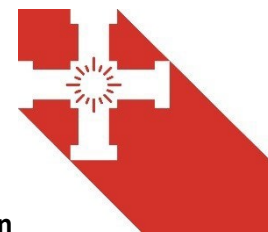


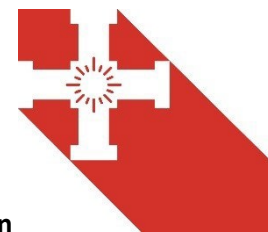
Curriculum Map: Year 9 Subject: Religious Education

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Does God exist?	<ul style="list-style-type: none"> • The difference between Fact and Belief, looking at how different people perceive the world and why this is • Different beliefs surrounding the creation of the world and everything within it • Different beliefs surrounding the appearance of God • Arguments between religion and science • Key theodicies arguing for the existence of God: Cosmological and Teleological • The influence of miracles upon people’s belief in God and the importance of sites such as Lourdes • How Christians respond to the presence of evil and suffering within our world 	<ul style="list-style-type: none"> • Evaluation skills – students will be able to evaluate the strength of those arguments presented by both religion and science • Literacy – key literacy skills will be developed through reading key philosophical arguments • Critical thinking – students will develop those skills required to criticise arguments and create counter arguments • Detailed writing – students will be able to create their own detailed pieces of work regarding key philosophical ideas • Synoptic/cross-curricular links, e.g. with science and history - students will be able to view the importance of studying RE among other subjects 	Formal assessment of understanding through extended writing piece – this will display student understanding of both religious and non-religious arguments, presenting their critical thinking, evaluation, and detailed writing skills. Key Word Assessments Teacher questioning within lessons. Presentation of classwork in books. Peer and Self-Assessment of classwork
Creation and Covenant	<ul style="list-style-type: none"> • Students will learn about how human dignity is reflected through the belief in Imago Dei • How ancient humans viewed human dignity • Students will investigate the debate regarding: When does life begin? 	<ul style="list-style-type: none"> • Evaluation skills – students will be able to evaluate the strength of those arguments presented by both religion and science • Literacy – key literacy skills will be developed through reading key philosophical arguments 	Formal assessment of understanding through multi-layered assessments – this will display student understanding of both religious and non-religious arguments, presenting their critical



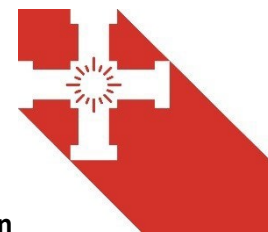
Curriculum Map: Year 9 Subject: Religious Education

	<ul style="list-style-type: none"> Students will investigate the debate: Is a promise for life? This will focus on Sacramental Marriage 	<ul style="list-style-type: none"> Critical thinking – students will develop those skills required to criticise arguments and create counter arguments Detailed writing – students will be able to create their own detailed pieces of work regarding key philosophical ideas Synoptic/cross-curricular links, e.g. with science and history - students will be able to view the importance of studying RE among other subjects 	<p>thinking, evaluation, and detailed writing skills.</p> <p>Key Word Assessments Teacher questioning within lessons. Presentation of classwork in books.</p> <p>Peer and Self-Assessment of classwork</p>
Pilgrimage	<ul style="list-style-type: none"> Students will understand what a pilgrimage is and why it is important to Catholics Students will understand the importance of Lourdes to Catholics including reference to Mary Students will develop an understanding regarding the importance of Mary within Catholicism including artistic representation and the Rosary Students will develop an understanding of key sites of pilgrimage including Rome and Jerusalem 	<ul style="list-style-type: none"> Synoptic links with Geography (where certain sites are) and Art (representations of Mary) Critical thinking skills (debating existence of miracles) Extended Writing Skills Evaluation Skills – should all Catholics go on pilgrimage? Religious literacy and opportunities to explore faith formation (stations of the cross). 	<p>Ongoing assessment over the term including keyword test and two assessed tasks incorporating developed writing/literacy.</p> <p>Ongoing teacher assessment by observation and questioning. Peer/Self-Assessment of in-class activities Key Word Assessments as part of Homework Presentation of Classwork</p>
Dialogue and Encounter + Buddhism: How are Buddhists called to live?	<ul style="list-style-type: none"> Students will begin by looking at the role of interfaith dialogue in society Students will discuss the statement: ‘you only believe what you do because of how you were raised’ 	<ul style="list-style-type: none"> Cultural awareness and cultural capital – students will develop an understanding of a key religious belief in the modern world Religious literacy – students will begin to develop key language required with RE 	<p>Ongoing assessment over the term including keyword test and two assessed tasks incorporating developed writing/literacy.</p>



