

MOOR PARK HIGH SCHOOL: CURRICULUM

Key Stage 3 Long Term Planning

Year 7 2019-2020 INTENT:

The year 7 RE curriculum follows the Lancashire Agreed Syllabus (2016) - '**The search for meaning**'. In the planning we have created opportunities for pupils to reflect on the material which will help their search for personal meaning. The planning provides an enquiry-based approach where at the centre is the question 'What does it mean to be human?' exploring answers offered by religion and belief. The exploration has focused on four areas: shared human experience, living religious tradition, beliefs and values and the search for personal meaning. Pupils will develop insight into their own sense of identity and belonging relating to communities, their place within them and with reference to their exploration of religious communities.

The theme question for year 7 as prescribed by Lancashire Agreed Syllabus is: '**where do I belong?**' There will be a focus question for each unit studied. Pupils will explore the basic principles and beliefs of Hinduism (where can we see signs of belonging?), Sikhism (what builds our community?), Christianity (who is my neighbour?) and Humanism/Christianity (created or chance – how did our world begin?)

Faculty Area: Humanities – RE

Year 7	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Knowledge	Origins of Hinduism	Where can we see signs of belonging? Hinduism	Where can we see signs of belonging? Hinduism	Who is my neighbour? Christianity (Jesus)	Who is my neighbour? Christianity - Jesus	What builds our community? Sikhism	Created or chance -how did our world begin? Christianity (God)	Non-religious views on origins of the universe -Differing view of scripture - Duty of stewardship and examples of how this might affect the attitudes and actions of a believer -Arguments for and against the existence of a creator God

Year 7 Curriculum Overview:

Term	Topic	Learning Objectives	Skills Developed	Assessment				
Autumn 1	Origins of Hinduism	-Who do Hindus believe in? - What do Hindus believe in? - When did Hinduism begin? - Where did Hinduism begin? - How did Hinduism begin?	-Why Hindus prefer to call their religion Sanatan dharma -The Hindu concept of God using analogy and symbols. -The difference between monotheism and polytheism -The different aspects of the Trimurti -Examine a selection of Hindu Gods/goddesses and what characteristics of Brahman they represent -Examine Avatars and their roles	-Parable of the Good Samaritan and application of Love Thy Neighbour -How the parable of the Goats and Sheep teaches Christians to Love Thy Neighbour -Story of the temptation of Jesus and how this links to Lent -Sacrifice and its importance in Christianity -Concept of Agape and how this influences a Christian -Importance of the Sikh Holy book -Gurdwara: key roles/features/how it helps the community	-Formation and development of Sikhism -Sikh beliefs about God (Waheguru) -Khanda: its meaning and significance - Guru Nanak -key events and key teachings	-Langar/sewa and how this links to equality -Formation of the Khalsa/ -5K's and its significance	-Created or chance – how did our world begin? Christianity (God)	Super Learning Week – 3 Days
Autumn 2	Where can we see signs of belonging? Hinduism	-Hindu festival of Diwali -How being together helps to express beliefs -The symbolism of light and the recurring theme of good overcoming evil that is found in Hindu scriptures -Explore Ramayana	-Who is my neighbour? Christianity (Jesus)	-Key events of Jesus' life				
Spring 1	Who is my neighbour? Christianity (Jesus)							
Spring 2	Who is my neighbour? Christianity - Jesus							
Summer 1	What builds our community? Sikhism							
Summer 2	Created or chance -how did our world begin? Christianity (God)							

