

**Subject: Religious Education
Year 9 Half Term One**

Core skill focus

Year group: Year 9

Module title: Christian Philosophy

Length of module: 6 weeks

Module intent / knowledge to be gained

Intent:

The aim of this unit is to introduce students to key philosophical debates around God. Students will use the foundational knowledge of Christianity and God acquired in year 7 and challenge their own beliefs about God and creation. It is intended for students to start critically thinking about the world and how to engage into a discussion and listen and appreciate both sides.

Knowledge:

This entire unit will help students prepare for their GCSE course as it introduces them to critical thinking and philosophy. Both of which are used with year 11 unit two. Students are to begin by understanding the difference between a statement of fact and a statement of faith. This will be very important as they explore more in-depth theology later in the term. Students will develop knowledge of each argument for the existence of God using the design, cosmological and causation arguments. It is important students understand where and why the universe was created from both a Christian and Scientific point

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion across six religious traditions.

Year 9 is split into two outcomes. The first part of the year students will be learning about the Christian philosophy and ethics. This will be continued in year 11 therefore, it is important that they have the foundational knowledge acquired from unit one and unit two of year 9. The second focus is on the beginning of their GCSE studies. We begin GCSE RE in unit three of year 9 to ensure that all subject knowledge and content can be taught by year 11, also allowing for revision time and any curriculum changes.

Students will complete paper one in year 9 and 10, beginning with the Catholic beliefs in unit 3 of year 9, which is continued until the Easter break.

Students spend a half-term building up a knowledge of each of the six major faith traditions:

- Christianity
- Judaism
- Islam
- Hinduism
- Sikhism
- Buddhism

<p>of view. It is critical that students have a balanced view on creation and learn about more than one argument.</p> <p>There will also be a focus upon the problem of evil. This includes, both natural and moral evil and how evil can sometimes be both. Students will then learn about, theodicies and how each can be used to argue for and against the existence of God, this will also be picked up once again and developed within GCSE year 11.</p>	<p>KS4: Edexcel Catholic Christianity. The four units are called:</p> <ul style="list-style-type: none"> • Beliefs and teachings • Practices • Sources of Wisdom and Authority • Forms of Expression. <p>Catholic Philosophy</p> <ul style="list-style-type: none"> • Catholic Philosophy • Family and Relationship <p>Judaism</p> <ul style="list-style-type: none"> • Beliefs and teachings • Practices
<p>Key words:</p> <p>Statements of Fact: statement that can be proved scientifically, for example, the sky is blue.</p> <p>Statements of Faith: Statements which people choose to believe. For example, God exists.</p> <p>The universal theory of Cause and Effect: Scientific theory which states that everything has a cause and every cause leads to an effect.</p> <p>St Thomas Aquinas: Catholic philosopher who argued that the universe was caused by God.</p> <p>The First Cause: According to Aquinas, God is the only thing which does not have a cause. Aquinas argued that God is the first cause of everything.</p> <p>Cosmological Argument: Aquinas’s theory that the cosmos, meaning universe proved the existence of God. Therefore, it means God must have created it.</p> <p>Conscience: Inner sense of right and wrong which Catholics believe is the voice of God.</p> <p>Situation Ethics: Christian theory which states that when faced with a problem one should always do the most loving thing.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> - Data rich seating plans with a full rationale - Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied. - Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place. - The use of knowledge organisers and homework to ensure learning is retained. - Gunning fox index to be applied to reading material to assess its suitability for students.

Moral Choices: Are choices between things considered to be right and wrong, good and bad.			
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p align="center"><u>Lesson One – Fact vs Faith</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> Understand what the following terms mean Atheist Agnostic Theist The scientific and Christian creation theories. <p>Learning Tasks: Scientific explanations of the existence of the Universe/World prove that God did not create it” Do you agree?</p> <ul style="list-style-type: none"> Give 2 reasons for your opinion Give 1 reason why someone may disagree with you <p>Learning Tasks: Students to research both Scientific and Christian theories.</p> <ol style="list-style-type: none"> Turn to a single page Fold in half or draw a line Down the middle Write Religious response and Scientific response across the two columns <p>Intention of Knowledge:</p> <ul style="list-style-type: none"> Students will be able to understand both the religious and non-religious arguments for life They will understand the difference between the term faith and fact <p align="center"><u>Lesson Two – The Causation Argument</u></p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning. Students with any dyslexia will be given the opportunity of an overlay.</p> <p>At level 5, pupils will be able to: * identify the main sources of religious belief that contribute to our understanding of science in the world</p> <p>At level 6, pupils will be able to: * know and understand how sources of argument from different traditions provide answers to the questions between faith and science</p> <p>At level 7, pupils will be able to: * show a coherent understanding of the debate between faith and science</p>	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Students to create their poster for the perfect world. They must only include five different aspects that make their world perfect. They must also justify this in their work and why they chose each aspect.</p>

	<p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Recall the causation argument. • Explain how it leads to a belief in God. • If the argument and decide if it leads to a belief in God. <p>Learning Tasks: Students to begin by giving Reasons God_does Exist</p> <ul style="list-style-type: none"> • Must give 2 reasons <p>Learning Tasks: Then they will give two reasons why God does not exist.</p> <p>Students to complete a gap fill exercise about the argument.</p> <p>Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will be able to describe what the causation argument is and how it proves the existence of God for Catholics - Students will be able to analyse the argument and give their own defined argument based off the facts. 	<p>Stretch and challenge:</p> <ol style="list-style-type: none"> 1) If the everything in the universe needs a cause then why doesn't God need a cause? 2) The causation argument provides enough evidence that God created the universe. Do you agree with this statement? 	
	<p style="text-align: center;"><u>Lesson Three – The Design Argument</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Recall what the Design Argument is. • Explain the nature of the design argument. <p>Learning Tasks: Students to begin by understanding why things are designed and how they are designed and finally who they are designed by.</p> <p>Learning Tasks: Can you think of anything that has been designed badly in nature? “The design argument proves God exists” I Agree/ or disagree because</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>For stretch and challenge students will have to try and</p>	<p>Knowledge Organiser - Students will learn the second line of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>2</p>	<ul style="list-style-type: none"> • 1 reason <p>Someone may disagree with me because</p> <ul style="list-style-type: none"> • 1 reason <p>Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will be able to describe the design argument and how it proves the existence of God. - Students will be able to analyse the arguments and make an opinion for themselves. <p style="text-align: center;"><u>Lesson Four – The Cosmological Argument</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Recall what the Cosmological argument is. • Explain the nature of the cosmological argument. • Evaluate whether the argument proves the existence of God. <p>Learning Tasks: Students will use all of the arguments and put together their own argument from the three that they have learnt.</p> <p>Learning Tasks: Students will also analyse the difference between this argument and the previous lessons argument.</p> <p>Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will be able to describe that the Cosmological argument is and how it relates to the existence of God. 	<p>provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p> <p>Stretch and challenge:</p> <ol style="list-style-type: none"> 1) The cosmological argument is the greatest argument to prove the existence of God. Do you agree with this statement? 	<p>Students will begin to use exam questions. The Cosmological argument proves God exists” I Agree/ or disagree because</p> <ul style="list-style-type: none"> • 1 reason <p>Someone may disagree with me because</p> <ul style="list-style-type: none"> • 1 reason
----------	---	---	---

	<ul style="list-style-type: none"> - Students will be able to compare the two arguments and make their own evaluation as to which argument is more reliable. 		
3	<p style="text-align: center;"><u>Lesson Five – The Problem of Evil</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Reasons Catholics give for suffering in the world • How suffering can lead to rejection/belief in God • Whether an omnipotent, omniscient, omnibenevolent God would allow us to suffer <p>Learning Tasks: Students must define and find examples of natural and moral evil.</p> <p>Learning Tasks: Students will also define what suffering is and find examples of suffering within their own community.</p> <p>Learning Tasks: Students will complete an exam question.</p> <p>Learning Tasks: Outline three reasons Catholics might give for the existence of suffering in the world (3 Marks)</p> <p>Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will be able to describe the different types of evil that exist in the world. - They will be able to choose which evil is moral and which is natural - Students will be able to evaluate whether God is to blame for the evil in the universe. <p style="text-align: center;"><u>Lesson Six – Moral and Natural Evil</u></p> <p>By the end of the lesson the students will have the following knowledge:</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p> <p>Stretch and challenge:</p> <ol style="list-style-type: none"> 1) Humans are the cause of all evil. What are your thoughts about this statement? 2) Do humans need evil to understand good? <p>Sentence starters there to help lower ability students.</p> <p>Structure led answers for weaker English writing students. Students will be given the following:</p>	<p>Knowledge Organiser - Students will learn the third row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Students need to research different types of evil around the world and bring them into the next lesson.</p>

