

KAA Curriculum Overview		RE	Year 9	EOY Exam	Sequencing and Progression	
<p>Rationale</p> <p><i>Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</i></p> <p>Religious Studies at KAA aims to develop our student’s knowledge and understanding of a wide range of religious and non-religious beliefs. Students are taught how to construct informed and balanced arguments on a range of different themes and topics. Students have the opportunity to engage with questions of belief, value, meaning, purpose, truth and ultimately prepare them for adult life in a pluralistic society and global community as thoughtful and engaged citizens.</p> <p>The year continues to develop the key skills require to succeed built through the study of a mixture of religious and thematic units. It will give students a safe place to learn about, learn from, compare, evaluate and critique religious & non-religious views. Year 9 focus’ mainly on Christianity and Islam as these are the religions assessed at GCSE. Students will study these religions and their attitudes & practices to a range of philosophical and ethical thematic units relevant and central to life as a human today.</p> <p>As with the other KS3 SOW will provide students with the opportunity to read, understand and interpret texts and teachings of leaders. It will give students a subject specific terminology which underpins their knowledge and understanding should they continue RE at GCSE.</p>				<p>GCSE style questions 2 sections: Christianity (2,2,8,8) & God & Evil(5 & 15) Total marks: 40 Increased difficulty from year 8 but still less questions than a real GCSE paper.</p> <p>Define (2) - Definition of a key term (What is meant by...) Describe (5) - Outline knowledge and understanding of belief, teaching, practice, event. Explain (8) – Detailed knowledge of how / why / importance of a belief, teaching, practice, event. Must use sources of authority. Evaluate (15) – Discuss a statement showing more than one point of view. Build on year 7 by adding analysis so essays written in PEA format. Must use sources of authority.</p>	<p>How does this year build on what they’ve learnt last year?</p> <p>Students will re-visit Christianity from year 7 and develop current knowledge of the life of Jesus with deeper theological understanding</p> <p>Students will use their knowledge of Islamic beliefs & practices from year 8 and embed by applying to real world issues</p>	<p>How will it benefit them as they move forward next year?</p> <p>Key exam skills embedded in every topic – focus on Point/Explain or Point/Example and PEA formats</p> <p>Topics studied in year 9 linked explicitly to GCSE Spec</p>
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Link to MTP Overview						
Topic studied & Fertile Question	Is religion anti-racist? Link to GCSE Paper 1 section 4	Can religion affect who and how you love? (Relationships) Link to GCSE Paper 1 section 1	Can God & evil co-exist? (Good & Evil) Link to GCSE Paper 1 section 3	Is only human life sacred? (Life & Death) Link GCSE Paper 1 section 2	Is Britain a Christian country? (Christianity) Link to GCSE Paper 2	What does a successful philosopher do differently? (Revision)
Adjustments following last assessments / evaluation.	<p>Lessons on UK laws as racist with up to date/current examples added</p> <p>Lesson on Jesus’ ethnicity added</p> <p>Lessons on MLK & MX to refer more explicit to their religious beliefs</p>					Good & Evil & Christianity on EOY as not formally assessed in year
Key knowledge and skills students need to have gained by the end of the unit	<p>Knowledge: Human Rights & Discrimination Certain UK laws & evaluation of them as racist UK & racism in the news e.g. stop & search Child Q / Bristol riots and statues pulled down Christian beliefs & teachings on racism Work of MLK Islamic beliefs & teachings on racism Work of MX</p> <p>Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices</p>	<p>Knowledge: Christian & Muslim beliefs & teachings on: Family types Gender roles Sex Marriage Divorce Contraception Same sex Relationship</p> <p>Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices</p>	<p>Knowledge: The problem of Evil Theodicies Story of Job Christian & Muslim beliefs & teachings on forgiveness Christian & Muslim beliefs & teachings on punishment Christian & Muslim beliefs & teachings on the death penalty</p> <p>Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices</p>	<p>Knowledge: Sanctity of life Abortion Euthanasia Poverty Animal Rights Use of the environment</p> <p>Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices</p>	<p>Knowledge: Trinity Life of Jesus – narrative & importance Crucifixion – atonement/salvation Resurrection Rites of Passage / Sacraments Eschatological beliefs Festivals – Christmas/Easter Great Schism – 1054 & Protestant reformation</p> <p>Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices</p>	<p>Knowledge: The problem of Evil Theodicies Story of Job Christian & Muslim beliefs & teachings on the forgiveness</p> <p>Trinity Life of Jesus – narrative & importance Crucifixion – atonement/salvation Resurrection Rites of Passage / Sacraments Eschatological beliefs Festivals – Christmas/Easter</p> <p>Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices</p>
How is understanding assessed at the end of the unit?	15 mark exam question:	Summative assessment: Define the term nuclear family Describe the beliefs of one religion on contraception Explain the attitudes from 2 religions or religious traditions about same sex relationships	15 mark exam question: Evaluate the claim the death penalty should be made legal	Summative assessment: Define the term sanctity of life Describe the work of one charity aiming to stop poverty Explain the attitudes from 2 religions or religious traditions about animal rights Evaluate the claim that only God can give and take life	Walking Talking Mock to ensure solid understanding of questions & criteria before SUM 2 revision and EOY	Summative assessment: Define the term atonement State 2 beliefs about God in Christianity Explain why the life and death of Jesus is important to Christians Explain what Christians believe about the afterlife

		Evaluate the claim marriage has no purpose in modern Britain					Describe the view of one religion on forgiveness Evaluate the claim that God and evil cannot exist together
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