

World Views Curriculum Map

	<p>Intent:</p> <p>The main objective of the WV department is to provide challenging varied and enriching lessons that effectively prepare our pupils for life in a culturally diverse modern world. The department aims to promote an awareness of the usefulness of WV to everyday living, to encourage enthusiasm for interest in the study of other people’s beliefs and to promote mutual respect, tolerance and understanding across different cultures and communities. Court Fields students should be fully prepared for success in an increasingly globalised and interdependent world, and aspire to be responsible local, national, and global citizens.</p>	<p>Intrinsic Subject Value</p> <p>It enables students to make sense of and understand the world around them from a local, to national and then a global context. It helps students to understand how they fit into the world and how they interact with other people not only locally but across the globe and allows students to build respect and tolerance of all people. It allows students to understand what internal beliefs motivate behaviour in the modern world.</p>	
	<p>KS2 ‘Subject’ Curriculum</p> <p>Christianity: Salvation, God, Incarnation, Agape Judaism: God, Covenant, Torah Islam: Qur’an, The Five Pillars, Bilal, Prophet Muhammed (PBUH) Hinduism: Festivals, Vedas, Shiva, Brahman, Reincarnation, Atman, Moksha Humanism: Agnostic, Views on life and death, British Humanist Society</p>	<p>‘Subject’ themes that run through the curriculum</p> <p>Identity. Perspectives – local/ national/ global. Community Belief. Prejudice Justice. Tolerance. Respect Morality. Compassion</p>	
Year 7: Identity	<p>What Is Identity?</p> <p>Rationale: Identify the factors that create our sense of Identity Explore the Norms and Values of our local society. Focusing upon a Christian identity. Explore our Human Value – Soul Humanism GRT RRS – Article 8/7/13 Global Goals - 4 Personal/local Perspective Cultural capital:</p> <ul style="list-style-type: none"> • Bible • Jesus – birth/ death/ resurrection • The Black Christ – K Doughus • Wellington Churches • Church visit <p>Substantive Knowledge: Identity What is identity? Personal exploration of what makes me, me? What Makes a person a Christian? What is GRT and what gives them their identity?</p> <p>Disciplinary Knowledge: Describe Reflect Prior learning / retrieval: KS2 Christianity and Humanism Links to KS3 Sacre: Christianity Humanism Disciplinary literacy: Identity/ self/ Christianity/ GRT Belief/Monotheism/ polytheism/ //Dualism/Materialism/Denomination/Trinity/ Sanctity/ Soul/ Liturgical/ Non-liturgical/ creator/ miracles/ attribute/ omni-potent/ omniscient/ omnibenevolent/ omni-present/ compassion/ forgiveness/ Sunday assembly/ GRT Community/ Church/ Summative assessment: Baseline Assessment (key words) What is humanism? (explain) What do humanists believe? (sources) Extended writing – ‘The travellers should be evicted from the local football pitch’. Do you agree? (evaluation)</p>	<p>How Do Journeys Impact Identity?</p> <p>Rationale: To Understand our roots as individuals and explore other cultural beliefs which exist in our local communities. In this unit the focus will be the identity of Muslims and the central spiritual journeys which Muslims make. RRS – Article 30/2/8/14 Global goals - 4 Local Perspective Cultural Capital</p> <ul style="list-style-type: none"> • Qur’an • Visit to a Mosque • Islamic speaker <p>Substantive Knowledge: Community, Identity, Prejudice How do journeys impact identity? (Personal, Physical, Spiritual) Disciplinary Knowledge: Explain Reflecting Analysing Prior learning / retrieval: KS2 Islam – Qur’an/ Five Pillars/ The Prophet Muhammed (PBUH) Links to KS3 NC: Islam Disciplinary literacy: Identity/ Islam/ Muslim/Prophet Belief Allah/ Muhammed (PBUH)/ Five Pillars/ Shahadah/ Salah/ Zakat/ Sawm/ Hajj/ ka’bah/ pilgrim/ pilgrimage/ Ramadan/charity/ Community/Spiritualism/Pilgrimage/ Umah/ Mosque/ Makkah</p> <p>Summative assessment: What do Muslims believe about God? (Describe) Explain the benefit of giving to charity? (Explain) What are the benefits of fasting? (Sources) Is hajj the most important journey? (Evaluation)</p>	<p>How Do Humans Overcome Evil and Suffering?</p> <p>Rationale: Development of philosophical thought concerning evil and the development of happiness within communities. Students should develop a key grounding in Buddhist thought and be able to understand why Buddhism is considered a philosophy by many. RRS – Article 2/14/13/8 Global goals - 4 National/Global perspective Cultural Capital</p> <ul style="list-style-type: none"> • Dhammapada • Visiting speakers • The problem of evil • Theodicies <p>Substantive Knowledge: Identity, Community, belief, compassion How do humans overcome evil and suffering? Disciplinary Knowledge: Reflecting, Analysing, Evaluating and Challenging Prior learning / retrieval: Hinduism Links to KS3 NC: Buddhism Disciplinary literacy: Identity/Problem of evil/ Buddhism/ Belief dukkha/ samsara/ Four sights/ Four Noble Truths/ samudhya/ tanha/ niroda/ magga/ noble eightfold path/ Virtues/ Precepts/ Community Vihara/</p> <p>Summative assessment: How do humans suffer? (Describe) Explain the Four Noble Truths (Explain) How did the Buddha suggest humans overcome suffering? (Sources) How successful was the Buddha in helping people achieve happiness? (Evaluation)</p>