	<ul style="list-style-type: none"> • Outline what natural and moral evil is. • Why God may not be at fault for evil in the world. • Whether God is at fault. <p>Learning Tasks: To create a poster on both natural and moral evil.</p> <p>Learning Tasks: To write an argument for which God should be blamed for more. Natural evil or Moral evil.</p> <p>Learning Tasks: Students must make a list of all the different types of moral and natural evil in the world.</p> <p>Learning Tasks: They must also come up with some that are a mixture of the two types.</p> <p>Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will be able to describe the different types of evil that exist in the world. - They will be able to choose which evil is moral and which is natural - Students will be able to evaluate whether God is to blame for the evil in the universe. 	<ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p>	
4	<p style="text-align: center;"><u>Lesson Seven – The Story of Job</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> - The story of Job - Why the story of Job proves God exists despite evil existing in the universe. - Express your own opinion on the story of Job and whether it is a good explanation for evil. <p>Learning Tasks: Briefly retell – The story of Job</p> <p>Learning Tasks: Explain what the meaning of the book of Job and why it is important for people studying the problem of evil</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made.</p> <p>Newspaper will already be created to help students who</p>	<p>Knowledge Organiser - Students will learn the fourth row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p>Learning Tasks: Express your own opinion – Does the story of Job explain sufficiently why there is evil and suffering in the world</p> <p>Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will be able to retell the story of Job and how it relates to the problem of evil and suffering. - Students will be able to use this story to aid their knowledge about the problem of evil and Christian responses. <p style="text-align: center;"><u>Lesson Eight – Theodicies</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> - The problem of evil - How the A+I theodicies attempt to solve the problem of evil - Which theodicy better solves the problem of evil <p>Learning Tasks: We are going to watch a video that outlines the Augustian theodicy. Students are to make notes.</p> <p>Learning Tasks: Fill out the worksheet as you hear the answer.</p> <p>Learning Tasks: Criticisms of the Augustinian theodicy</p> <p>Learning Tasks: Criticisms of the Irenaeus theodicy</p> <p>Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will be able to understand and describe what a Theodicy is. - Students will be able to describe how a theodicy proves God exists despite their still being the problem of evil. 	<p>struggle with writing. It will become a gap filling exercise for them.</p> <p>Differentiated questioning and outcomes for higher ability students. Worksheets with images will be made</p> <p>Students will be given historical questions to stretch and challenge.</p>	<p>Students to come up with their own theodicies and bring them to the next lesson.</p>
--	---	--	---

<p>5</p>	<p style="text-align: center;"><u>Lesson Nine– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p style="text-align: center;"><u>Lesson Ten – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	<p>IRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Knowledge Organiser - Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>
<p>6</p>	<p style="text-align: center;"><u>Lesson Eleven – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Twelve– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

**Subject: Religious Education
Year 9 Half Term Two**

Core skill focus

Year group: Year 9

Module title: Christian Philosophy

Length of module: 6 weeks

Module intent / knowledge to be gained

Intent:

The intent of this unit is to build upon the knowledge that was gained in unit one. Students will understand and learn more about the moral situations within our world and how different opinions can cause different reactions. This is an opportunity for students to be able to develop their own sense of moral compass and use this to engage in well thought out and written arguments.

Knowledge:

Students will begin by looking at Why is life sacred? Studying the importance of looking after all of Gods creation. This is continuation of the year 8 unit one learning about creation and its importance. This will also be followed up by the study of stewardship at GCSE level. This will then lead the students into an investigation on abortion and analyse the arguments both for and against abortion. This will include the Catholic point of view. A key question they students will develop their knowledge on is 'Should we take life for granted?' Once again promoting dialogue from different perspectives that give the students the skills to be able to write and hold an

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion across six religious traditions.

Year 9 is split into two outcomes. The first part of the year students will be learning about the Christian philosophy and ethics. This second unit continues the focus on Ethics and more specifically Christian ethics. This will include learning about Euthanasia, abortion, the sanctity of life, transplants, conscience and situation ethics. This is the last unit of KS3 RE before the students move onto KS4 GCSE RE.

Students will complete paper one in year 9 and 10, beginning with the Catholic beliefs in unit 3 of year 9, which is continued until the Easter break.

Students spend a half-term building up a knowledge of each of the six major faith traditions:

- Christianity
- Judaism
- Islam
- Hinduism
- Sikhism
- Buddhism

<p>argument and understand both sides of the argument. How does the Sanctity of Life affect the way Christians live their life and the choices they make?</p>	<p>KS4: Edexcel Catholic Christianity. The four units are called:</p> <ul style="list-style-type: none"> • Beliefs and teachings • Practices • Sources of Wisdom and Authority • Forms of Expression. <p>Catholic Philosophy</p> <ul style="list-style-type: none"> • Catholic Philosophy • Family and Relationship <p>Judaism</p> <ul style="list-style-type: none"> • Beliefs and teachings • Practices
<p>Key words:</p> <p>Moral Choice: is a choice between actions considered right and wrong.</p> <p>nConscience: Inner sense of right and wrong which Catholics believe is the voice of God.</p> <p>Abortion: The removal of an embryo or foetus before it can survive.</p> <p>Embryo: Name given to the developing human up to the 56th day after conception.</p> <p>Foetus: Name given to the developing human after the 56th day after conception to birth.</p> <p>Euthanasia: A gentle an easy death for a person who has an incurable illness.</p> <p>Assisted Suicide: Supporting a person to end their life legally</p> <p>Just Theory: The Christian theory that outlines the rules of war.</p> <p>Pacifism: The belief all forms of violence and war are wrong.</p> <p>Militarism: The belief that wars can be fought for the right reasons.</p> <p>Abortion Act: The name given the law that made abortion legal n 1967.</p> <p>Abortion Debate: The debate which agues about the ethics of abortion.</p> <p>Pro-Life: The belief that Abortion is intrinsically evil. In other words, abortion is wrong and can never be considered right.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> - Data rich seating plans with a full rational - Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied. - Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place. - The use of knowledge organisers and homework to ensure learning is retained. - Gunning fox index to be applied to reading material to assess its suitability for students.

Pro-Choice: The belief that abortion is acceptable. And that right of the women come before the foetus.

Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p style="text-align: center;"><u>Lesson One – Moral Choices</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The choices we make every day. • What a moral choice is and what morality is. • Create a system to choose between right and wrong. <p>Learning Tasks: Lesson to begin with questions from the knowledge organiser.</p> <p>Learning Tasks: Students to be given a number of different scenarios where they can make different choices.</p> <p>Learning Tasks: Students will also work out how they make their own choices and where that knowledge has come from.</p> <p>Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will have the knowledge to choose between right and wrong. <p style="text-align: center;"><u>Lesson Two – Conscience</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What Conscience is and how Catholics and other Christians use it to make moral decisions • Where Christians believe our conscience comes from. 	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning. Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Students will be given different choices depending on their skill level.</p> <p>Differentiation will be made by outcomes.</p> <p>Stretch and Challenge</p> <ol style="list-style-type: none"> 1) Should you always listen to your conscience? 2) How do you clean your conscience? 	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Students will speak with members of their family and friend and ask them where they got their moral teachings from</p>

