Curriculum Content Map AQA Component 2 with Component 1

Term 1	urriculum Content Map AQA Component 2 with Component 1 rm 1 Half Term			m1	Half Term 2		Naf Tem 3		Half Term 4		Half Term S		Half Term 6	
Month	, 4 , 0	Theme A : Relationships & Family		Them A: Relationships and Family, Theme B: Religion & Life	Revision for AP1 and Gap Filling		Theme C: the existence			n, Peace & Conflict		Crime & Punishment	Theme F: Religion, Hu	man Rights an Social Justice
	2 g	Lessons 1-4		Lemons 1-4	Revision for AP1 and Gap Filling	Gap filling	Lesso	114	Less	ms1-5		pm 1-5	Le	mons 1-6
	đų.	They must be able to explain controlling hields con the following three leaves with reference to the most regious tradition in Britain plants and the controlling of		They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christanty) and one or more other religious traditions/Bontion, Esthansia, Animal experimentation.	Students must be able to revisit gaps in their knowledge and identify/correct any misconceptions or missing gaps in their learning	Students must be able to revielt gaps in their knowledge and identify/correct any misconceptions or missing gaps in their learning.	They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Betain (Drintlanks) and no religious beliefs, such as otherwise and humanism tokon, Minceles, Nature as general revolution.		They must be able to explain contrasting beliefu on the following three issues with inference to the main neighbour tradition in British (Drittlamby) and one or more other religious traditions. Valence, Register of once described principles.		They must be able to explain contrasting beliefs on the following three issues with milescent to the main religious tradition in Sofiah (Direllated)) and one or more other religious traditions. Copyonity purchased. Sofia of the contrasting tradition of the contrasting tradit		They must be able to explain contracting belofs on the following three issues with reference to the ratio migrous tradition in Solision (Edinistricity) and one or more other regions traditions: State of women in regions. Foreign of migrous regression.	
all previous and extracted of		Control and Matthia Both Association described in the Control and		Small 2. The region of the series, solving plages betting that the region of the series and different source of the series of t	Lesson 2 - Revision for AP1 of theme A. Lesson 3 - Revision of AP1 theme B L.	questions, with time for students to correct any errors or missing knowledge on	Important Annual Control (Control (Cont		spike to be public for Alba and false has been, but the been false and false		without gas and an Energy process or an expect to the way to the section of the section for secure. Lead to the section of th		Challes and Market Mark	
	See A The How!	wash headings and advantaged from significant section of a state of the section of		*apply browings and understanding of two religions. *apply browings and understanding of two religions. *apply browings and understanding of they was not wisdom and authority prohibiting conjumes and understanding of the state of the sta			The property of the control of the c		magin kembalagan atal adamatang atau majang sebagai ang atau penganangan penga		such broadings and administrating of an investigation and administration of a separate contraction of the separate		reagn trendings and colorating of the regions of the region of the regio	
	Sequencing (Fbw)	Builds upon year 7,8 and 9 and religious transferings into the family.	Builds upon year 7,8 and 9 and religious teachings into the family.	Builds upon year Eard our exploration of general sed the Tobig, Notecoor file and death in year Eard year Swhen they explored roard and natural ext.	Builds upon year II and our exploration of genesis and the Trinity, Monocover life and death in year II and year II where they explored moral and natural evil,	Eugands upon year 20 knowledge that was covered in section A and B covered in InT L	In Year 7 and 8 students condemplated the origins of the universe across the major. Chamics and Rozhanics religions. In Year's expectably they considered philosophical perspectives of the and the universe as used as Generals in Year S.	In Year 7 and Educients contemplated the origins of the universe across the major. Charactic and Roshands originas. In Year's especially they considered philosophical perspections of the and the universe as well as Genera	in Year's, students explaned mond and natural exit and in year's contemplated religious and non-religious leaders.	In Year S, students explaned moral and natural sell and in year 9 contemplated miligious and non-nitigious leaders.	Suits upon year 9 mont and natural edi and community such as year 9 where we contemplated community and making the world a mone respectful place.	Builds upon year 9 moral and natural end and community such as year 9 where we contemplated community and making the world a more respectful place.	Builds upon year 9 moral and natural evil and community such as year 9 where we contemplated community and making the world a more respectful place.	Builds upon year 9 moral and natural evil and community such as year 9 where we contemplated community and making the world a more respectful place.