Year 8: Beliefs into Action

How Do We Overcome Poverty?
Rationale:
 To have a clear understanding of the poverty circle, LEDC'S, the religious teachings on poverty and how this has inspired charities respond to Poverty. Explore Poverty on a Local/National and Global level

RRS – 8/ 22/ 24/ 27
Global Goals – 1/2/3/7

Cultural Capital

- Sustainable goals
- Bible
- Guru Granth Sahib
- Wellington food bank
- Wellington churches together

Substantive Knowledge:
 How do we overcome Local, National and Global Poverty?
 Personal/Local/National/Global
 Belief, Equality, Respect, Justice, Identity. Morality, compassion

Disciplinary Knowledge:
 Identify, Describe, Explain, Reflect

Prior learning / retrieval:
 KS2 Christianity: Agape Sikhism

Links to KS3 NC:
 Christianity, Sikhism,

Disciplinary literacy:
 Justice, Poverty –absolute/relative, Equality, Suffering, Dukkha, Prejudice, Sewa, Zakat, Respect, Justice, Compassion, Identity Belief, Buddhism, Sikhism, Charity

Summative assessment:
 What is the impact of poverty in the UK? (Describe)
 Are food banks a good response to poverty in the UK? (Explain)
 What motivates charities to help people living in extreme poverty? (sources).
 Is it possible to escape poverty? (Reflect and Evaluate)

How Do We Reduce Human Impact on the Environment?
Rationale:
 Explore the impact we have personally and as a society on the environment. To clearly understand the concept of Stewardship/Dominion. How do Neo-Pagans and indigenous communities treat the environment. To Explore possible strategies to bring about change – individually/ as a community/country/globally to work towards sustainability.

RRS – 6/ 12/ 13/ 14/ 32
Global Goals- 7/9/11/12/13

Cultural Capital

- Greek mythology
- Gaia Hypothesis
- James Lovelock
- Wiccan Creed
- Amnesty International - indigenous people
- Pagan speaker
- Local environment group

Substantive Knowledge:
 Students consider the impact of environmental issues and using Paganism and indigenous religious thought as a stimulus to consider how modern humans can overcome the climate emergency.
 Community, Respect, Equality, Justice. Morality

Disciplinary Knowledge:
How do we reduce human impact on the environment?
 Personal/Local/National/Global
 Explain, Reflect, Analyse

Prior learning / retrieval:
 Year 7 themes

Links to KS3 NC:
 Honouring the natural world, Rightful-living, Respectful life

Disciplinary literacy:
 Stewardship, Dominion, Environmentalism, Biosphere, Interdependency, Gaia, Equality, Respect, Justice, Compassion, Neopaganism, Responsibility, Indigenous, Sacred, Protection,

Summative assessment:
 Why is it important to understand environmental issues? (Describe)
 Explain the impact humans have upon the planet? (Explain)
 What do Pagans believe about the environment? (Sources)
 Sacred mountain (Evaluation)

How Do Humans Make Moral Decisions?
Rationale:
 Explore the concept of British Values. To gain Knowledge and Understanding of ethical issues which affect some individuals/communities within the UK and Globally such as Racism, Slavery, Extremism/Child Soldiers. Explore the Impact of Belief/Faith within these ethical issues. Explore how to interact with difference.

RRS – 2/ 6/ 7/ 17/ 19/ 36/ 37/ 38
Global Goals – 4/5/16/17

Cultural Capital

- Windrush generation
- British values
- Human Rights
- UN Convention of the Rights of the Child

Substantive Knowledge:
 Community, Belief, Equality, Respect, Tolerance, Identity, Justice. Morality

Disciplinary Knowledge:
How do humans make moral decisions?
 Personal/Local/National/Global
 Analyse, Challenge, Evaluate

Prior learning / retrieval:
 KS2 all religions
 Year 7

Links to KS3 NC:
 Christianity, Humanism, Secular society, British Values

Disciplinary literacy:
 Equality, Respect, Justice, Morality, Extremism, Slavery, Conflict, Compassion, Activism, Tolerance, Prejudice & Discrimination, Community, Belief, Identity, Human Rights, Protest
 Islam, Christianity

Summative assessment:
 What is prejudice and discrimination? (Describe)
 What does multiculturalism mean in the UK? (Explain)
 Why do religions in the UK value human rights? (Sources)
 Community Cohesion (Evaluation)

Year 9: Conflict

How Can Jews Believe In An Omnibenevolent God After The Holocaust?

