

Stone Hill School
Curriculum Plan 2019/20
RE year 9

Intent: To research inspirational people from the worlds six major religions. To look at examples of evil and suffering and how each religion explains their existence. To find examples of religious events in the media. In addition to comparing religions pupils should now be able to give examples of famous people that follow each religious and use religious quotes to support points they make. Pupils will have the opportunity to express their own beliefs, values and commitments.

Term	Week/s	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn	1 – 2	Numeracy – chronology Art – story board of Guru Nanak's impact	To evaluate the impact of Guru Nanak	Literacy – reading information in order to sort an event in to chronological order. SMSC – investigating moral issues (The Caste System)
	3-5		To apply your knowledge of Anne Frank	Literacy – writing a diary. SMSC – investigating moral issues.
	6 – 8	Art – create a protest banner.	To understand the life of Martin Luther King (exploring acts of good will and acts of wrong doing).	Literacy – producing a speech. SMSC – resolve conflict.
	9		To compare the work of Martin Luther King to Malcolm X.	Literacy – comprehend and summarise information on Malcolm X.
	10	Engineering/maths – measure the size of Mandela's prison cell. Technology – create a PowerPoint on the life of Mandela.	To investigate the life of Nelson Mandela.	Literacy - read and summarise information on Mandela.
	11	Numeracy – chronology.	Describe the life of Mahatma Gandhi	Literacy – read information on Gandhi and put in to chronological order. SMSC – interest in different faiths.
	12		To investigate the life and tradition of the Dalai Lama.	Literacy – summarising information. SMSC – interest in cultural diversity.
Spring	1-2	Technology – the development of weaponry Numeracy – statistics of casualties	To research examples of moral evil (examples of suffering caused by humans. Use pupil voice to find out issues they would be interested in researching.)	Literacy – summarising their own research.
	3-4	Science – natural disasters Technology/engineering – rebuilding society	To research examples of natural evil (examples of suffering caused by nature. Use pupil voice to find out issues they would be interested in researching.)	Literacy – summarising their own research.
	5		To investigate how a Christian would justify the existence of evil and suffering. Find quotes from the Bible to support a point.	
	6		To research Jewish resistance. How do Jewish people explain the existence of the Holocaust and also the existence of God?	
	7-8		To research how Islam explains the existence of evil and suffering. To compare Christian quotes to Muslim quotes. To compare Christian beliefs to Muslim beliefs. (For example heaven and paradise).	Literacy – comparing texts.
	9	Numeracy – fate game using dice and counting.	To investigate Hindu beliefs on evil and suffering.	
	10		To research Buddhism and the idea of peace.	
	11-12	Technology – making and tasting	To investigate equality and Sikhism. (The work	

		Sikh food.	of the Sikh Langar in providing help to the homeless.)	
Summer	1-2	Technology – streaming.	To research forms the media takes.	
	3-4		To explore religion and film.	Literacy – film reviews.
	5-6		To understand the term bias and provide examples of religious bias in film. (for example how terrorism is presented in the media).	Literacy – building up keywords/vocabulary.
	7-8		To research religious stereotypes in the media.	
	9-10		To form an opinion on how far free speech should go.	Literacy – writing for different purposes, analysing and producing a speech.

Impact: The skills pupils will take away from this year's study will enable them to be successful in the qualification they will complete in Key Stage 4. Pupils will build up a portfolio of evidence on issues such as religious leaders, religious charities, moral issues and in depth studies of each religion.