	<ul style="list-style-type: none"> • Compare between religious views on conscience and non-religious views. <p>Learning Tasks: Lesson to begin with questions from the knowledge organiser.</p> <p>Learning Tasks: Students will be asked a number of different question and they must write down what decision they would make and why.</p> <p>Learning Tasks: Students to complete the worksheet on conscience. This can be found within the department folder.</p> <p>Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will be able to understand what their own conscience is and how it works. - Students will be able to develop knowledge of the Christian belief about their conscience and where it comes from. 	<p>Extension recap questions will be on the board for higher ability students.</p> <p>Structure led answers for weaker English writing students.</p>	
2	<p style="text-align: center;"><u>Lesson Three– The Sanctity of Life</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Understand why life is special and a gift from God • Why suicide is deemed a sin and analyse that Christian belief • Evaluate whether or not humans have the right to decide who lives and who dies. <p>Learning Tasks: Lesson to begin with questions from the knowledge organiser.</p> <p>Learning Tasks: What examples can you find to show that humans seem to treat life cheaply?</p> <p>Learning Tasks: Students to watch a video and answer the following questions:</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Stretch and Challenge</p> <ol style="list-style-type: none"> 1) Situation ethics can be applied to all situations. Do you agree with this statement? 	<p>Knowledge Organiser - Students will learn the second line of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<ul style="list-style-type: none"> • Write a list of reasons why George Carlin doesn't agree that life is sacred. • Which of George's reasons do you agree with the most? <p>Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will be able to describe what life is sacred from a Catholic and non-Catholic point of view. - Students will be able to evaluate why all life is important. 	<p>Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p>	<p>I want you to write down ten reasons why life is special and should be treated that way.</p>
<p>3</p>	<p style="text-align: center;"><u>Lesson Four – Euthanasia</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What Euthanasia means • The differing arguments surrounding Euthanasia. • Whether or not it should be legal <p>Learning Tasks: Lesson to begin with questions from the knowledge organiser.</p> <p>Learning Tasks: Students to create a spider diagram about the reasons someone may want to die.</p> <p>Learning Tasks: Students to watch a video and answer the following questions:</p> <ol style="list-style-type: none"> 1) How does this video make you feel? 2) Have you changed your opinion on Euthanasia because of this video and why? 3) Extension Question 	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups.</p> <p>Differentiation by outcome when giving feedback on the exam question.</p> <p>Stretch and Challenge</p> <ol style="list-style-type: none"> 1) What do you think the consequences would be if we legalise euthanasia? 	<p>Knowledge Organiser - Students will learn the third row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Students to either create a pro-life or pro-choice booklet for</p>

	<p>Learning Tasks: Should he go to hell for committing a sin? Learning Tasks: Write an argument for Euthanasia. Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will be able to explain what Euthanasia is, where it is legal and the legal reproductions of it. - Students can develop answers about whether it should be legal or not. <p style="text-align: center;"><u>Lesson Five – Abortion</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> ● The importance of life ● Why it is a gift from God. ● Whether we have the right to choose when we die. <p>Learning Tasks: Lesson to begin with questions from the knowledge organiser. Learning Tasks: Students will create a spider diagram with all the reasons for and against abortion. Learning Tasks: Students must make their own decision. Choose a question below to answer: “It is too easy to get an abortion.” Do you agree? (3) “A doctor’s job is to save life, not end it.” Do you agree? (3) “The government doesn’t have the right to tell a woman what she is or isn’t allowed to do with her body.” Do you agree? (3) Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will be able to describe what both prolife and prochoice believe and decide which side they choose. - Students will be able to understand the reasons why some people would want an abortion. 	<p>Sentence starters there to help lower ability students.</p> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> ● Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p>	<p>people who are still unsure about what they would choose.</p>
--	--	--	--

	<p style="text-align: center;"><u>Lesson Six – Christian Purpose of a Family</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Christian purpose of a family is and how this relates to the previous two topics. <p>Learning Tasks: Can you think of any examples where women and men were not treated equally? Is this still a problem today?</p> <p>Learning Tasks: Explain TWO reasons why being a family is important for Catholics</p> <p>2) Write down two responsibilities parents have in a Catholic family</p> <p>3) What does the term inequality mean?</p> <p>4) Why were men and women unequal in religion for so long?</p>		
4	<p style="text-align: center;"><u>Lesson Seven – Situation Ethics</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Understand the theory behind situation ethics. • Recall key terms related to situation ethics. • Evaluate the pros of situation ethics. <p>Learning Tasks: Lesson to begin with questions from the knowledge organiser.</p> <p>Learning Tasks: Students must use the handout sheet to work together to come up with an evaluation of situation ethics.</p> <p>Learning Tasks: Can humans act out of unconditional love for each other, or are they selfish?</p> <p>Learning Tasks: Which ethical approach do you prefer?</p> <p>Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will be able to understand what Situation ethics is. 	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made.</p> <p>Newspaper will already be created to help students who struggle with writing. It will become a gap filling exercise for them.</p>	<p>Knowledge Organiser - Students will learn the fourth row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Students must try and watch or learn about the film 'Hacksaw Ridge' before the lesson.</p>

	<ul style="list-style-type: none"> - Students will be able to compare different examples as to how situation ethics would apply. <p style="text-align: center;"><u>Lesson Eight – Organ Donation</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What organ donation and transplant surgery are • The non-religious reasons for supporting and opposing transplant surgery <p>Learning Tasks: Imagine you are a doctor you have a liver that can be used in transplant surgery. You have 4 patients that urgently need a liver transplant. You must decide which patient gets the liver and why.</p> <p>Learning Tasks: Decide if you think <u>opt out</u> is a better idea than <u>opt in</u> when it comes to organ donation Give at least 2 reasons for your view.</p> <p>Intention of Knowledge:</p> <ul style="list-style-type: none"> - Students will be able to describe what organ donation is and why people have to have them. <p style="text-align: center;"><u>Lesson Nine – War and Pacifism</u></p> <ul style="list-style-type: none"> • To be able to understand why countries go to war. • To be able to describe the Christian views on war. <p>Learning Tasks: Students will analyse different types of wars.</p> <p>Learning Tasks: They will discuss the reasons why these countries went to war.</p> <p>Learning Tasks: They will describe the opinions of Catholics and use examples of pacifism in war.</p> <p>Learning Tasks: Students will also analyse the film ‘Hacksaw Ridge (2014)’ and see how people back then reacted to men who refused to fight.</p> <p>Intention of Knowledge:</p>	<p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made</p> <p>Students will be given historical questions to stretch and challenge.</p>	
--	--	---	--

	<ul style="list-style-type: none"> - Students will be able to discuss why some people are pacifists. - Students will be able to understand the issues around war. 		
5	<p style="text-align: center;"><u>Lesson Ten– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions; however, this can be adjusted and can be made to be more practical.</p> <p style="text-align: center;"><u>Lesson Eleven – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	IRT feedback is to differ depending on each student and the work that they have completed.	Knowledge Organiser - Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.
6	<p style="text-align: center;"><u>Lesson Twelve – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Thirteen– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

		Word banks, sentence starters will be available to those students who need them.	
--	--	--	--

Subject: Religious Education Year 9 Half Term Three		
Core skill focus		
Year group: Year 9	Module title: GCSE Catholic Christianity: Beliefs and Teachings	Length of module: 6 weeks
Module intent / knowledge to be gained Intent: The intent of this unit is to introduce the GCSE RE course to the students and allow them to begin to access the higher-level topics. This unit will allow students to look historically at the Trinity. In year 7 the belief of the Trinity is taught, however at GCSE this is expanded to develop their historical	Sequence – where does this module fit? Links to past and future learning: In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion across six religious traditions.	

and social knowledge of the topic. This will then be further developed to include a more detailed look at creation and stewardship which were both taught in year 7 and 8 respectively and the study of life after death. It is intended for students to realise that each lesson builds upon the last allowing for a clear pathway to each lesson and each lesson to use knowledge from the previous.

Knowledge:

In this unit pupils focus on The Introduction to GCSE Religious Education. This will allow for progress checks. Students will then move onto the first topic which is the Trinity and the historical importance and accuracy of the Trinity. Students will then understand the Christian creation story and whether or not that is still accurate today. This will then lead into an investigation into stewardship and looking after our world and the gift God has created for us. Students will also learn about the incarnation of Jesus and the Paschal Mystery, its importance and its significance still today.