Rationale:

Exploration of the Holocaust and Human behaviour
 To explore Judaism & Christianity – The roots of Anti -Semitism
 Understand the 10 Commandments & Covenant
 Explore the events/ethical dilemmas of the Holocaust for all **communities** involved. – Link to school community E.g. Roma/JW
 Genocide – Srebenica 1995. Religious Intolerance
Introduction of the Declaration of Human Rights
RRS – Article 2/14/30

Cultural Capital

- Shema prayer
- Holocaust Theology – Rabbi Dan Cohen Scherback
- Imperial War Museum
- Holocaust survivor visit

Substantive Knowledge:

Conflict, Belief, Identity, Tolerance, Respect, Equality Community, compassion

Disciplinary Knowledge:

How can you believe in an Omnibenevolent God after the events of the Holocaust?

Identify, Explain, Describe, Reflect
 Evaluate, Challenge

Prior learning / retrieval:

KS2 Judaism

Links to KS3 NC:

Judaism

Disciplinary literacy:

Conflict, Belief, Identity, Anti – Semitism, Covenant, Discrimination, Equality, Prejudice, Tolerance, Respect, Community. Judaism, Christianity/Human Rights

Summative assessment:

Covenant (Describe)
 Life for Jews in Nazi Germany (Explain)
 Where was God in the Holocaust? (Sources)
 Jewish Theodicies (Evaluate)

Does the World Need Prophets Today?

Rationale:

Explore Source of authority within the Abrahamic traditions
 Judaism/Christianity/Islam – 2nd coming
 Explore the concept and credibility of miracles
 To Understand Middle Eastern **Conflict** – Arab spring
RRS – Article 38/17/39

Cultural Capital

- Biblical commentaries
- Doreen Lawrence
- The Messiah

Substantive Knowledge:

Conflict, Belief, Identity, Equality, Respect, Community

Disciplinary Knowledge:

Does the world need prophets today?

Describe, Explain, Reflect

Analyse, Evaluate

Prior learning / retrieval:

KS2 Christianity, Judaism, Islam
 KS3 Christianity, Judaism, Islam

Links to KS3 NC:

KS3 Christianity, Judaism, Islam

Disciplinary literacy:

Conflict, Belief, Identity, Messiah, Prophet, Miracle, Source of Authority, Arab Spring, Equality, Respect, Community, Islam, Christianity, Prejudice and Discrimination, Holy Land, Islamophobia

Summative assessment:

What is a prophet? (Describe)
 Who is the Messiah? (Explain)
 Is Martin Luther King a modern prophet? (Source)
 Does the world still need prophets today? (Analyse, Evaluate)

How Do You Balance Human Rights and Criminal Activity?

Rationale:

To explore the concept of Crime and Punishment.
 Reasons for crime/ Types of punishment/Aim of Punishment/Death Penalty/Hate Crime/War Crime/Terrorism laws/Cyber Crime/UK Law – compare and contrast
 Explore how you balance **Human Rights** and Crime

RRS – Article 40/41

Cultural Capital

- MP
- Magistrate
- Judge
- Declaration of Human Rights
- Amnesty International

Substantive Knowledge:

Conflict, Forgiveness, Justice, Tolerance

Disciplinary Knowledge:

How do you balance Human Rights and criminal activity?

Prior learning / retrieval:

Christianity year 7
 Human Rights year 7,8,9

Links to KS3 NC:

Respectful life across all religions. Moral codes of behaviour

Disciplinary literacy:

Capital Punishment/Prison/**Human Rights/Conflict**/Forgiveness/Redemption
 Remorse/Compassion/**Justice**

Summative assessment:

What is crime? (Describe)
 Why do people commit crimes? (Explain)
 What is the Christian response towards evil? (Sources)
 Is capital punishment humane? (Analyse, Evaluate)

Year 10: Philosophy and Ethics

Medical Ethics

Rationale:

An exploration of medical ethical issues and the impacts it has upon the moral decision making of British people in 21st century. Students will explore the sanctity of life, abortion, euthanasia, animal testing for medical purposes, fertility treatment, surrogacy and suicide.

Throughout the unit students will explore Christian, Buddhist and Humanist perspectives.

RRS: Article 6

Cultural Capital

- Christian visitor
- Humanist society
- Euthanasia conference
- Mind charity

Substantive Knowledge:

Conflict, Belief, Identity, Tolerance, Respect, Equality Community, compassion

Disciplinary Knowledge:

To explore how belief can impact ethical decision making.

Identify, Explain, Describe, Reflect
Evaluate, Challenge

Prior learning / retrieval:

KS3 Christianity
KS3 Humanism
KS3 Buddhism

Links to KS4 SACRE:

Ethical issues

Disciplinary literacy:

Quality of life, sanctity of life, precious, sacred, Abortion, conception, quickening, ensoulment, viability, birth, euthanasia, voluntary, active, involuntary, passive, assisted suicide living wills, exit, agape, metta, surrogacy, fertility treatment.

Summative assessment:

Abortion (Evaluating opinion)
Euthanasia (Reflection)