	Surmative Assessment		24 mark paper on Relationships & Families to include 1,2,4,5, and 12 mark question		24 mark paper on Religion and Elfe to include 1,2,4,5, and 12 mark question	99 mark Mock Paper		24 mark paper on Existence of God and Revelotion to include 1,2,4,5, and 12 mark question		24 mark paper on Religion, Peace & Conflict to Include 1,2,4,5, and 12 mark question		26 mark paper on Religion, Crime & Punishment to include 1,2,6,5, and 12 mark question		24 mark paper on Human Rights & Social Justice to include 1,2,4,5, and 12 mark question
ent	e no.	Friendliness & Civity		Courage	Courage	Generality	Gastlaude	Good Speech	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense
Personal Empowerm	The appartunity region, below to the property and collection of the property and collection o	The cold description for extent of freedimental clothy and lawren have to be an defined, existencing and transference of solder treathers and clothy as co-religious beloff, existencing and trans. Solders and all beloff and properties.	oen and respectful, in particular, in miletion to over the set they discuss different religious and	This well demonstrates the reliate of county is a models between to have the confidence to them that when what demonstrates are all conductive that the Confidence and them. Outdoor, we will consider the county conductive that the Confidence and them Confidence and the Confidence and the Confidence and them Confidence and the		hander to devising progress, elabels and contemption to hands at time that foreign and an elabels and contemption as to an implication factor and a figure country from efforts of converse for the week.	This unit demonstrates the whole of gratitude as they consider from people from him med Christonicy colorism life and enciones and seek to her extracts and fulfilling lives.	lessons, students will foster good speech as they attempt to refine points	This will demonstrate the river of good speeds, at learners will be threated and consolerate of they belief, but the Christianity and likes he in the Christianity and likes he includes, maderial with large of upwars in the principle or other principles and on the consoleration of one, believed against written infights and non-neighbor beachings.	Christianity and Islam surrounding peace and conflct. We shall review	Nation A.S. Section, collection will consider the searching in laboratory Confedence and Confede	In the Extreme, students will consider the trackings in laters and Chebroston. The description of the control state of the control of the co	Students will understand that we had no world where discriments and purplical contrages, with old and best a lovering encionment through our chandry purplica that challenges and had been always to the change of t	This and embeds the virtue of Figural Lances, and embeds conducts to inflact on their analysis and consigning and provinces which for any or annual based so their 600 decided, or was green per our assumences.
r Work	FR 8	Listening	Leadership	Problem solving	Problem solving	Creativity	Stayling Positive	Speaking	Speaking	Staying Positive	Aiming High	Among High	Speaking	Teamwork
Preparation fo	Link to Skill Thangknable skil	This was embeds beloning ability is learners here to listen to support both and opinions. We will do be practicing the skill of interiors; an learners will have to be assert of their pers' views about these 2 key religions.	Leamers will also be able to consider the skill of leadership as they contemplate the religious teachings of allow and Christiansir, We shall also noutrue leadership as students are encouraged to develop their coan prospectives and to persueder others verbally and in writing of their judgments.	taxmers will exercise the skill of problem solving an they are confronted with vollagious and non-neighbor statements contriving around ethical differences to dark with religion and life. They must excluse these differen		Learners will carective the skill of problem solving and creating, by firstly considering these whiteir faces can be readed through solvinos to the care Christians to the second of the contractive and the c		As we consider restrictions such as Salah, subah and parage, we shall consider how the message of Cod and Alah Seasoning people to help them four message in the world and that Seas.	As we consider restrictions such as Salah, rulish and prayer, we shall consider here the message of God and Alah transcends people to help then find messing in the world and their here.	learners will have to remain positive throughout this unit, by continuing to soft hard, as well as contemplating the requirement to stay positive in tense of conflict.		The until shows out disderts have to aim-ligh, so as to imprise them to achieve the should been in terms and assuments to manner approximates for source. They will take take and contemplate taxed-approximates for source. They will take tax does do contemplate taxed-approximates for source. They will take tax does do contemplate taxed-approximates for source. Should salvation to achieve this.	Speaking out against projectes and discrimination is a connentation of Orinstee and latent teachings. We shall engaged a southern which help students fast confident to realize the width themselves.	This soft embeds the order of "team earl", as learners will peer asset, one excellent work. Team werk will be distincted by a recoverge in this work, as learners will be grouped logisher to asset one other with revolution.
aration for enship	British Values qophinss on tissues	Spiritual aspects of the study of creation and God / Allah in both Chistianity	ipiritual aspects of the study of creation and God / Allah in both Chistianity	Spiritual aspects of key beliefs and teachings in both Christianity and Islam	Spiritual aspects of the study of beliefs, teachings and practices in Christianity and Islam, as well as a moral understanding of sin	Spiritual aspects of the study of beliefs, teachings and practices in Christianity and falam, as well as a moral understanding of sin	Spiritual aspects of the study of beliefs, teachings and practices in Christianity and Islam, such as prayer (Islam) and pilgrimages (Christianity)	Spiritual aspects of the study of beliefs, teachings and practices in Christianity and Islam	Spiritual aspects of the study of beliefs, teachings and practices in Christianity and Islam	Spiritual aspects of the study of beliefs, teachings and practions in Christianity and bilam. The moral need to recognise and be involved in celebrating festivals	Spiritual aspects of the study of beliefs, teachings and practices in Christianity and Islam	Spiritual aspects of the study of beliefs, teachings and practices in Christianity and Islam	Spiritual aspects of the study of beliefs, teachings and practices in Christianity and Islam	Spiritual aspects of the study of beliefs, teachings and practices in Christianity and Islam
Prepa f Citize	SMSC & British Values Developing curent	Respect and tolerance for people to have the freedom in a democratic society to study the faith of their choice	Respect and tolerance for people to have the freedom in a democratic society to study the faith of their choice	Respect and tolerance for people to have the freedom in a democratic society to study the faith of their choice	Respect and tolerance for people to have the freedom in a democratic society to study the faith of their choice	Respect and tolerance for people to have the freedom in a democratic society to study the faith of their choice	Respect and tolerance for people to have the freedom in a democratic society to carry out the types of worship of their choice	Respect and tolerance for people to have the freedom in a democratic society to study the faith of their choice	Respect and tolerance for people to have the freedom in a democratic society to study the faith of their choice	Respect and tolerance for people to have the freedom in a democratic society to study the faith of their choice	Respect and tolerance for people to have the freedom in a democratic society to study the faith of their choice	Respect and tolerance for people to have the freedom in a democratic society to study the faith of their choice	Respect and tolerance for people to have the freedom in a democratic society to study the faith of their choice	Respect and tolerance for people to have the freedom in a democratic society to study the faith of their choice