**Curriculum Overview for Religion, Philosophy and Ethics**

**Year 9**

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| **Half Term 1: Law and Authority****Substantive Knowledge:**The Ten Commandments – delivered to Moses, and the guidance they provide.The Two Great Commandments – The parable of the Good Samaritan. Shariah Law – Literal interpretation – a path that must be followed. The Pope – source of authority, alongside the Bible, for many Christians. The Gurus – the 10 Gurus and their existence. Religious Authority – judging what sources of authority are the most important – people or written texts. **Disciplinary Knowledge:**Analysing data – timelines, graphs, hierarchies. Writing comparisons, descriptions and explanations in the same way a sociologist might. Literacy skills – Reading comprehension and writing. Developing and sustaining argument on extended pieces much like a philosopher. Examining sources, images and comparing and contrasting them across religions. | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class.Syllabification of key words. Pupils will analyse a variety of text sources. |
| Speech | The Ten Commandments Commandment MosesProphetParableQur’anProphet MuhammadShari’ahCardinalConclaveCatholicGuruGuru Granth SahibWaheguru AuthorityContemporaryVenerated |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions. Collect scores from formative assessments in the classroom – multiple choice questions, low stakes. Completion of an extended piece of writing throughout the unit. |
| Home | Homework booklet with tasks every week |
| **Half Term 2: Religious Rebels****Substantive Knowledge:**Rosa Parks and her battle for equal rights and to eliminate segregation and racism. Malala Yousafzai and her fight for girls to have a right to education. Martin Luther King and his fight for freedom and equality. Malcolm X, his imprisonment, turning Muslim and his teachings for equality.Martin Luther and his issues with the church and the reformation caused. Dietrich Bonhoeffer and his views on Nazi Germany.Quang Ducs symbol of rebellion and the fight against injustice. **Disciplinary Knowledge:**Analysing data – timelines, graphs, hierarchies. Writing comparisons, descriptions and explanations in the same way a sociologist might. Literacy skills – Reading comprehension and writing. Developing and sustaining argument on extended pieces much like a philosopher. Examining sources, images and comparing and contrasting them across religions. | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class.Syllabification of key words. Pupils will analyse a variety of text sources. |
| Speech | Segregation Discrimination Boycott Taliban Seditionist Apostasy Equality Pacifism Denomination Catholic Protestant Holocaust Resistance Assassination Self-immolation Monk Thich |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions. Collect scores from formative assessments in the classroom – multiple choice questions, low stakes. Completion of an extended piece of writing throughout the unit. |
| Home | Homework booklet with tasks every week |