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| **Year** | YEAR 9 | | | **Subject** | RELIGIOUS STUDIES | | |
| **Lessons** | 10 | | | **Topic** | Theme C: Issues of Good and Evil | | |
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| **Lesson** | **Title** | | **L.O.s** | | | **Literacy / Numeracy / Skills** | **Differentiation / Extension** |
| 1 | **Making Moral Decisions** | | * Describe methods of making moral decisions and link to religion. * Explain methods of making moral decisions and link to religion. * Evaluate methods of making moral decisions and link to religion. | | | Live Marking  GCSE DISCUSS Qs [15 Markers]  GCSE DEFINE Qs [2 Markers]  Collecting and producing relevant information  Creating inferences from religious scriptures | Differentiation embedded within lessons on slides and resource folder |
| 2 | **Crime And Punishment** | | * Describe reasons for crimes and attitudes to punishment. * Explain why different groups may have different attitudes to punishment. * Evaluate why different groups may have different attitudes to punishment. | | | Live Marking  GCSE DISCUSS Qs [15 Markers]  Using case studies as evidence to support wider claims  Creating acronyms  Collecting and producing relevant information  Pop quiz 🡪 Peer assessment  Quote analysis  Interpreting religious content | Differentiation embedded within lessons on slides and resource folder |
| 3 | **Justice & Prisons** | | * Describe religious attitudes to punishment and justice. * Explain religious attitudes to punishment and justice. * Compare and evaluate religious attitudes to punishment and justice | | | Live Marking  GCSE DEFINE Qs [2 Markers]  GCSE EXPLAIN Qs [8 Markers]  Collecting and producing relevant information  Categorizing information  Using case studies as evidence to support wider claims  Listening and note taking skills (video notes) | Differentiation embedded within lessons on slides and resource folder |
| 4 | **The Death Penalty** | | * Describe religious and non-religious arguments for and against the death penalty. * Explain religious and non-religious arguments for and against the death penalty using evidence. * Evaluate religious and non-religious arguments for and against the death penalty and form your own opinion | | | Creating judgements to build essay skills  Using case studies as evidence to support wider claims  Live Marking  GCSE EXPLAIN Qs [8 Markers]  GCSE DISCUSS Qs [15 Markers] | Differentiation embedded within lessons on slides and resource folder |
| 5 | **Forgiveness** | | * To understand religious and non-religious attitudes towards forgiveness. * To understand the importance of forgiveness. | | | Creating inferences from religious scriptures  Quote analysis  Interpreting religious content  Using case studies as evidence to support wider claims  Live Marking  GCSE DEFINE Qs [2 Markers]  GCSE EXPLAIN Qs [8 Markers] | Differentiation embedded within lessons on slides and resource folder |
| 6 | **Good and Evil** | | * Describe attitudes towards good and evil * Explain religious and non-religious attitudes towards good and evil from | | | Creating inferences from religious scriptures  Quote analysis  Interpreting religious content  Live Marking  Collecting and producing relevant information for tables | Differentiation embedded within lessons on slides and resource folder |
| 7 | **Suffering** | | * Describe religious teachings about suffering. * Explain religious attitudes to suffering and the problem of suffering. * Evaluate the meaning of suffering and religious attitudes to it. | | | Live Marking  Creating inferences from religious scriptures  Quote analysis  Interpreting religious content  GCSE DEFINE Qs [2 Markers]  Using case studies as evidence to support essays  Reading comprehension tasks | Differentiation embedded within lessons on slides and resource folder |
| 8 | **Problems around Suffering** | | * Describe the problem of suffering * Explain the religious responses to the problem of suffering * Compare religious views, evaluate religious responses to the problem of suffering and form your own opinion. | | | Live Marking  Categorizing information  Collecting and producing relevant information  GCSE DISCUSS Qs [15 Markers] | Differentiation embedded within lessons on slides and resource folder |
| **Prior Knowledge** | | | | | | **Assessment Opportunities** | |
| Students will have covered;   * Basic topics in KS3 * Whole of Theme A in Component 1: Issues with relationships. * Whole of Theme B in Component 1: Issues with Life and Death. | | | | | | DPR 3 - End of term test in Term 6 for Component 1: Theme C | |
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