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			-Jesus' teaching of 'love Thy neighbour' and reflection of this					
Skills	<ul style="list-style-type: none"> -Identify/Describe: -Writing to explain (who, what, when, where, why and how Hinduism originated) 	<ul style="list-style-type: none"> -To describe/explain the Hindu concept of God -Comparison: monotheism and polytheism -To create a cohesive opinion on beliefs about God with justification 	<ul style="list-style-type: none"> - To describe/explain features of a Mandir and why they are there. - To describe/explain how the Mandir helps the local community. -Explore and analyse the festival of Divali -To compare/contrast Hindu Temples in Preston and India 	Identify/describe/explain/opinion/compare/contrast: One skill to be tested on each area studied	<ul style="list-style-type: none"> -Explain what makes Guru Nanak a significant leader? -Explain beliefs about God -Explain key features of a Gurdwara -Explore how the Guru Granth Sahib is used - Explore how the Gurdwara serves the community 	<ul style="list-style-type: none"> -Explain the 5K's and how this affects the life of a Sikh -Develop connection and links with the content studied in the unit -Basic evaluation: Dress code question 	<ul style="list-style-type: none"> -Compare Christian and Humanist views about the existence of God and how the world should be treated. -Explain creation story/concept of Stewardship 	
Connections to previous learning		<ul style="list-style-type: none"> -Pupils are expected to cover the basic concepts and beliefs of Hinduism at KS2 -Baseline assessment on knowledge on Hinduism 	<ul style="list-style-type: none"> Pupils are expected to cover the basic concepts and beliefs of Hinduism and Christianity at KS2 -Baseline assessment on knowledge on Christianity 	<ul style="list-style-type: none"> Pupils are expected to cover the basic concepts and beliefs of Christianity at KS2 	<ul style="list-style-type: none"> Pupils are expected to cover the basic concepts and beliefs of Sikhism at KS2 Baseline assessment on knowledge on Sikhism 	<ul style="list-style-type: none"> Pupils are expected to cover the basic concepts and beliefs of Christianity at KS2 	<ul style="list-style-type: none"> Pupils are expected to cover the basic concepts and beliefs of Christianity at KS2 	Learning material from previous topics for end of year exam
Assessment		<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -Question – Is Hinduism monotheistic or polytheistic? Explain and justify your answer What are your beliefs about God? How are they similar/different to the Hindu beliefs about God? 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC CAP 1: Design and write about a Hindu Temple/worship and how it serves the local community 	<ul style="list-style-type: none"> -Regular knowledge quizzes/test linked to the PLC (Knowledge quiz) 	CAP 2 - Assessment on unit <ul style="list-style-type: none"> -Extended writing on Guru Nanak. What makes Guru Nanak a significant leader? 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC CAP 3: Dress code question linking in various content of the Sikhism unit studied 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -Evaluation: Christianity and Humanism – Does God Exist? 	End of year exam
Homework	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular		<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube -Hindu artefacts -Homework student textbook 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips - BBC teach/true tube/Miracle maker -Hindu artefacts -Homework student textbook 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/miracle maker -Homework student textbook 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video clips – BBC teach/true tube/animated world faith – Guru Nanak -Homework student textbook 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video clips – BBC teach/true tube – Guru Nanak -Homework student textbook 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video clips – BBC teach/true tube -Homework student textbook 	

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Key Stage 3 Long Term Planning

Year 8 2019-2020 INTENT:

The year 8 RE curriculum follows the Lancashire Agreed Syllabus (2016) - 'The search for meaning'. In the planning we have created opportunities for pupils to reflect on the material which will help their search for personal meaning. The planning provides an enquiry-based approach where at the centre is the question 'What does it mean to be human?' exploring answers offered by religion and belief. The exploration has focused on four areas: shared human experience, living religious tradition, beliefs and values and the search for personal meaning. Pupils will develop insight into their own sense of identity and belonging relating to communities, their place within them and with reference to their exploration of religious communities.

The theme question for year 8 as prescribed by Lancashire Agreed Syllabus is: '**What guides us?**' There will be a focus question for each unit studied. The first unit to be studied is 'what can we learn from religious leaders? In this unit pupils will learn the impact some religious leaders have had on religion and society. Jesus, Prophet Muhammed (pbuh), Moses and the Buddha will be studied. The focus question for the second unit is 'what is the truth?' Pupils will investigate the meaning and truth within Christianity studying the concept of God, the Trinity, The Bible, different types of revelation, the afterlife, resurrection, miracles and the creed.

Faculty Area: Humanities - RE

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Knowledge	What can we learn from religious leaders? (Christianity: Jesus) -Key events of Jesus' life -Old Testament teachings on the messiah -Arguments for and against Jesus as the messiah -Why disciples followed Jesus -Gospel teachings -What different Jewish groups thought of the Messiah -Miracles as evidence for and against Jesus as the messiah -Crucifixion and resurrection	What can we learn from religious leaders? (Christianity: Jesus Islam: Prophet Muhammed (pbuh)) -Radical/revolutionary Jesus -What can we learn from Jesus? -Key events in the life of the Prophet Muhammed (pbuh) -Key teachings of Prophet Muhammed (pbuh)	What can we learn from religious leaders? (Islam: Prophet Muhammad pbuh Buddhism: Buddha) -What can we learn from Prophet Muhammed (pbuh)? -Similarities and differences between Jesus and Prophet Muhammed (pbuh) Key events in the life of the Buddha -Key teachings of the Buddha including the universal principles and the noble truths	What can we learn from religious leaders? (Buddhism: Buddhism Judaism: Moses) The eightfold path. -What can we learn from the Buddha? -Key events in the life of Moses -Key teachings of Moses -What can we learn from Moses? - How is Exodus remembered today? Pesach	What is the truth? (Christianity) -Belief in God. Characteristics of God and evidence from scripture to support this. -Trinity: all three aspects of the trinity studied -Definitions and examples of special and general revelation from the Bible -Literal and metaphorical interpretation of the Bible -Miracles performed by Jesus and its validity -Modern miracles studied	What is the truth? Christianity -Apostles creed -Alternative explanations of the resurrection -Heaven and hell -Revision for end of year exam	Super Learning Week – 3 Days
Skills	Explore/describe/explain: -Key events of Jesus' life -Most important events to Christians -Different accounts of the Crucifixion and resurrection of Jesus Examine: -Scriptures related to the Messiah	Examine: -Sacred texts on what is revolutionary and/or radical about some of Jesus' teachings -Scripture linked to the key teachings of Prophet Muhammed (pbuh)	Explore/describe/ Explain: -Key events of Buddha's life -Enlightenment/universal principles/four noble truths Compare/contrast: -Key events of Jesus and Prophet Muhammed (pbuh)	Explore/describe/ Explain: -Key events of Moses' life. - Eightfold path. Examine:	Examine/Describe/ Explain: -Christian beliefs about God -Beliefs about the Trinity	Explain/Examine/ describe -What happened to Jesus? Resurrection, crucifixion -What is the Apostles Creed?	

