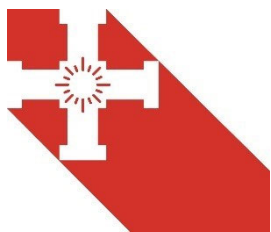


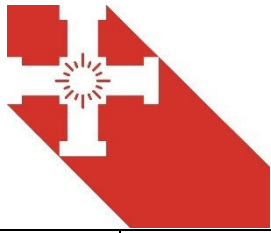
Curriculum Map: Year 9

Subject: Religious Education

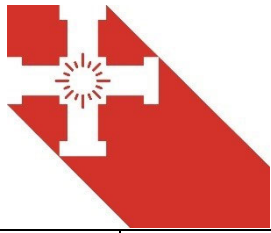
Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Creation and Covenant	<ul style="list-style-type: none"> • Introduction - Comparing Gen 1 & Gen 2 on the Creation of Humans • How do the creation narratives highlight the dignity of humans • The Importance of Imago Dei for Humans • How did ancient humans view dignity? - link to indigenous religion • The work of Bartolome de la Casas and the dignity of all humans • Does life begin at conception? - link to non-religious viewpoint • The Right to Life Organisation & Movement • The Purpose of Marriage • Can a promise really be for life? The sacramental nature of marriage 	<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 	<p>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.</p> <p>Key Word Assessments Teacher questioning within lessons. Presentation of classwork in books.</p> <p>Peer and Self-Assessment of classwork</p>
Prophecy and Promise	<ul style="list-style-type: none"> • Introduction - what is typology? Adam as Christ, Eve as Mary • Who is the Blessed Virgin Mary? The Four Marian Dogmas • The Story of Esther: Humble, Exaltation, Faith & Salvation 	<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 	<p>Formal assessment of understanding through multi-layered assessments – this will display student understanding of both religious and non-religious arguments, presenting their critical</p>



	<ul style="list-style-type: none"> • The Magnificat - links between Mary and Esther • How did the women of the Old Testament keep salvation alive? • 'All generations will call me blessed' - Marian Prayer • Marian Artwork • Do Catholics pay too much attention to Mary? • 'Religion should have nothing to do with politics' • Women of the Magnificat: Dorothy Day 	<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>
Galilee to Jerusalem	<ul style="list-style-type: none"> • Introduction - The historical context of Mark's Gospel • The Nature of Discipleship: Rewards, Failures & Evangelisation • Vocation: Baptismal Priesthood • Sacrament of Holy Orders • Should women be priests? • 'Poor for the Poor' - The Nature of the Church • Is it easier to be a disciple today? • Documentary: Life in the Convent • Discipleship in Enclosed Orders: Dominicans and Franciscans • Standing up for the Persecuted: Open Doors 	<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 Geography and the work of worldwide charities 	<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>



<p>Desert to Garden</p>	<ul style="list-style-type: none"> • Introduction - Covenants by blood - Herod's Temple • Atonement in Judaism: From High Priests to Jesus • Expressing The Mystery of Redemption • The New and Everlasting Covenant • Christ as High Priest & His Body 'the Temple' • 'All one in Christ' - sacrifice overcomes sin • 'Are some deeds too awful to be forgiven?' Capital Punishment • Forgiveness for Peace: Gee Walker • Working for Justice: Pax Christi • Film Study: Redemption within Les Miserable 	<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 Media and the use of religious ideas in film/sociology through a study of capital punishment 	<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> <p>Group Presentations will be a key form assessment for this unit</p>
<p>To the Ends of the Earth</p>	<ul style="list-style-type: none"> • Introduction - what is the Church? • The Church in 1st Century Corinth • The Church on Earth 'the universal sacrament of salvation' • The Church in Heaven: Angels & The Intercession of Saints • The Church being Purified: Purgatory and Prayers of the Dead • The Church as the Body of Christ: Ecumenism • Is Christ the only true authority? 	<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.</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>



	<ul style="list-style-type: none"> • Devotion of Saints and Angels in Liturgy- the link between heaven and earth • Is praying to saints considered worship? • Angels: Iconography and Popular Culture • How are our lives impacted by Saints and Angels? 		<p>Group presentations will be a key form of assessment for this unit</p>
<p>Dialogue & Encounter with a Study of Buddhism</p>	<p>Dialogue and Encounter</p> <ul style="list-style-type: none"> • Introduction - Intercultural Dialogue: Meeting God in Friend and Stranger • Dialogue supporting the Common Good: Local, National and International • 'You only believe what you do because of how you were brought up' • How does religion influence modern culture? <p>Buddhism</p> <ul style="list-style-type: none"> • Introduction- Who was Siddhartha? • The Three Universal Truths • The Four Noble Truths • The Eightfold Path • The 5 Precepts • Karma • Life after Death • The Buddhist Temple • Wesak • Buddhism and Conflict 	<ul style="list-style-type: none"> • Evaluation skills – students will be able to evaluate the strength of those arguments presented • Literacy – key literacy skills will be developed through reading religious scripture • 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 one of the major world faiths 	<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</p> <p>Key Word Assessments as part of Homework</p> <p>Presentation of Classwork</p>