KS4: This is unit two of four that students will complete to ensure knowledge for paper one: **Edexcel Catholic Christianity**. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

Catholic Philosophy

- Catholic Philosophy
- Family and Relationship

Judaism

- Beliefs and teachings
- Practices

In this unit students will focus on the beliefs and teachings of the Catholic Church. These beliefs and teachings have been taught at a foundation level during year 7. These include aspects like; the Trinity, the Seven Sacraments, pilgrimage and Catholic Prayer.

Key words:

Trinity - The three persons of the Christian Godhead; Father, Son, and Holy Spirit.

Oneness of God - This doctrine states that there is one **God**, a singular divine Spirit, who manifests himself in many ways

Incarnation – God becoming man in the person of Jesus.

- Data rich seating plans with a full rational
- Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied.
- Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not

<p>Denominations – A recognised branch of the Church. This includes Church of England and Evangelist.</p> <p>Catholic – Another denomination. A member of the Roman Catholic Church.</p> <p>Scripture - The sacred writings of Christianity contained in the Bible.</p> <p>Sacred - Connected with God or a god or dedicated to a religious purpose and so deserving veneration.</p> <p>Eschatology – The Christian study and belief in life after death.</p> <p>Ecumenical Council - The ecumenical councils were called together to settle issues of faith among Christian groups.</p> <p>Nicene Creed -A Christian statement of faith that is the only ecumenical creed</p> <p>Holy Spirit – Represented by a Dove the Holy Spirit is the third form of God in the Trinity</p> <p>Apostolic Tradition – Continuing the traditions of the apostles.</p>		<p>being retained and retrieved. Re-teaching must take place.</p> <ul style="list-style-type: none"> - The use of knowledge organisers and homework to ensure learning is retained. <p>Gunning fox index to be applied to reading material to assess its suitability for students.</p>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
	<p><u>Lesson One – Introduction To GCSE RE</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Understand the structure and content of the RE GCSE • The different denominations within Christianity • Symbols from Catholic Christianity <p>Know and understand the nature, history and purpose of the Trinity as shown in the Nicene Creed and each person of the Trinity (AO1)</p>	<p>Students will be given the following:</p> <p>Extra Time to write down the answers if needed.</p> <p>Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p>	<p>Knowledge Organiser –</p> <p>Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>1</p>	<p>Assess and analyse the importance of these beliefs for Christians (AO2) Learning Tasks: Students will use the symbols on the board to match them with Christian symbols. Intention of Knowledge: Students will be able to understand explain how their exam will be and how they will be able to get the grades they deserve. Students will be able to describe the foundation knowledge they need of Catholic Christianity.</p> <p style="text-align: center;"><u>Lesson Two – The Trinity</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The ecumenical councils of Nicaea and Constantinople took place. • How Christianity would be a different religion if the councils of Nicaea and Constantinople had never taken place. • What the holy Trinity is and how it is the foundation for belief in Catholic Christianity <p>Learning Tasks: Students will be explain in an extended piece of writing, on the historical context of the Trinity. Learning Tasks: Students will answer historical questions about the Trinity. Intention of Knowledge: Know and understand the nature, history and purpose of the Trinity as shown in the Nicene Creed and each person of the Trinity (AO1) Assess and analyse the importance of these beliefs for Christians (AO2)</p> <p style="text-align: center;"><u>Lesson Three – The Origins of the Trinity</u></p>	<p>For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge: 1) Define which part of the Trinity is the most important</p> <p>Lower ability students will be given images to support their work. Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students.</p> <p>For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should</p>	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
----------	---	---	---

	<p>Learning Tasks: Students will be explain in an extended piece of writing, on the historical context of the Trinity.</p> <p>Learning Tasks: Students will answer historical questions about the Trinity.</p> <p>Intention of Knowledge: Know and understand the nature, history and purpose of the Trinity as shown in the Nicene Creed and each person of the Trinity (AO1) Assess and analyse the importance of these beliefs for Christians (AO2)</p>		
	<p style="text-align: center;"><u>Lesson Five – Creation</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Describe the difference between Creationist and Catholic views on creation. • Why Catholics believe scientific evidence supports their view of creation. • Why Catholic must look after the world. <p>Learning Tasks: Students to create their own perfect world and why they would include certain aspects.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and significance of the nature of humanity being created in the image of God (AO1) Know and understand divergent understandings of our responsibility of dominion and stewardship (AO1)</p> <p style="text-align: center;"><u>Lesson Six – Creation and the Nature of Humanity</u></p> <p>By the end of the lesson the students will have the following knowledge:</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p>	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Knowledge Organiser – Students will learn the first five key words on the knowledge</p>

<p>2</p>	<ul style="list-style-type: none"> • The Christian belief about how God created humans • Explain five ways humans creation shows the image of God • Evaluate the idea that Humans are Gods superior creation <p>Learning Tasks: Students to watch a music video about how to look after the world and describe why they should look after the world.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge:</p> <p>Know and understand the Biblical accounts of God in the Trinity (AO1)</p> <p>Assess and analyse the importance of (AO2)</p> <p>Know and understand the historical development of the Trinity (AO1)</p>	<p>Stretch and challenge:</p> <ol style="list-style-type: none"> 1) Can you find examples of the ways in which humans are made in the image of God <p>Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task</p>	<p>organiser. This will then be tested in the PFL during the next lesson.</p>
	<p style="text-align: center;"><u>Lesson Seven – Stewardship</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Students are to be able to describe the meaning of the term stewardship • Students are to be able to explain how we are able to look after the planet • Students are to be able to evaluate the importance of looking after Gods creation. 	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups.</p>	<p>Knowledge Organiser - Students will learn the third row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>3</p>	<p>Learning Tasks: Students to watch a music video about how to look after the world and describe why they should look after the world.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and significance of the nature of humanity being created in the image of God (AO1) Know and understand divergent understandings of our responsibility of dominion and stewardship (AO1)</p> <p style="text-align: center;"><u>Lesson Eight – The Incarnation of Jesus</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Incarnation is • Why the incarnation is so important to Catholic beliefs • Evaluate how successful Jesus was in convincing people he was the son of God <p>Learning Tasks: Student will write down an extended piece describing how Jesus is the incarnation of God. This will link back in with the Trinity.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the person of Jesus Christ as the incarnate Son of God (AO1).</p> <p style="text-align: center;"><u>Lesson Nine – The Paschal Mystery</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The differences and significance between the life of Moses and Jesus 	<p>Differentiation by outcome when giving feedback on the exam question.</p> <p>Sentence starters there to help lower ability students.</p> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>For stretch and challenge students will have to try and provide more than one reason for each answer.</p>	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
----------	--	---	---

	<ul style="list-style-type: none"> • The importance of the Paschal mystery for Roman Catholics • Evaluate how important the Paschal mystery is for the life of Roman Catholics <p>Learning Tasks: Students are to write a description for what happened on each of the days in the Paschal Mystery.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the person of Jesus Christ as the incarnate Son of God (AO1).</p>	<p>Differentiation will also be made by outcomes.</p>	
4	<p style="text-align: center;"><u>Lesson Ten – The Paschal Mystery (2)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The differences and significance between the life of Moses and Jesus • The importance of the Paschal mystery for Roman Catholics • Evaluate how important the Paschal mystery is for the life of Roman Catholics <p>Learning Tasks: Students are to write a description for what happened on each of the days in the Paschal Mystery.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the person of Jesus Christ as the incarnate Son of God (AO1).</p> <p style="text-align: center;"><u>Lesson Eleven – The Significance of the Paschal Mystery</u></p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made.</p> <p>Newspaper will already be created to help students who struggle with writing. It will become a gap filling exercise for them.</p>	<p>Knowledge Organiser - Students will learn the fourth row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Relevant Exam Question</p>

	<p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Understand the important of the Paschal Mystery. • Why and how we still celebrate the sacrifices of Jesus today. <p>Learning Tasks: Students will analyse and write down the reasons why the Paschal Mystery is still important today.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the person of Jesus Christ as the incarnate Son of God (AO1).</p> <p><u>Lesson Twelve – The Significance of the Paschal Mystery (2)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Understand the important of the Paschal Mystery. • Why and how we still celebrate the sacrifices of Jesus today. <p>Learning Tasks: Students will analyse and write down the reasons why the Paschal Mystery is still important today.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the person of Jesus Christ as the incarnate Son of God (AO1).</p>	<p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made</p> <p>Students will be given historical questions to stretch and challenge.</p>	
5	<p><u>Lesson Nine– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p>	<p>IRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Knowledge Organiser - Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

	<p style="text-align: center;"><u>Lesson Ten – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>		
6	<p style="text-align: center;"><u>Lesson Eleven – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Twelve– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

**Subject: Religious Education
Year 9 Half Term Four**

Core skill focus

Year group: Year 9

Module title: GCSE RE Beliefs and Teachings

Length of module: 6 weeks

Module intent / knowledge to be gained

Intent

The intent of this unit is to introduce the GCSE RE course to the students and allow them to begin to access the higher-level topics. This unit will allow students to look historically at the Trinity. In year 7 the belief of the Trinity is taught, however at GCSE this is expanded to develop their historical and social knowledge of the topic. This will then be further developed to include a more detailed look at creation and stewardship which were both taught in year 7 and 8 respectively and the study of life after death. It is intended for

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion across six religious traditions.