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	<ul style="list-style-type: none"> -Jewish qualities of a Messiah -Arguments for and against Jesus as the Messiah <p>Why:</p> <ul style="list-style-type: none"> -Jesus suffered -Someone may want to follow Jesus (Disciples/Gospels) -Christians believe some events of Jesus' life hold more significance and relevance 	<ul style="list-style-type: none"> -How the Prophet Muhammed (pbuh) was treated by people in Mecca and why? <p>Explore/Describe/Explain:</p> <ul style="list-style-type: none"> -Key events in the life of Prophet Muhammed (pbuh) -Key teachings of Prophet Muhammed (pbuh) including belief in one God and life after death <p>Reflect/opinion:</p> <ul style="list-style-type: none"> -What can we learn from Jesus? 	<p>Reflect/opinion:</p> <ul style="list-style-type: none"> -What can we learn from Prophet Muhammed (pbuh)? <p>Why?</p> <ul style="list-style-type: none"> -What event has had more impact or is more significant? 	<p>Scripture linked to Buddha's key teachings</p> <p>Reflection/Evaluation:</p> <ul style="list-style-type: none"> -Do teachings of the Buddha have any relevance in the modern world? Arguments for and against this with a justified conclusion 	<ul style="list-style-type: none"> -Whether Christianity is monotheistic or polytheistic -Different miracles performed by Jesus -A modern miracle -What miracles teach Christians about Jesus and God <p>Compare and contrast:</p> <ul style="list-style-type: none"> -Special and general revelation -Different interpretations of the Bible (literal and metaphorical) -Different miracles -The Bible to another holy book <p>Opinion/Reflection:</p> <ul style="list-style-type: none"> -Which miracle studied is personal favourite and why? -Do miracles happen today? <p>Evaluate:</p> <ul style="list-style-type: none"> 'The Bible was written by so many people that it cannot be true.' 	<ul style="list-style-type: none"> -What happens when we die? <p>Compare and contrast:</p> <ul style="list-style-type: none"> -Different beliefs about the resurrection of Jesus <p>Reflect/opinion;</p> <ul style="list-style-type: none"> What do you think happens when we die? 	
Connections to previous learning	<p>Baseline assessment on all key leaders to be completed in first lesson.</p> <p>Year 7 Spring 1 Jesus' life and teachings Crucifixion and resurrection</p>	<p>Mind map baseline assessment completed on Prophet Muhammed (pbuh)</p>	<p>Mind map baseline assessment completed on Moses</p> <p>Year 8 Autumn 1 and 2 Jesus</p> <p>Year 7 Autumn 2 Life and teachings of Jesus</p>	<p>Mind map baseline assessment completed on Buddha</p> <p>Year 8: Autumn 1 and 2 and Spring 1 Linking all leaders to see overall impact and what can be learnt from them?</p>	<p>Year 7 Autumn 1 Monotheism and polytheism – recap on what the terms mean</p> <p>Year 8 – Autumn 1 Miracles</p>	<p>Year 8 Autumn term 1 Jesus</p> <p>Year 7 Autumn term 2 Homework completed on Jesus in Islam</p>	<p>End of year exam - revisiting all units studied</p>
Assessment	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -Why is the crucifixion and resurrection so important to Christians? 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC CAP 1: Extended writing: Who was/is Jesus? 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -Similarities and difference between Jesus and Muhammed (pbuh) 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -CAP 2: Assessment including extended writing: 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -Compare special and general revelation using examples. 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -High stakes testing -End of year exam testing content and 	