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	<ul style="list-style-type: none"> • Students will study the life of Siddhartha Gautama • Students will understand the teachings that form the basis of Buddhism including the 3 Universal Truths, the 5 Primary Precepts and the Eightfold Path • Students will study key Buddhist festivals including Vesak Day • Students will be able to describe key features found within a Buddhist temple • Students will understand the concept of Karma and how this impacts Buddhist beliefs regarding life after death and reincarnation • Students will understand how Buddhist beliefs surrounding conflict influence their actions in the world today 	<ul style="list-style-type: none"> • Synoptic/cross-curricular links, e.g. Geography – studying the origins of Buddhism within the continent of Asia • Personal development through learning of how religion comes into contact with the modern world 	<p>Ongoing teacher assessment by observation and questioning. Peer/Self-Assessment of in-class activities Key Word Assessments as part of Homework Presentation of Classwork Group Presentations will be a key form assessment for this unit</p>
<p>Prophecy and Promise</p>	<ul style="list-style-type: none"> • In this unit students will focus on the role of key female figures within the Bible • Students will investigate the role of women within the Old Testament and how these link to the role of Mary in the New Testament • Students will be studying how Marian devotion differs around the world? • Students will be discussing the role of Mary within Catholic worship 	<ul style="list-style-type: none"> • Evaluation skills – students will be able to evaluate the strength of those arguments presented by the Church • Literacy – key literacy skills will be developed through reading key Biblical texts • Critical thinking – students will develop those skills required to criticise arguments and create counter arguments • Detailed writing – students will be able to create their own detailed pieces of work regarding key figures 	<p>Ongoing assessment over the term including keyword test and two assessed tasks incorporating developed writing/literacy. Ongoing teacher assessment by observation and questioning. Peer/Self-Assessment of in-class activities Key Word Assessments as part of Homework Presentation of Classwork</p>



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		<ul style="list-style-type: none"> • Synoptic/cross-curricular links, e.g. with Geography as we study worship around the world 	Group presentations will be a key form of assessment for this unit
Galilee to Jerusalem	<ul style="list-style-type: none"> • Students will understand the role of discipleship • Students will look at the role of evangelism and evangelical Councils • What is the sacrament of ordination? And the debate regarding female ordination • Students will discuss the question: Is it easier to be a disciple today? • Students will evaluate the role of enclosed orders in a modern society • Students will research charities for the persecuted. 	<ul style="list-style-type: none"> • Evaluation skills – students will be able to evaluate the strength of those arguments presented by the Church • Literacy – key literacy skills will be developed through reading key Biblical texts • Critical thinking – students will develop those skills required to criticise arguments and create counter arguments • Detailed writing – students will be able to create their own detailed pieces of work regarding key figures • Synoptic/cross-curricular links, e.g. with Geography as we study Christian persecution in the world 	<p>Ongoing assessment over the term including keyword test and two assessed tasks incorporating developed writing/literacy.</p> <p>Ongoing teacher assessment by observation and questioning.</p> <p>Peer/Self-Assessment of in-class activities</p> <p>Key Word Assessments as part of Homework</p> <p>Presentation of Classwork</p>