

# World Views Curriculum Map

<p><b>Intent:</b></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>Britain is a very diverse society; finding out about the beliefs, values, ethics, and philosophical nature of all people makes us think about what we believe and reflect on our own choices. Students should consider how they can draw parallels to other people's lives and beliefs and to lead them to a deeper understanding and respect of a range of ethical/religious/ philosophical concepts and ideas, and to challenge views which are rooted in prejudice and ignorance. At Court Fields Human Rights and Global Goals are fully embedded throughout the curriculum. This helps build student's confidence to make informed decisions. They have a moral framework, based on equality and respect for all, that lasts a lifetime, as students grow into engaged, responsible citizens. Within the department both students and adults develop an ethos and language of Human Rights and Global Goals. We encourage our young people to get involved in raising awareness about social justice issues, both at home and across the globe. They become ambassadors for rights and take part in campaigns and activities to help to bring about change.</p> <p>At Court Fields we aim to encourage all of our students to think critically and encourage them to ask moral and philosophical questions. This helps them to develop their own ideas and opinions, and ultimately shapes who they are. Learning to express our own beliefs and to listen to the views of others is an important life skill and this is something the staff within our department have a passion for. Students should leave with an open mind and a love of learning.</p>						<p><b>Intrinsic Subject Value</b></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><b>KS2 'Subject' Curriculum</b></p>	<p><a href="#">Microsoft Word - AMV 2019 ks2 (amvsomerset.org.uk)</a></p>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Salvation</li> <li>• God</li> <li>• Incarnation</li> <li>• Agape</li> </ul>	<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• God</li> <li>• Covenant</li> <li>• Torah</li> </ul>	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Qur'an</li> <li>• The Five Pillars</li> <li>• Bilal</li> <li>• Prophet Muhammed (PBUH)</li> </ul>	<p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Festivals</li> <li>• Vedas</li> <li>• Shiva</li> <li>• Brahman</li> <li>• Reincarnation</li> <li>• Atman</li> <li>• Moksha</li> </ul>	<p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>• Agnostic</li> <li>• Views on life and death</li> <li>• British Humanist Society</li> </ul>	<p><b>'Subject' themes that run through the curriculum</b></p> <p>Identity            Perspectives – local/ national/ global            Community            Belief            Prejudice            Justice            Tolerance            Respect            Morality            Compassion</p>

# Year 7: Identity

## What Is Identity?

### 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:**

- Bible
- Jesus – birth/ death/ resurrection
- The Black Christ – K Doughus
- Wellington Churches
- Church visit

### 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?

### Disciplinary Knowledge:

Describe

Reflect (AO1)

### 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)

## How Do Journeys Impact Identity?

### 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**

- Qur’an
- Visit to a Mosque
- Islamic speaker

### Substantive Knowledge:

**Community**, **Identity**, **Prejudice**

### **How do journeys impact identity?**

(Personal, Physical, **Spiritual**)

### Disciplinary Knowledge:

Explain

Reflecting

Analysing

(A01) (Introducing A02)

### 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

### 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)

## How Do Humans Overcome Evil and Suffering?

### 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

- Dhammapada
- Visiting speakers
- The problem of evil
- Theodicies

### Substantive Knowledge:

**Identity**, **Community**, **belief**, compassion

### **How do humans overcome evil and suffering?**

### Disciplinary Knowledge:

Reflecting, Analysing, Evaluating and Challenging

### **(AO1 +A02)**

### 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/

### 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)

# 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

**(A01 & A02)**

### 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

**(A01 + A02)**

### 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)

## Respect

### 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, Sexism, Homophobia, Islamophobia, Anti-Semitism, Ableism

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

**AO2**

### 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:

End of topic assessment

# 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  
**(A01)**

Evaluate, Challenge  
**(AO2)**

### 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)

## 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)

## Does the World Need Prophets Today? Rationale:

Explore Source of authority within the Abrahamic traditions  
Judaism/Christianity/Islam – 2<sup>nd</sup> 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  
**AO1**