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	-Do you think Jesus was the Messiah the Jews were waiting for? Use evidence to support the points made		- Diagnostic testing on Prophet Muhammed (pbuh)	'The teachings of Buddha have no relevance today.'	Which one has more impact and why?	skills from all units studied in year 8	
Homework	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/miracle maker/Animated world faiths – Jesus -Subject ambassodars 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/Animated world faiths – Prophet Muhammed (pbuh) -Subject ambassodars 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/ -Tube Animated world faiths: Buddha -Subject ambassodars 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/ -Subject ambassodars -Prince of Egypt 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips/ BBC teach/true tube/miracle maker -Subject ambassodars 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/miracle maker -Subject ambassodars 	

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Key Stage 3 Long Term Planning

Year 9 2019-2020 INTENT:

The year 9 RE curriculum follows the Lancashire Agreed Syllabus (2016) - 'The search for meaning'. In the planning we have created opportunities for pupils to reflect on the material which will help their search for personal meaning. The planning provides an enquiry-based approach where at the centre is the question 'What does it mean to be human?' exploring answers offered by religion and belief. The exploration has focused on four areas: shared human experience, living religious tradition, beliefs and values and the search for personal meaning. Pupils will develop insight into their own sense of identity and belonging relating to communities, their place within them and with reference to their exploration of religious communities.

The theme question for year 9 as prescribed by Lancashire Agreed Syllabus is: '**where can we seek the truth and find meaning?**' There will be a focus question for each unit studied. The first unit to be studied is 'how should a British Muslim lead a morally good life? In this unit pupils will develop an understanding of the key Islamic beliefs about God and the importance of the Sunnah, Qur'an and the Hadith in guiding Muslims. They will investigate Islamic beliefs on how to lead a moral and charitable life. They will also explore differing attitudes and interpretations on what it means to be a Muslim in modern Britain, including issues such as modesty and the role of women. The focus question for the second unit is 'how should a British Christian lead a morally good life?' Pupils will investigate the key Christian beliefs about God and the importance of the Bible and Jesus in guiding Christians. They will investigate Christian beliefs on how to lead a moral and charitable life. They will explore differing attitudes and interpretations on what it means to be a Christian in modern Britain including looking at Christian charities and the Church's response to world poverty.

Faculty Area: Humanities – RE

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Knowledge	How should a British Muslim lead a morally good life? (Islam) -Diversity in Islam; Sunni/Shia split -Belief about God/Tawhid/shirk -Shahadah and Ten obligatory acts -Prayer (Salah) – How and Why Muslims pray -How does all the content above allow Muslims to lead a morally good life?	How should a British Muslim lead a morally good life? (Islam) -Zakat, what it is and why it is given -Different types of Charity -Lilah/Sadaqat as well as Zakat and their benefits -Ramadan/Saum – the origins, benefits, drawbacks and exceptions -Why the night of power is important to Muslims -Role and significance of Pilgrimage to Makkah/Hajj -Origins, influence and significance of Jihad	How should a British Muslim lead a morally good life? (Islam) The difference between greater and lesser Jihad -Festival of Eid-ul-Fitr: how and why it is celebrated -Festival of Eid-ul-Adha: how and why it is celebrated -Festival of Ashura: how and why it is celebrated -Teaching and beliefs of Prophet Muhammed (pbuh) -Consider what it means to live as a Muslim Revision	How should a British Christian lead a morally good life? (Christianity) -Beliefs about God/Qualities of God -Different types of worship -Nature and use prayer and its significance -To understand the Lord's Prayer -Meaning, role and significance of sacraments for Christians -Significance of baptism Difference between infant and adult baptism	How should a British Christian lead a morally good life? (Christianity) -Eucharist and how it is celebrated -Role and importance of pilgrimage, including contrasting examples of Lourdes and Iona -Role and importance of festivals -Festival of Christmas: why and how it is celebrated -Festival of Easter: why and how it is celebrated -Role of the church in the local community -Work of Church pastors -Place of mission and evangelism in the Church	How should a British Christian lead a morally good life? (Christianity) -Strategies to encourage Church growth -The role of the Church in working for reconciliation. Understand the problems of persecution of Christians. -Understand the Church's response to world poverty -Understand the work and motivation of three Christian charities End of year exam	Super Learning Week – 3 Days

