil and suffering to belief in God. Students can explain the theodicies and the extent to which they are successful	Students can explain the normative ethical theories as a guide moral behaviour and the strengths and weaknesses of these theories	Students can apply the normative ethical theories to moral issues and issues of human and animal life and death.
Form of Assessment	10 mark AO1 Essay 15 mark AO2 Essay	10 mark AO1 Essay 15 mark AO2 Essay	10 mark AO1 Essay 15 mark AO2 Essay	10 mark AO1 Essay 15 mark AO2 Essay	10 mark AO1 Essay 15 mark AO2 Essay
Enrichment Opportunities					
Leadership Opportunities	Presentation Teaching other students				