KS4: This is unit two of four that students will complete to ensure knowledge for paper one: **Edexcel Catholic Christianity**. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

students to realise that each lesson builds upon the last allowing for a clear pathway to each lesson and each lesson to use knowledge from the previous. This unit then aims to build upon this and have the students thinking beyond our own lives and develop their sense of spirituality regarding life after death and the purpose of our lives.

Knowledge:

This unit builds upon the knowledge built upon in the previous unit and continues the studies of Catholic beliefs. Students will use the knowledge about the trinity and develop this further beginning with the Christian study of life after death. In this unit pupils focus on The Introduction to GCSE Religious Education. This will allow for progress checks. Students will then move onto the first topic which is the Trinity and the historical importance and accuracy of the Trinity.

Students will then understand the Christian creation story and whether or not that is still accurate today. This will then lead into an investigation into stewardship and looking after our world and the gift God has created for us. Students will also learn about the incarnation of Jesus and the Paschal Mystery, its importance and its significance still today.

Catholic Philosophy

- Catholic Philosophy
- Family and Relationship

Judaism

- Beliefs and teachings
- Practices

In this unit students will focus on the beliefs and teachings of the Catholic Church. These beliefs and teachings have been taught at a foundation level during year 7. These include aspects like; the Trinity, the Seven Sacraments, pilgrimage and Catholic Prayer.

<p>Key words:</p> <p>Trinity - The three persons of the Christian Godhead; Father, Son, and Holy Spirit.</p> <p>Oneness of God - This doctrine states that there is one God, a singular divine Spirit, who manifests himself in many ways</p> <p>Incarnation – God becoming man in the person of Jesus.</p> <p>Denominations – A recognised branch of the Church. This includes Church of England and Evangelist.</p> <p>Catholic – Another denomination. A member of the Roman Catholic Church.</p> <p>Scripture - The sacred writings of Christianity contained in the Bible.</p> <p>Sacred - Connected with God or a god or dedicated to a religious purpose and so deserving veneration.</p> <p>Eschatology – The Christian study and belief in life after death.</p> <p>Ecumenical Council - The ecumenical councils were called together to settle issues of faith among Christian groups.</p> <p>Nicene Creed -A Christian statement of faith that is the only ecumenical creed</p> <p>Holy Spirit – Represented by a Dove the Holy Spirit is the third form of God in the Trinity</p> <p>Apostolic Tradition – Continuing the traditions of the apostles.</p>		<ul style="list-style-type: none"> - Data rich seating plans with a full rational - Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied. - Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place. - The use of knowledge organisers and homework to ensure learning is retained. <p>Gunning fox index to be applied to reading material to assess its suitability for students.</p>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
	<p style="text-align: center;"><u>Lesson One – Eschatology</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What Catholics believe happens when they die. • Teachings from the Bible support the Catholic view on life after death. • The different Christian and secular views about life after death <p>Learning Tasks: Students will create a diagram to show the differences between heaven, hell and purgatory.</p>	<p>Students will be given the following:</p> <p>Extra Time to write down the answers if needed.</p> <p>Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p>	<p>Knowledge Organiser –</p> <p>Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p style="text-align: center;">1</p>	<p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and importance Catholic and divergent Christian teachings about resurrection, judgement, heaven, hell and purgatory (AO1) Know and understand how beliefs about life after death are shown in the Bible (AO1) Assess and analyse why belief in life after death is important for Catholics today (AO2)</p> <p style="text-align: center;"><u>Lesson Two – Eschatology (2)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What Catholics believe happens when they die. • Teachings from the Bible support the Catholic view on life after death. • The different Christian and secular views about life after death <p>Learning Tasks: Students will create a diagram to show the differences between heaven, hell and purgatory.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and importance Catholic and divergent Christian teachings about resurrection, judgement, heaven, hell and purgatory (AO1)</p>	<p>Students will be given different choices depending on their skill level.</p> <p><u>Stretch and Challenge:</u></p> <ol style="list-style-type: none"> 1) Why are Catholics the only denomination who believe in purgatory? 2) Everyone should be in heaven no matter what they have done. Do you agree with this statement? <p>Differentiation will be made by outcomes.</p> <p>Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students. For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p>	<p style="text-align: center;">Relevant Exam Question</p>
--------------------------------------	--	--	---

	<p>Know and understand how beliefs about life after death are shown in the Bible (AO1) Assess and analyse why belief in life after death is important for Catholics today (AO2)</p> <p><u>Lesson Three – The Parable of the Sheep and the Goats</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The parable of the Sheep & the Goats • The message Jesus is teaching us about love and salvation <p>Learning Tasks: Students will retell the parable in an extended piece of writing. Learning Tasks: Students to be given exam style questions as practice. Intention of Knowledge: Know and understand the nature and importance Catholic and divergent Christian teachings about resurrection, judgement, heaven, hell and purgatory (AO1) Know and understand how beliefs about life after death are shown in the Bible (AO1) Assess and analyse why belief in life after death is important for Catholics today (AO2)</p>	<p>Lower ability students will be given images to support their work.</p> <p><u>Stretch and Challenge:</u></p> <ol style="list-style-type: none"> 1) What can we learn from the parable of the sheep and the goat? 	
	<p><u>Lesson Four – Eschatology from Different Denominations</u></p> <p>By the end of the lesson the students will have the following knowledge:</p>	<p>Students will be given the following:</p>	

<p>2</p>	<ul style="list-style-type: none"> • What Catholics and evangelicals believe happens when they die. • Teachings from the Bible support the Catholic view on life after death. • The different Christian and secular views about life after death <p>Learning Tasks: Students will create a diagram to show the differences between heaven, hell and purgatory.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge:</p> <p>Know and understand the nature and importance Catholic and divergent Christian teachings about resurrection, judgement, heaven, hell and purgatory (AO1)</p> <p>Know and understand how beliefs about life after death are shown in the Bible (AO1)</p> <p>Assess and analyse why belief in life after death is important for Catholics today (AO2)</p> <p style="text-align: center;"><u>Lesson Five – The Seven Sacraments</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Each of the seven Sacraments • Why Catholics choose to receive the Sacraments • Why Sacraments are like signposts to God. <p>Learning Tasks: Students will watch a video have to try and think of ways to try and remember the seven sacraments.</p> <p>Learning Tasks: Student sot create an acrostic poem about the seven sacraments.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p>	<p>Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>For stretch and challenge students will have to try and provide more than one reason for each answer.</p> <p>Differentiation will also be made by outcomes.</p> <p>Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p> <p>Extension recap questions will be on the board for higher ability students.</p> <p>Structure led answers for weaker English writing students.</p> <p><u>Stretch and Challenge:</u></p> <p>1) Each sacrament is as important as the other.</p>	<p>Knowledge Organiser - Students will learn the second line of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Relevant Exam Question</p>
----------	---	---	---