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Skills	<p>Explore/Describe/Explain: -Concept of Tawhid/shirk -The first three pillars of Islam</p> <p>Examine: -The importance of each pillar and how this influences Muslims today</p> <p>Compare and contrast: -Different forms of Charity</p> <p>Reflect/why: -How the content studied leads Muslims to lead a morally good life.</p>	<p>Explore/describe/explain: -The fourth and fifth pillar of Islam</p> <p>Examine: -Explain how the night of power changes the routine of many Muslims in Ramadhan</p> <p>Evaluate: -‘Greater Jihad is more important than lesser Jihad.’ -‘Prayer is more beneficial than Hajj.’</p> <p>Opinion: ‘It is easier to observe Ramadhan in a Muslim country than it is in the UK’ – provide detailed reasons for your opinion.</p> <p>Reflect/why: -How the content studied leads Muslims to lead a morally good life.</p>	<p>Explore/describe/Explain: -Teachings from the Qur'an on the history of each festival</p> <p>Examine: -Some key teachings and beliefs of Prophet Muhammad (pbuh)</p> <p>Evaluate: -Some ways in which the festival is celebrated</p> <p>Opinion: Which festival holds more significance today for British Muslims and why?</p> <p>Reflect: -How easy or difficult is it to be a Muslim in modern Britain? -Are Islamic values compatible with British values? -What does it mean to live as a Muslim?</p>	<p>Explore/describe/explain: -The differences between liturgical and non-liturgical Beliefs about God</p> <p>Examine: -Lord's prayer and its significance</p> <p>Compare and contrast: -Different types of worship</p> <p>Evaluate: -‘All Christians should be baptised’</p>	<p>Explore/describe/Explain: - Place of mission in the Church</p> <p>Examine: -How an evangelist may be different to a missionary</p> <p>Evaluate: -Describe how pilgrimage might strengthen someone’s faith</p> <p>Opinion: -‘The most important sacrament is Baptism’</p>	<p>Explore/describe/Explain: -How does the parable of the sheep and Goat influence Christians?</p> <p>Examine: -The teachings that influence Christians</p> <p>Evaluate: -Explain the role of Jesus in reconciling people to God</p> <p>Compare and contrast: -Explain two contrasting ways in which the Eucharist is celebrated.</p> <p>Reflect/why: -Why is pilgrimage an act of worship? -Why might some people say that pilgrimage is not needed?</p> <p>Evaluate: -‘Easter should be the happiest time of the year for Christians.’</p> <p>Opinion: -‘The festival of Christmas had lost its true meaning.’ -‘Religion is not relevant in the modern world.’</p>
Connections to previous learning	Baseline assessment completion	<u>Year 8 Autumn 2 and Spring 1</u> Prophet Muhammad (pbuh) Religious Leaders unit	<u>Year 8 Autumn 2 and Spring 1</u> Prophet Muhammad (pbuh) Religious Leaders unit	<u>Year 8</u> Summer 1 – Belief in God	<u>Year 7 - Autumn 2</u> Life of Jesus <u>Year 8 - Autumn 1</u> Religious leaders (Jesus – focus on crucifixion and resurrection)	<u>Year 7 - Spring 1</u> -Social injustice -Parable of Goat and Sheep End of year exam – revisit material from all units.

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Assessment	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -Explain two ways in which the importance of prayer influences Muslims today - Explain the Shahadah - Explain why the Shahadah is important to Muslims - Explain the similarities and differences between Sunni and Shia Muslims. 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC <p>CAP 1:</p> <ul style="list-style-type: none"> -Explain two ways in which Zakat is important. Refer to Muslim teachings in your answer (5 marks) -Explain contrasting ways of practicing Salah (4 marks) -Explain two benefits of saum. Refer to scripture in your answer. (5 marks) <p>-Explain how the night of power changes the routine of many Muslims during Ramadhan</p>	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC <p>'Prayer is more beneficial than Hajj.' Evaluate this statement.</p> <ul style="list-style-type: none"> -Explain contrasting ways in which the festival of Ashura is celebrated - 'Greater Jihad is more beneficial than lesser Jihad.' Evaluate this statement <p>CAP 2: End of unit assessment</p>	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC <p>-Explain the difference between liturgical and non-liturgical worship</p> <ul style="list-style-type: none"> - 'All Christians should be baptised.' Evaluate this statement <p>CAP 3: One 5 mark explain question and one 8-mark evaluation question</p>	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC <p>-Explain contrasting ways on which the Eucharist is celebrated.</p> <ul style="list-style-type: none"> -Explain why Pilgrimage is important to Christians and why it strengthens their faith - 'Easter should be the happiest time of the year for Christians.' Evaluate this statement. 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC <p>-Explain two ways in which a worldwide Christian relief organization carries out its mission overseas</p> <p>End of year exam</p>	
Homework	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -DVD clips – BBC teach/true tube -Subject ambassodars 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/C4 documentary 'the greatest journey on earth/Hajj -Subject ambassodars 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -DVD clips – BBC teach/true tube -Subject ambassodars 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -DVD clips – BBC teach/true tube -Subject ambassodars 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -DVD clips – BBC teach/true tube -Subject ambassodars 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -DVD clips – BBC teach/true tube -Subject ambassodars 	

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Key Stage 4 Long Term Planning

Year 10 2019-2020 SYLLABUS:

The exam board AQA specification A (8062) is taught. Pupils sit two exams at the end of year 11.

