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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 MarkingGCSE 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 MarkingGCSE DISCUSS Qs [15 Markers]Using case studies as evidence to support wider claimsCreating acronyms Collecting and producing relevant information Pop quiz 🡪 Peer assessmentQuote analysisInterpreting 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 MarkingGCSE DEFINE Qs [2 Markers]GCSE EXPLAIN Qs [8 Markers]Collecting and producing relevant information Categorizing informationUsing case studies as evidence to support wider claimsListening 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 skillsUsing case studies as evidence to support wider claimsLive MarkingGCSE 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 analysisInterpreting religious contentUsing case studies as evidence to support wider claimsLive MarkingGCSE 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 analysisInterpreting religious contentLive MarkingCollecting 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 MarkingCreating inferences from religious scriptures Quote analysisInterpreting religious contentGCSE 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 MarkingCategorizing information Collecting and producing relevant informationGCSE 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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