	<p>Intention of Knowledge: Know and understand the role of sacraments in Christian life and their practice in two denominations (AO1) Know and understand the effects of the seven sacraments including symbolism of each sacrament(AO1)</p> <p style="text-align: center;"><u>Lesson Six – The Seven Sacraments (2)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Each of the seven Sacraments • Why Catholics choose to receive the Sacraments • Why Sacraments are like signposts to God. <p>Learning Tasks: Students will watch a video have to try and think of ways to try and remember the seven sacraments. Learning Tasks: Student sot create an acrostic poem about the seven sacraments. Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the role of sacraments in Christian life and their practice in two denominations (AO1) Know and understand the effects of the seven sacraments including symbolism of each sacrament(AO1)</p>	<p>Do you agree with this statement?</p>	
	<p style="text-align: center;"><u>Lesson Seven – The Eucharist Mass Transubstantiation</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The term of ‘Transubstantiation’. • The Catholic understanding of Transubstantiation using sources of wisdom and authority. 	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p><u>Stretch and Challenge:</u></p>	<p>Knowledge Organiser - Students will learn the third row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>3</p>	<ul style="list-style-type: none"> The divergent Christian attitudes towards the Transubstantiation. <p>Learning Tasks: Students to write a description of what transubstantiation.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge:</p> <p>Know and understand the role of sacraments in Christian life and their practice in two denominations (AO1)</p> <p>Know and understand the effects of the seven sacraments including symbolism of each sacrament(AO1)</p> <p><u>Lesson Eight – The Eucharist Mass Transubstantiation</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> The term of ‘Transubstantiation’. The Catholic understanding of Transubstantiation using sources of wisdom and authority. The divergent Christian attitudes towards the Transubstantiation. <p>Learning Tasks: Students to write a description of what transubstantiation.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge:</p>	<p>1) Transubstantiation is the most important part of the Eucharist. Do you agree with this statement?</p> <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p> <p>Sentence starters there to help lower ability students.</p> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p>	
----------	---	--	--

	<p>Know and understand the role of sacraments in Christian life and their practice in two denominations (AO1)</p> <p>Know and understand the effects of the seven sacraments including symbolism of each sacrament(AO1)</p> <p><u>Lesson Nine – The Sacramental Nature of Reality</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The sacramental nature of reality is. • The ways in which it brings people closer to God. <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge:</p> <p>Know and understand the role of sacraments in Christian life and their practice in two denominations (AO1)</p> <p>Know and understand the effects of the seven sacraments including symbolism of each sacrament(AO1)</p>		
4	<p><u>Lesson One – The Funeral Rite (1)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The difference between burial and cremation. • The rituals and traditions that happen at a Christian funeral • The symbolism of the rituals and traditions that happen at a Christian funeral. <p>Learning Tasks: Students to plan and create their own funeral service.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge:</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made.</p> <p>Newspaper will already be created to help students who struggle with writing. It will</p>	<p>Knowledge Organiser - Students will learn the fourth row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Relevant Exam Question</p>

	<p>Know and understand the nature and importance of the funeral rite for Catholics (AO1) Know and understand the aims of the funeral rite (AO1) Assess and analyse the significance of the funeral rite for Catholics (AO2)</p> <p style="text-align: center;"><u>Lesson Two – The Funeral Rite (2)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The difference between burial and cremation. • The rituals and traditions that happen at a Christian funeral • The symbolism of the rituals and traditions that happen at a Christian funeral. <p>Learning Tasks: Students to plan and create their own funeral service.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge:</p> <p>Know and understand the nature and importance of the funeral rite for Catholics (AO1) Know and understand the aims of the funeral rite (AO1) Assess and analyse the significance of the funeral rite for Catholics (AO2)</p> <p style="text-align: center;"><u>Lesson Three – The Funeral Rite (3)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The difference between burial and cremation. • The rituals and traditions that happen at a Christian funeral 	<p>become a gap filling exercise for them.</p> <p>Differentiated questioning and outcomes for higher ability students. Worksheets with images will be made</p> <p>Students will be given historical questions to stretch and challenge.</p>	
--	--	--	--

	<ul style="list-style-type: none"> The symbolism of the rituals and traditions that happen at a Christian funeral. <p>Learning Tasks: Students to plan and create their own funeral service.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the funeral rite for Catholics (AO1) Know and understand the aims of the funeral rite (AO1) Assess and analyse the significance of the funeral rite for Catholics (AO2)</p>		
5	<p><u>Lesson Nine– Celebration of Knowledge</u> Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p><u>Lesson Ten – DIRT Feedback</u> Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	IRT feedback is to differ depending on each student and the work that they have completed.	Knowledge Organiser - Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.
6	<p><u>Lesson Eleven – Reteach Lesson</u> Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p><u>Lesson Twelve– Reteach lesson Two</u></p>	Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also.	Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.

	<p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future.</p> <p>This should be the second half of the half term condensed into the main points you want the students to re learn.</p> <p>Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress.</p> <p>Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>
--	---	---	--

<p align="center">Subject: Religious Education Year 9 Half Term Five</p>		
<p align="center">Core skill focus</p>		
<p align="center">Year group: Year 9</p>	<p align="center">Module title: GCSE RE Catholic Practices</p>	<p align="center">Length of module: 6 weeks</p>
<p>Module intent / knowledge to be gained</p> <p><u>Intent</u></p> <p>The aim of this unit is to continue to enable students to understand the different practices that Catholic will undertake in their lives. Students will use the knowledge they gained about Catholic beliefs. It will enable to students</p>	<p>Sequence – where does this module fit? Links to past and future learning:</p> <p>In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion.</p>	

to analyse how Catholics interpret their beliefs and how this affects how they practise their faith. This unit continues the academic skills needed at GCSE and develop them further and allows students to develop their extended writing ability in turn meaning that they are more confident as each lesson passes. Another intent of this unit is to build upon the knowledge of Catholic practices which was first taught during year 7 unit two. Students will already have the knowledge and recall of the topics but at this level they will need to not only understand and describe Catholic practices but to be able to analyse and evaluate each practise and its importance.

Knowledge

The knowledge of this unit will be built upon firstly the knowledge from year 7 that students have learnt about Catholic practices. Secondly, students will be building upon the knowledge they have gained in this first two unit of GCSE which was Catholic beliefs. This builds upon that knowledge by allowing students to understand how the beliefs impact the practices they completed and how they completed them. Students will then move onto the first topic which is what is liturgical worship and the different ways in which Catholics can pray and worship. This is then followed up by the different ways in which Catholics pray and the different versions of prayers.

KS4: This is unit two of four that students will complete to ensure knowledge for paper one: **Edexcel Catholic Christianity**. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

Catholic Philosophy

- Catholic Philosophy
- Family and Relationship

Judaism

- Beliefs and teachings
- Practices

In this unit, students will learn begin to learn about the Catholic practices. In unit one students learn about the beliefs of Catholics now in this unit they take those beliefs and learn how they are used within practise.

<p>This is then followed up by Catholics taking their worship practically and learning about the Catholic pilgrimages. Each practise will build upon the last, allowing students to compare the different practices and the importance of each of them.</p>			
<p>Key words: Catholic Practices – A way of showing devotion to God or to the Religion of Christianity. Sacrament - An outward sign of an inward gift, instituted by Christ, in order to give grace to a human being” Liturgical Worship – The structured form of worship. For example, mass on a Sunday is liturgical worship. Funeral Rite - A ceremony or group of ceremonies held in connection with the burial or cremation of a dead person. Prayer – A solemn request for help or expression of thanks addressed to God or another deity. Adoration - Adoration is respect, reverence, strong admiration or devotion in a certain person, place, or thing. Forms of Piety - Piety is defined as devotion and reverence to religious practices and God. An example of piety is going to church. Rosary Beads – A form of worship where a believer will use beads to aid their worship to God. Each bead is a different prayer to say.</p>	<ul style="list-style-type: none"> - Data rich seating plans with a full rational - Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied. - Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place. - The use of knowledge organisers and homework to ensure learning is retained. <p>Gunning fox index to be applied to reading material to assess its suitability for students.</p>		
<p>Week number</p>	<p>Learning activity / intention of knowledge</p>	<p>Stretch & Support activities</p>	<p>Homework</p>
	<p><u>Lesson One – Liturgical Worship</u> By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Identify three different types of Christian worship. • The differences between these types of worship. 	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p>	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be</p>