Paper 1 is the Religions paper where the two religions studied are Christianity and Islam.

Paper 2 is the Themes paper where students will study four different themes and then link in the two religions (Christianity and Islam) to the areas being studied. The themes which will be studied are:

Paper 2

Theme A: Religion, relationships and families

Theme B: Religion and life

Theme D: Religion, peace and conflict

Theme E: Religion, crime and punishment

Curriculum Area:

Two religions, their key beliefs and one theme is taught over the course of the year.

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year 10 Work Experience – 1 Week	Super Learning Week – 3 Days
Syllabus	<u>Islam: Beliefs and teachings</u>	<u>Islam: Beliefs and teachings</u>	<u>Theme B: Religion and life</u>	<u>Theme B: Religion and Life</u>	<u>Theme D: Religion, peace and conflict</u>	<u>Christianity: Beliefs</u>		
Knowledge	Key Beliefs <ul style="list-style-type: none"> -The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences -Tawhid (the Oneness of God), Qur'an Surah 112 The nature of God -Angels, their nature and role Akhirah (life after death) Authority <ul style="list-style-type: none"> -Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad The Holy books: <ul style="list-style-type: none"> -Qur'an: revelation and authority, the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority 	Akhirah (life after death) Authority <ul style="list-style-type: none"> -Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad The Holy books: <ul style="list-style-type: none"> -Qur'an: revelation and authority, the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority 	The origins and value of the universe <u>The origins of the universe, including:</u> <ul style="list-style-type: none"> -Religious teachings about the origins of the universe, and different interpretations of these -The relationship between scientific views, such as the Big Bang theory, and religious views 	he origins and value of human life <u>The origins of life, including:</u> <ul style="list-style-type: none"> -Religious teachings about the origins of human life and different interpretations of these -The relationship between scientific views, such as evolution, and religious views 	Religion, Peace and conflict: End of Topic (Started the unit in year 9) -Weapons of Mass Destruction Holy War -Religion as a cause of war	Jesus Christ and salvation <ul style="list-style-type: none"> -The incarnation and Jesus as the Son of God -The crucifixion, resurrection and ascension -Sin, including original sin -The means of salvation, including law, grace and Spirit -The role of Christ in salvation including the idea of atonement 		

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	<ul style="list-style-type: none"> -Predestination and human freedom and its relationship to the Day of Judgement 	<ul style="list-style-type: none"> -The imamate in Shi'a Islam: its role and significance 	<ul style="list-style-type: none"> -The value of the world and the duty of human beings to protect it -The use and abuse of the environment -The use and abuse of animals, including animal experimentation and the use of animals for food 	<ul style="list-style-type: none"> -The concepts of sanctity of life and the quality of life -Abortion including ethical arguments related to abortion and euthanasia -Beliefs about death and an afterlife, and their impact on beliefs about the value of human life 	<ul style="list-style-type: none"> -Role of religion in the 21st century -Responding to victims of war <p><u>Christianity beliefs</u></p> <p>Key beliefs</p> <ul style="list-style-type: none"> -The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering -The oneness of God and the Trinity: Father, Son and Holy Spirit -Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3) -Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell 		
Skills	<u>Which one of the following.... and Give two reasons.... and Explain contrasting views on.... and Explain how...influences..... and Explain two religious beliefs about..... and Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupil/class.</u>	<u>Which one of the following.... and Give two reasons.... and Explain contrasting views on.... and Explain how...influences..... and Explain two religious beliefs about..... and Evaluate the following statement....</u>	<u>Which one of the following.... and Give two reasons.... and Explain contrasting views on.... and Explain how...influences..... and Explain two religious beliefs about..... and Evaluate the following statement....</u>	<u>Which one of the following.... and Give two reasons.... and Explain contrasting views on.... and Explain how...influences..... and Explain two religious beliefs about..... and Evaluate the following statement....</u>	<u>Which one of the following.... and Give two reasons.... and Explain contrasting views on.... and Explain how...influences..... and Explain two religious beliefs about..... and Evaluate the following statement....</u>	<u>Which one of the following.... and Give two reasons.... and Explain contrasting views on.... and Explain how...influences..... and Explain two religious beliefs about..... and Evaluate the following statement....</u>	<p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupil/class.</p>

