

KS4 CCCS Religious Studies Overview (GCSE AQA)

Below is an overview of what the curriculum for RS will look like this year.

A more detailed overview for each topic, which includes the specification, a glossary etc, can be found in your knowledge organiser.



Knowledge: What are the overriding questions you will be exploring in this topic?



Skills: What are the essential skills that you will be learning and practicing throughout this topic?



Building on: What content and skills will you be developing in this topic?



Christianity: Beliefs and Practices

- What do Christians believe about the nature of God, creation and the afterlife?
- What do Christians believe about Jesus Christ and salvation?
- What are the different types of Christian worship?
- What is the role of the Church in the local and world-



Defining specialist key terms e.g. atonement

- Applying knowledge to modern life e.g. how might a belief in God as just influence Christians today
- Comparing between denominations and evaluating the diverse Christian beliefs and practices
- How to structure answers for AQA exam questions



- Knowledge of the Genesis account of creation (Yr7) and the life of Jesus (Yr8)
- Knowledge of diversity in reading sacred texts (hermeneutics)
- Key terminology e.g. resurrection
- Recalling and describing stories from sacred texts



Islam: Beliefs and Practices

- What do Muslims believe about the nature of God, angels, predestination and the afterlife?
- What are the similarities and differences in belief and practice between Sunni and Shi'a Islam?
- What are the main sources of authority in Islam?
- What are the five pillars of Islam?
- What is the importance behind festivals such as Id-ul-Adha, Id-ul-Fitr and Ashura?



Defining specialist key terms e.g. akhira

- Applying knowledge to modern life e.g. how might a belief in tawhid influence Muslims today
- Comparing between Sunni and Shi'a Islam and evaluating Muslim beliefs and practices
- Comparing Muslim beliefs and practices with Christian beliefs and practices



- Knowledge of Muslim beliefs and practices (Yr8)
- Knowledge of diversity in reading sacred texts (hermeneutics)
- Key terminology e.g. prophet, Allah
- Recalling and describing stories from sacred texts
- Critical, philosophical, ethical and theological thinking
- Skills of comparison and evaluation
- How to structure answers for AQA exam questions



Thematic Studies

- **Crime and Punishment:** What are the causes of crime and what are the different beliefs regarding aims of punishment?
- **Religion and Life:** What are the different beliefs regarding the origins and therefore values of the universe and human life?
- **Existence of God:** What are the philosophical arguments for and against the existence of God? What is the nature of the divine and revelation?
- **Peace and Conflict:** What are the different beliefs about war and how should religious believers



Defining specialist key terms e.g. stewardship

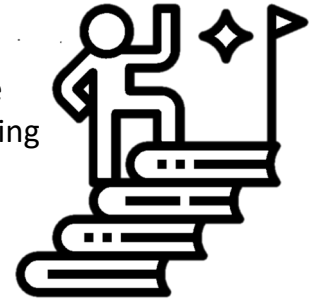
- Applying knowledge of Christianity and Islam to specific themes e.g. euthanasia
- Comparing and evaluating religious approaches to specific themes e.g. origin of the universe



- Knowledge of Christian and Muslim beliefs and practices, including teachings from the Bible and Qur'an
- Key terminology e.g. omnipotent, jihad
- Recalling and describing stories and teachings from sacred texts
- Critical, philosophical, ethical and theological thinking
- Skills of comparison and evaluation
- How to structure answers for AQA exam questions

What does success look like in KS4 Religious Studies?

In Religious Studies (RS) you will enter a rich and meaningful dialogue about the religious and non-religious traditions that have shaped Great Britain and the world, a dialogue that is both intellectually challenging and personally enriching. You will be building on the KS3 curriculum and understanding that religion is diverse and complex. We therefore want every pupil in CCCS to be successful in this subject and for that reason, we expect you to work to the best of your ability in every RS lesson. This not only means we have high expectations regarding your behaviour but also high expectations of your effort.



Below is a list of our day-to-day expectations that you should aim to meet in every lesson:

In Lesson

- Listen carefully to teacher instructions
- When working independently this should be done in silence
- Ask for help when in difficulty
- No calling out—raise your hands to answer or ask a question
- Always have your exercise book with you



In your writing



1. Always answer in full sentences
2. Use capital letters for God, names of people (Muhammad), titles (Christian), places (Mecca) etc.
3. Use appropriate key terminology when applicable e.g. salvation, monotheist, tawhid etc.
4. In extended writing develop your points using phrases like 'because...' 'this means...' 'therefore...' 'so...' etc.
5. In extended writing use relevant evidence to support your explanation. This can be with examples (e.g.) or religious evidence such as a reference to sacred texts, beliefs or practices.

In your exercise book

- Always write in black or blue ink (only use pencil for diagrams or drawings)
- Rule off work after each lesson, do not waste paper by beginning a new page unless it is necessary
- Underline date and title with a ruler
- Ensure all worksheets are neatly stuck (labelled if folded) and organised
- Ensure work missed if absent is caught up with and copied out in your exercise book *before* next lesson



How will you be assessed at CCCS?

At the end of Year 11, you will sit two 1hr 45min exams. The style of questions and marks are consistent across both papers. Each exam is worth 50% and will contribute to your overall GCSE grade. In preparation for your GCSE exam, you will be assessed throughout the two years in school with a mixture of assessments, some being progress checks which will include key term tests, multiple choice quizzes and short written answers.

You will also be assessed after each topic with GCSE style questions. Your assessments will consist of end of year exams (Year 10) and mocks (Year 11).