<p>1</p>	<ul style="list-style-type: none"> The importance Christians hold towards different forms of worship practice. <p>Learning Tasks: Students to write down and evaluate each part of mass and why each part is important.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and importance of Mass for Catholics (AO1) Know and understand the divergent attitudes towards worship (AO1) Assess and analyse the teaching of Lumen Gentium paragraph 7 for Catholics (AO2)</p> <p style="text-align: center;"><u>Lesson Two – Liturgical Worship (2)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> Identify three different types of Christian worship. The differences between these types of worship. The importance Christians hold towards different forms of worship practice. <p>Learning Tasks: Students to write down and evaluate each part of mass and why each part is important.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge:</p>	<p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> All worship should be in a structured format. Do you agree with this statement? What are the advantages to having a structure to worship? <p>Students will be given different choices depending on their skill level.</p> <p>Differentiation will be made by outcomes.</p> <p>Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students.</p> <p>For stretch and challenge students will have to try and provide more than one reason for each answer.</p>	<p>tested in the PFL during the next lesson.</p> <p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
----------	---	---	---

	<p>Know and understand the nature and importance of Mass for Catholics (AO1) Know and understand the divergent attitudes towards worship (AO1) Assess and analyse the teaching of Lumen Gentium paragraph 7 for Catholics (AO2)</p> <p style="text-align: center;"><u>Lesson Three – Non Liturgical Worship</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Identify three different types of Christian worship. • The differences between these types of non-liturgical worship. • The importance Christians hold towards different forms of worship <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and importance of Mass for Catholics (AO1) Know and understand the divergent attitudes towards worship (AO1) Assess and analyse the teaching of Lumen Gentium paragraph 7 for Catholics (AO2)</p>	<p>Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Non liturgical worship allows for more freedom in their faith. Do you agree with this statement? <p>Lower ability students will be given images to support their work.</p>	<p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
	<p style="text-align: center;"><u>Lesson Four – Prayer</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What prayer is and why the 5 are different. 	<p>Students will be given the following: Extra Time to write down the answers if needed.</p>	<p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be</p>

<p>2</p>	<ul style="list-style-type: none"> Gain full marks on an examination B question of different types of prayer. <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Learning Tasks: Students to complete work sheet on the different types of prayers that a Catholic can complete.</p> <p>Intention of Knowledge: Know and understand the nature and purpose of prayer Know and understand examples of the different types of prayer (AO1) Know about and understand the importance of the Lord’s prayer (AO1)</p> <p style="text-align: center;"><u>Lesson Five - Prayer (2)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> What prayer is and why the 5 are different. Gain full marks on an examination B question of different types of prayer. <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Learning Tasks: Students to complete work sheet on the different types of prayers that a Catholic can complete.</p> <p>Intention of Knowledge: Know and understand the nature and purpose of prayer Know and understand examples of the different types of prayer (AO1) Know about and understand the importance of the Lord’s prayer (AO1)</p> <p style="text-align: center;"><u>Lesson Six – Catholic Prayer</u></p>	<p>Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) What are the advantages of praying each day? 2) It would be wrong for God to answer everyone’s prayers. Why do you think this could be? <p>For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes.</p> <p>Lower ability students will be given images to support their work. Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students.</p>	<p>tested in the PFL during the next lesson.</p> <p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Knowledge Organiser –</p>
----------	--	--	---

	<p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What prayer is and why the 5 are different. • Gain full marks on an examination B question of different types of prayer. <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Learning Tasks: Students to complete work sheet on the different types of prayers that a Catholic can complete.</p> <p>Intention of Knowledge: Know and understand the nature and purpose of prayer Know and understand examples of the different types of prayer (AO1) Know about and understand the importance of the Lord's prayer (AO1)</p>	<p>For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task</p>	<p>Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
	<p style="text-align: center;"><u>Lesson Seven Pilgrimage (1)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Students to be able to describe three places to go on Christian pilgrimage. • Students to be able to understand the reasons why someone may go on a pilgrimage. • Students to be able to analyse and compare to different places of pilgrimage. 	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups.</p>	<p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p style="text-align: center;">3</p>	<p>Learning Tasks: Students to create a leaflet to promote a Christian pilgrimage to either Lourdes or the Vatican City.</p> <p>Intention of Knowledge: Know and understand the nature, history and purpose of pilgrimage Know and understand the significance of the places that people go on pilgrimage (AO1) Assess and analyse the importance of pilgrimage for Catholic and Protestant Christians today (AO2)</p> <p style="text-align: center;"><u>Lesson Eight Pilgrimage (2)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Students to be able to describe three places to go on Christian pilgrimage. • Students to be able to understand the reasons why someone may go on a pilgrimage. • Students to be able to analyse and compare to different places of pilgrimage. <p>Learning Tasks: Students to create a leaflet to promote a Christian pilgrimage to either Lourdes or the Vatican City.</p> <p>Intention of Knowledge: Know and understand the nature, history and purpose of pilgrimage Know and understand the significance of the places that people go on pilgrimage (AO1) Assess and analyse the importance of pilgrimage for Catholic and Protestant Christians today (AO2)</p> <p style="text-align: center;"><u>Lesson Nine – Pilgrimage to Lourdes</u></p>	<p>Differentiation by outcome when giving feedback on the exam question.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) A Catholic should go on pilgrimage at least once their life. Do you agree with this statement? 2) Develop your own extended writing piece with reasons as to why pilgrimage should be an important part of Catholic practise. <p>Sentence starters there to help lower ability students.</p> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p>	<p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Knowledge Organiser –</p>
---	---	--	--

	<p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Students to be able to describe three places to go on Christian pilgrimage. • Students to be able to understand the reasons why someone may go on a pilgrimage. • Students to be able to analyse and compare to different places of pilgrimage. <p>Learning Tasks: Students to create a leaflet to promote a Christian pilgrimage to either Lourdes or the Vatican City.</p> <p>Intention of Knowledge:</p> <p>Know and understand the nature, history and purpose of pilgrimage</p> <p>Know and understand the significance of the places that people go on pilgrimage (AO1)</p> <p>Assess and analyse the importance of pilgrimage for Catholic and Protestant Christians today (AO2)</p>		<p>Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
4	<p style="text-align: center;"><u>Lesson Ten – Pilgrimage to Jerusalem</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Students to be able to describe three places to go on Christian pilgrimage. • Students to be able to understand the reasons why someone may go on a pilgrimage. • Students to be able to analyse and compare to different places of pilgrimage. <p>Learning Tasks: Students to create a leaflet to promote a Christian pilgrimage to either Lourdes or the Vatican City.</p> <p>Intention of Knowledge:</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made.</p> <p>Newspaper will already be created to help students who struggle with writing. It will</p>	<p>Knowledge Organiser –</p> <p>Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p>Know and understand the nature, history and purpose of pilgrimage Know and understand the significance of the places that people go on pilgrimage (AO1) Assess and analyse the importance of pilgrimage for Catholic and Protestant Christians today (AO2)</p> <p style="text-align: center;"><u>Lesson Eleven – Pilgrimage to The Vatican City</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Students to be able to describe three places to go on Christian pilgrimage. • Students to be able to understand the reasons why someone may go on a pilgrimage. • Students to be able to analyse and compare to different places of pilgrimage. <p>Learning Tasks: Students to create a leaflet to promote a Christian pilgrimage to either Lourdes or the Vatican City. Intention of Knowledge: Know and understand the nature, history and purpose of pilgrimage Know and understand the significance of the places that people go on pilgrimage (AO1) Assess and analyse the importance of pilgrimage for Catholic and Protestant Christians today (AO2)</p>	<p>become a gap filling exercise for them.</p> <p>Differentiated questioning and outcomes for higher ability students. Worksheets with images will be made</p> <p>Students will be given historical questions to stretch and challenge.</p>	<p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
<p style="text-align: center;">5</p>	<p style="text-align: center;"><u>Lesson Nine– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p style="text-align: center;"><u>Lesson Ten – DIRT Feedback</u></p>	<p>IRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Knowledge Organiser - Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

	Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.		
6	<p style="text-align: center;"><u>Lesson Eleven – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Twelve– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

**Subject: Religious Education
Year 9 Half Term Six**

Core skill focus

Year group: Year 9

Module title: GCSE RE Practices

Length of module: 6 weeks

Module intent / knowledge to be gained

Sequence – where does this module fit? Links to past and future learning:

Intent

The aim of this unit is to continue to enable students to understand the different practices that Catholic will undertake in their lives. Students will use the knowledge they gained

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion.

about Catholic beliefs. It will enable to students to analyse how Catholics interpret their beliefs and how this affects how they practise their faith. This unit continues the academic skills needed at GCSE and develop them further and allows students to develop their extended writing ability in turn meaning that they are more confident as each lesson passes. Another intent of this unit is to build upon the knowledge of Catholic practices which was first taught during year 7 unit two. Students will already have the knowledge and recall of the topics but at this level they will need to not only understand and describe Catholic practices but to be able to analyse and evaluate each practise and its importance.