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Assessment	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question 4 mark and 5-mark question CAP 1: Mid unit assessment 1,2,4 and 5-mark questions. 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question -CAP 2: 12-mark question 'Prophet Adam is the most important Prophet in Islam.' Evaluate this statement (12 marks) 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question -CAP 3: a complete paper combining questions from the previous unit. 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question -CAP 4: End of unit assessment with 1,2,4,5,12-mark question 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question -CAP 5: one 4 mark and one 5 mark exam question on Religion, war and peace -CAP 6: one 12 mark exam question on Christianity - Evil and suffering. Extended writing. Evaluation skill being the key focus 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question -End of year exam. All topics covered from year 9 and year 10 to be tested 	
Homework	<ul style="list-style-type: none"> -A range of knowledge check activities including: quizzes key words test PLC review work redrafting exam answers revision tasks -Practice GCSE exam questions 	<ul style="list-style-type: none"> -A range of knowledge check activities including: quizzes key words test PLC review work redrafting exam answers revision tasks -Practice GCSE exam questions 	<ul style="list-style-type: none"> -A range of knowledge check activities including: quizzes key words test PLC review work redrafting exam answers revision tasks -Practice GCSE exam questions 	<ul style="list-style-type: none"> -A range of knowledge check activities including: quizzes key words test PLC review work redrafting exam answers revision tasks -Practice GCSE exam questions 	<ul style="list-style-type: none"> -A range of knowledge check activities including: quizzes key words test PLC review work redrafting exam answers revision tasks -Practice GCSE exam questions 	<ul style="list-style-type: none"> -A range of knowledge check activities including: quizzes key words test PLC review work redrafting exam answers revision tasks -Practice GCSE exam questions 	
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied -subject ambassodars -AQA revision guide 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied -subject ambassodars -AQA revision guide 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied -subject ambassodars -AQA revision guide 	<ul style="list-style-type: none"> - RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied -subject ambassodars -AQA revision guide 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied -subject ambassodars -AQA revision guide 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied -subject ambassodars -AQA revision guide 	

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Key Stage 4 Long Term Planning

Year 11 2019-2020 SYLLABUS:

Curriculum Area:

The exam board AQA specification A (8062) is taught. Pupils sit two exams at the end of year 11. Each exam is 1 hour 45 minutes.

Paper 1 is the Religions paper where the two religions studied are Christianity and Islam.

Paper 2 is the Themes paper where they will study four different themes and then link the two religions (Christianity and Islam) to the areas being studied. The themes which will be studied are:

Theme A: Religion, relationships and families

Theme B: Religion and life

Theme D: Religion, peace and conflict

Theme E: Religion, crime and punishment

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	<u>Islam: Practices</u>	<u>Theme D: Religion War and peace</u>	<u>Christianity beliefs recap</u> <u>Christianity practices</u>	<u>Christianity: practices</u> <u>Revision paper 1</u>	<u>Revision:</u> <u>Paper 2</u>
Knowledge	<ul style="list-style-type: none"> -Worship in Islam. The five pillars and the Ten Obligatory Acts of Shia Islam (students will study the Five Pillars and Jihad in both Sunni and Shia Islam) -The Shahadah: importance and significance -Salah and its significance including Jummah prayer and key differences between Sunni and Shia practices -Sawn and the role and significance of fasting -Zakah as a duty and ideas about Khums and Sadaqah -Hajj – places visited, and actions performed -Jihad – greater and lesser -Festivals: 	<ul style="list-style-type: none"> -Contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: <ul style="list-style-type: none"> • Violence • Weapons of mass destruction • Pacifism <p>Religion, violence, terrorism and war</p> <ul style="list-style-type: none"> -The meaning and significance of: Peace, justice, forgiveness, reconciliation, Violence, including violent protest -Terrorism 	<p>Christianity beliefs.</p> <ul style="list-style-type: none"> -Jesus -Sin -Salvation -Resurrection -Ascension <p>Christianity practices</p> <p>Worship and festivals</p> <ul style="list-style-type: none"> -Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible. -Private worship -Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer 	<p>Christianity practices:</p> <p>The role of the church in the local and worldwide community</p> <ul style="list-style-type: none"> -The role of the Church in the local community, including food banks and street pastors -The place of mission, evangelism and Church growth <p>The importance of the worldwide Church including:</p> <ul style="list-style-type: none"> -working for reconciliation How Christian churches respond to persecution -The work of one of the following: Catholic Agency. For Overseas Development (CAFOD), Christian Aid, Tearfund 	<u>Paper 2</u> Theme A: Religion, relationships and families Theme B: Religion and life Theme D: Religion, peace and conflict Theme E: Religion, crime and punishment