Analyse, Evaluate  
**AO2**

### 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)

# Year 10: Philosophy and Ethics

<p><b><u>Medical Ethics</u></b> <b><u>Rationale:</u></b></p> <p>An exploration of medical ethical issues and the impacts it has upon the moral decision making of British people in 21<sup>st</sup> 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.</p> <p><b>RRS:</b> Article 6</p> <p><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>• Christian visitor</li> <li>• Humanist society</li> <li>• Euthanasia conference</li> <li>• Mind charity</li> </ul> <p><b><u>Substantive Knowledge:</u></b></p> <p>Conflict, Belief, Identity, Tolerance, Respect, Equality Community, compassion</p> <p><b><u>Disciplinary Knowledge:</u></b> To explore how belief can impact ethical decision making.</p> <p>Identify, Explain, Describe, Reflect <b>(A01)</b> Evaluate, Challenge (A02)</p> <p><b><u>Prior learning / retrieval:</u></b></p> <p>KS3 Christianity KS3 Humanism KS3 Buddhism</p> <p><b><u>Links to KS4 SACRE:</u></b></p> <p>Ethical issues</p> <p><b><u>Disciplinary literacy:</u></b></p> <p>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.</p> <p><b><u>Summative assessment:</u></b></p> <p>End of unit assessment</p>	<p><b><u>Does the Soul Exist?</u></b> <b><u>Rationale:</u></b></p> <p>In this unit students will investigate the concept of the soul. They will discover what the soul is and how this belief impacts faith and human behaviour. Students will discover how a belief in the soul impacts the afterlife. They will question evidence for the afterlife through considering the concept of reincarnation of the soul. Students will then consider the contributions Aristotle made to the debate on the soul. Students will consider how this challenged the belief at the time. Students will then assess the theory of materialism through looking at the work of Richard Dawkins and the contributions he has made to the philosophical debate on the soul. They will question whether science in the future could explain the soul and therefore there being no further need for religion. The unit will end through considering how Christians today would challenge Dawkins and students will have a visiting speaker from Wellington Churches together who will explore the question of whether there is still a need for the soul in the 21<sup>st</sup> century</p> <p><b><u>Substantive Knowledge:</u></b> Belief, Identity, Tolerance, compassion</p> <p><b><u>Disciplinary Knowledge:</u></b> To explore how belief can impact philosophical decision making.</p> <p>Identify, Explain, Describe, Reflect <b>(A01)</b> Evaluate, Challenge (A02)</p> <p><b><u>Prior learning / retrieval:</u></b> KS3 Christianity KS3 Judaism KS3 Problem of evil</p> <p><b><u>Links to KS4 SACRE:</u></b> Beliefs</p> <p><b><u>Disciplinary literacy:</u></b></p> <p>Disciplinary literacy: ,Soul, Eternal, Everlasting, Immortal, Heaven, Paradise, Metaphysical, Summon Bommun, Near Death Experience, Metaphysics, The Four Causes, Infinite regression, Potentiality, Actuality, Materialism, Dualism, Metaphysical, Survival machines, Platonic Idealism, Creationism Traducianism</p> <p><b><u>Summative assessment:</u></b></p> <p>End of unit assessment</p>	<p><b><u>Conflict</u></b> <b><u>Rationale:</u></b></p> <p>Students will study religious teachings, and religious, philosophical, and ethical arguments, relating to the issue of peace and conflict, and its impact and influence in the modern world. Students will discuss the meaning and significance of peace, justice, forgiveness, reconciliation. Violence, including violent protest, Terrorism. Reasons for war, including greed, self-defence, and retaliation. The just war theory, including the criteria for a just war, and Pacifism. Students will also explore Religion and belief in 21st century, considering Religion and belief as a cause of war and violence in the contemporary world, nuclear weapons, including nuclear deterrence, The use of weapons of mass destruction, Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.</p> <p><b><u>Substantive Knowledge:</u></b> Conflict, Belief, Tolerance, Respect, Community, compassion</p> <p><b><u>Disciplinary Knowledge:</u></b> To explore how belief can impact ethical decision making.</p> <p>Identify, Explain, Describe, Reflect <b>(A01)</b> Evaluate, Challenge (A02)</p> <p><b><u>Prior learning / retrieval:</u></b> KS3 Christianity KS3 Islam KS£ Respect KS3 Holocaust</p> <p><b><u>Links to KS4 SACRE:</u></b></p> <p>Ethical issues</p> <p><b><u>Disciplinary literacy:</u></b></p> <p>Peace, Justice, Forgiveness, Reconciliation, Warfare, Violent Protest, Human Rights, Pacifism, Terrorism, 9/11, Just War Theory, WMD, Trident, Hiroshima</p> <p><b><u>Summative assessment:</u></b></p> <p>End of unit assessment</p>
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