Knowledge

The knowledge of this unit will be built upon firstly the knowledge from year 7 that students have learnt about Catholic practices. Secondly, students will be building upon the knowledge they have gained in this first two unit of GCSE which was Catholic beliefs. This builds upon that knowledge by allowing students to understand how the beliefs impact the practices they completed and how they completed them. Students will then move onto the first topic which is what is liturgical worship and the different ways in which Catholics can pray and worship.

KS4: This is unit two of four that students will complete to ensure knowledge for paper one: **Edexcel Catholic Christianity**. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

Catholic Philosophy

- Catholic Philosophy
- Family and Relationship

Judaism

- Beliefs and teachings
- Practices

In this unit, students will learn begin to learn about the Catholic practices. In unit one students learn about the beliefs of Catholics now in this unit they take those beliefs and learn how they are used within practise.

<p>This is then followed up by the different ways in which Catholics pray and the different versions of prayers.</p> <p>This is then followed up by Catholics taking their worship practically and learning about the Catholic pilgrimages. Each practise will build upon the last, allowing students to compare the different practices and the importance of each of them.</p>			
<p>Key words:</p> <p>Catholic Practices – A way of showing devotion to God or to the Religion of Christianity.</p> <p>Sacrament - An outward sign of an inward gift, instituted by Christ, in order to give grace to a human being”</p> <p>Liturgical Worship – The structured form of worship. For example, mass on a Sunday is liturgical worship.</p> <p>Funeral Rite - A ceremony or group of ceremonies held in connection with the burial or cremation of a dead person.</p> <p>Prayer – A solemn request for help or expression of thanks addressed to God or another deity.</p>	<ul style="list-style-type: none"> - Data rich seating plans with a full rational - Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied. - Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place. - The use of knowledge organisers and homework to ensure learning is retained. <p>Gunning fox index to be applied to reading material to assess its suitability for students.</p>		
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
	<p><u>Lesson One – Forms of Popular Piety (1)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Describe what popular piety is • Why forms of piety are important for Catholics • Whether Liturgical or none liturgical worship is more important for Catholics 	<p>Students will be given the following:</p> <p>Extra Time to write down the answers if needed.</p> <p>Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p>	<p>Knowledge Organiser –</p> <p>Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>1</p>	<p>Learning Tasks: Students to create their own plan for popular piety.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and importance of Mass for Catholics (AO1) Know and understand the divergent attitudes towards worship (AO1) Assess and analyse the teaching of Lumen Gentium paragraph 7 for Catholics (AO2)</p> <p style="text-align: center;"><u>Lesson Two – Forms of Popular Piety (2)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Describe what popular piety is • Why forms of piety are important for Catholics • Whether Liturgical or none liturgical worship is more important for Catholics <p>Learning Tasks: Students to create their own plan for popular piety.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and importance of Mass for Catholics (AO1)</p>	<p>Stretch and Challenge:</p> <p>1) Write an extended writing piece about the most important form of popular piety</p> <p>Students will be given different choices depending on their skill level.</p> <p>Differentiation will be made by outcomes.</p> <p>Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students. For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should</p>	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
----------	---	---	---

	<p>Know and understand the divergent attitudes towards worship (AO1) Assess and analyse the teaching of Lumen Gentium paragraph 7 for Catholics (AO2)</p> <p style="text-align: center;"><u>Lesson Three – Forms of Popular Piety (3)</u></p> <p>By the end of the lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Describe what popular piety is • Why forms of piety are important for Catholics • Whether Liturgical or none liturgical worship is more important for Catholics <p>Learning Tasks: Students to create their own plan for popular piety.</p> <p>Learning Tasks: Students to be given exam style questions as practice.</p> <p>Intention of Knowledge: Know and understand the nature and importance of Mass for Catholics (AO1) Know and understand the divergent attitudes towards worship (AO1) Assess and analyse the teaching of Lumen Gentium paragraph 7 for Catholics (AO2)</p>	<p>never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p>	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
	<p style="text-align: center;"><u>Lesson Four - The Rosary</u></p> <ul style="list-style-type: none"> • Students are to be able to describe what the Rosary is used for by Catholics • Students are to be able to understand what each part of the Rosary means during prayer <p>Know and understand the nature and importance of Mass for Catholics (AO1)</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p>	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>2</p>	<p>Know and understand the divergent attitudes towards worship (AO1) Assess and analyse the teaching of Lumen Gentium paragraph 7 for Catholics (AO2)</p> <p><u>Lesson Five – Exam Practise and Revision</u></p> <ul style="list-style-type: none"> • Students are to learn about exam techniques for the exam. • This is also an opportunity for revision on the first two topics of the GCSE Exam <p><u>Lesson Six – Exam Practise and Revision</u></p> <ul style="list-style-type: none"> • Students are to learn about exam techniques for the exam. <p>This is also an opportunity for revision on the first two topics of the GCSE Exam</p> <p><u>Lesson Seven – Exam Practise and Revision</u></p> <ul style="list-style-type: none"> • Students are to learn about exam techniques for the exam. <p>This is also an opportunity for revision on the first two topics of the GCSE Exam</p>	<p>For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work. Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students.</p>	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
	<p><u>Lesson Eight – Exam Practise and Revision</u></p> <ul style="list-style-type: none"> • Students are to learn about exam techniques for the exam. • This is also an opportunity for revision on the first two topics of the GCSE Exam <p><u>Lesson Nine – Exam Practise and Revision</u></p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. 	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>3</p>	<ul style="list-style-type: none"> Students are to learn about exam techniques for the exam. <p>This is also an opportunity for revision on the first two topics of the GCSE Exam</p> <p style="text-align: center;"><u>Lesson Ten – Exam Practise and Revision</u></p> <ul style="list-style-type: none"> Students are to learn about exam techniques for the exam. <p>This is also an opportunity for revision on the first two topics of the GCSE Exam</p>	<p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p> <p>Sentence starters there to help lower ability students.</p>	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
<p>4</p>	<p style="text-align: center;"><u>Lesson Eleven – Exam Practise and Revision</u></p> <ul style="list-style-type: none"> Students are to learn about exam techniques for the exam. This is also an opportunity for revision on the first two topics of the GCSE Exam <p style="text-align: center;"><u>Lesson Twelve – Exam Practise and Revision</u></p> <ul style="list-style-type: none"> Students are to learn about exam techniques for the exam. <p>This is also an opportunity for revision on the first two topics of the GCSE Exam</p> <p style="text-align: center;"><u>Lesson Thirteen – Exam Practise and Revision</u></p> <ul style="list-style-type: none"> Students are to learn about exam techniques for the exam. <p>This is also an opportunity for revision on the first two topics of the GCSE Exam</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students. Worksheets with images will be made. Newspaper will already be created to help students who struggle with writing. It will become a gap filling exercise for them.</p>	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

		<p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made</p> <p>Students will be given historical questions to stretch and challenge.</p>	
5	<p><u>Lesson Nine– Celebration of Knowledge</u> Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p><u>Lesson Ten – DIRT Feedback</u> Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	<p>IRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Knowledge Organiser - Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>
6	<p><u>Lesson Eleven – Reteach Lesson</u> Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p><u>Lesson Twelve– Reteach lesson Two</u> Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future.</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have</p>

	<p>This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>learnt each stage individually now they must try and learn all the words.</p>
--	--	---	--