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	<p>Eid ul-fitr – why and how it is celebrated</p> <p>Eid ul-adha – why and how it is celebrated</p> <p>Ashura – why and how it is celebrated</p>	<ul style="list-style-type: none"> -Reasons for war, including greed, self-defence and retaliation. -The just war theory, including the criteria for a just war -Holy war -Arguments for and against pacifism and religious views on pacifism <p>Religion and belief in 21st century conflict</p> <ul style="list-style-type: none"> -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 -Religious responses to the victims of war including the work of one present day religious organisation 	<ul style="list-style-type: none"> -The role and meaning of the sacraments: -The sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism -The sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. -The role and importance of pilgrimage and celebrations including: two contrasting examples of Christian pilgrimage: Lourdes and Iona -The celebrations of Christmas and Easter, including their importance for Christians in Great Britain today 	<p>Paper 1</p> <p>Christianity beliefs Christianity Practices Islam beliefs Islam practices</p>	
Skills	<p><u>Which one of the following.... and</u> <u>Give two reasons.... and</u> <u>Explain contrasting views on.... and</u> <u>Explain how...influences..... and</u> <u>Explain two religious beliefs about..... and</u> <u>Evaluate the following statement....</u></p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupil/class.</p>	<p><u>Which one of the following.... and</u> <u>Give two reasons.... and</u> <u>Explain contrasting views on.... and</u> <u>Explain how...influences..... and</u> <u>Explain two religious beliefs about..... and</u> <u>Evaluate the following statement....</u></p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupil/class.</p>	<p><u>Which one of the following.... and</u> <u>Give two reasons.... and</u> <u>Explain contrasting views on.... and</u> <u>Explain how...influences..... and</u> <u>Explain two religious beliefs about..... and</u> <u>Evaluate the following statement....</u></p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupil/class.</p>	<p><u>Which one of the following.... and</u> <u>Give two reasons.... and</u> <u>Explain contrasting views on.... and</u> <u>Explain how...influences..... and</u> <u>Explain two religious beliefs about..... and</u> <u>Evaluate the following statement....</u></p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupil/class.</p>	<p>Rotation of practice question types linked to skills from throughout the whole programme.</p>

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Assessment	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question -CAP 1: 12-mark question. Extended writing with evaluation being the focus or end of unit assessment depending on mock exam date. 'Is Prayer more beneficial than Hajj.' (Evaluate). 	<ul style="list-style-type: none"> -Fortnightly quizzes (REcap) linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question. -Year 11 mock exam (CAP 2) Paper 1: Christianity beliefs, Islam beliefs and Islam Practices Paper 2: Themes A, B and D 	<ul style="list-style-type: none"> - Fortnightly quizzes (REcap) linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question -CAP 3: 4 mark and two 5-mark questions on peace and conflict topic 	<ul style="list-style-type: none"> - Fortnightly quizzes (REcap) linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question. Year 11 mock exam (CAP 4) Paper 1: Christianity beliefs, Christianity practices, Islam beliefs, Islam practices Paper 2: Theme A – Religion, relationships and families Theme B – Religion and life Theme D – Religion, peace and conflict Theme E – Religion, Crime And punishment 	<ul style="list-style-type: none"> -Regular knowledge quizzes/tests linked to the PLC -CAP 5: 12-mark exam plans from various topics
Homework	<ul style="list-style-type: none"> -A range of knowledge check activities including: quizzes key words test PLC review work redrafting exam answers revision tasks -Practice GCSE exam questions 	<ul style="list-style-type: none"> -A range of knowledge check activities including: quizzes key words test PLC review work redrafting exam answers revision tasks -Practice GCSE exam questions 	<ul style="list-style-type: none"> -A range of knowledge check activities including: quizzes key words test PLC review work redrafting exam answers revision tasks -Practice GCSE exam questions 	<ul style="list-style-type: none"> -A range of knowledge check activities including: quizzes key words test PLC review work redrafting exam answers revision tasks -Practice GCSE exam questions 	<ul style="list-style-type: none"> -A range of knowledge check activities including: quizzes key words test PLC review work redrafting exam answers revision tasks -Practice GCSE exam questions
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied e.g. the greatest trip on earth – the Hajj -Subject ambassodars -AQA revision guide 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied -Subject ambassodars -AQA revision guide 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied -Subject ambassodars -AQA revision guide 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied -Subject ambassodars -AQA revision guide 	<ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied -Subject ambassodars -AQA revision guide