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Year 9 Curriculum Map




Year 9 – Autumn Term

Creation and Stewardship

Introduction to Judaism - Beliefs

Prior Learning	<p>Pupils will have a varied understanding of the creation stories. Catholic feeder primary schools may have given more detail such as discussion of the idea of freewill and original sin linked with the Adam and Eve story in the Bible. Pupils will have looked at the concept of stewardship in year 8 in a unit on CAFOD and Social justice and how we can help others.</p> <p>In relation to the Judaism is a topic that may have been covered at primary school and will have been discussed in the topic of World Religions in year 7 and will have been mentioned in Jesus and the Holy Land topic in year 8.</p>
What will I learn?	<p>In the first half of the term pupils will learn about creation stories such as the earth maker and Genesis stories exploring how these stories can be interpreted by different religious groups and non-religious groups. They will then explore the different scientific arguments for the creation of the world such as the Big Bang theory and Evolution. Pupils will explore how humans have an impact on the world around them. They will examine the Christian ideas of human beings being made in the image of God which will link to the idea of stewardship and how humans should respond to environmental issues discussing both religious and non-religious arguments.</p> <p>In the second half of the term pupils will have an introduction to the topic of Judaism. Pupils will learn the history of the Jews from the Torah and the covenants of Abrahams and Moses. They will look at who God is for the Jews and how they experience God through prayer, the synagogue and their everyday actions and the Mitzvot's they follow. They will reflect on the Jewish teachings and how this influences major Jewish life events such as, birth rituals, coming of age rituals and marriage rituals. They will learn how Shabbat is celebrated by both Orthodox and Reform Jews and how the festivals such as Passover and Rosh Hashanah continue the links of Jews today with the Jews of the past.</p>
How will I be assessed?	<p>End of Unit assessment on Creation in October.</p> <p>End of unit assessment on Jewish History & Beliefs in December.</p> <p>Formative assessments are included throughout the units including low stake testing such as 10 questions on key words and essential knowledge. There is also peer and self-assessment and question and answer sessions.</p>
Next Steps	<p>At key stage 4 in year 10, pupils will explore in greater depth Catholic Christianity Beliefs in and teachings, Argument for the existence of God in year 10. Part of which explores the creation stories and different Christian attitudes. How Christians believe being made in the image of God impacts on the way they should behave towards others and how the Bible is used and interpreted by Christians today.</p> <p>Pupils will continue to build on their knowledge of the Jewish faith as they commence onto their GCSE studies showing links between the faith of the Jews and Catholic Christianity. They will then study Judaism at key stage 4 in year 11, which will be paper 2 at GCSE.</p>
Opportunities for Independent Learning	<p>During the Creation unit pupils examine the idea of scientific arguments for the world being created by God. They will then have the opportunity to discuss what they think is a perfect world. Focusing on the design argument, cosmological argument, big bang theory and evolution.</p> <p>https://www.youtube.com/watch?app=desktop&v=yCGadbs4NcQ</p> <p>https://www.youtube.com/watch?v=-i2LjQcipAk</p> <p>https://www.youtube.com/watch?app=desktop&v=nVsHjnY-o9s</p> <p>http://www.allaboutscience.org/darwins-theory-of-evolution-video.htm</p> <p>In the Creation unit pupils will have the opportunity to produce a stewardship project.</p> <p>https://www.youtube.com/watch?v=teu7BCZTgDs</p>

	<p>https://www.youtube.com/watch?v=ILONMnJNW18 https://cafod.org.uk/Education/Primary-teaching-resources/Laudato-Si-for-children</p> <p>There will be an opportunity to complete a research topic on the different Jewish festivals, mitzvot's, beliefs and teachings.</p> <p>https://www.bbc.co.uk/bitesize/guides/z4w8jty/revision/2 https://www.truetube.co.uk/resource/holy-cribs-the-synagogue/ https://www.bbc.co.uk/bitesize/guides/z4kg4qt/revision/6 https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7 https://www.youtube.com/watch?v=auM94_yDD40</p> <p>They will also have to independently revise for their exams.</p>
<p>Personal Development and CEIAG</p>	<p>In the Creation unit, pupils gain an understanding of the environment. This allows them the opportunity to reflect on their personal behaviour and how it impacts on the environment. It also allows them to develop respect for their environment and an understanding that they have a responsibility to assist in protecting it. This can impact on the decisions they make within their own lives.</p> <p>In the Judaism introduction unit, pupils will examine how society is made up of diverse groups of people who may behave in a certain manner because of their history e.g. Jews believe they are the chosen people of God because of the covenants, and this leads them to behave in a certain way. They will learn how to be respectful of those who may be different to them because of culture or religion. This will help them understand the wider world around them and how they need to be respectful of other people's beliefs and cultures. It may also help them to develop an interest in their own faith or even to discover a faith.</p>
<p>Enrichment Opportunities (Cultural Capital)</p>	<p>In the Creation Unit we look at how we can be good stewards. This links with the opportunities throughout the school year for collection for CAFOD, the 'Christmas jumper day' and the collections for the food bank along with the Lent CAFOD appeal that is often linked to environmental issues, food crises or global warming - https://cafod.org.uk/Campaign/Climate-crisis .</p> <p>By comparing the viewpoints of people from different religious backgrounds pupils can develop a more informed opinion of those in the wider community. When investigating the history of the Jewish faith pupils will explore how its beliefs and teachings are linked with Christianity. There is also the opportunity to listen to guest speakers who will share their personal experience of faith. When looking at the Jewish festivals there may be an opportunity to recreate a Passover meal within the classroom setting also guest speakers may help deepen an understanding of how Jewish life is supported by their beliefs.</p>

	<p>Year 9 – Spring Term Religious Attitudes to Evil & Suffering Sacraments & the Impact on Catholic Life</p>
<p>Prior Learning</p>	<p>The concept of evil and suffering will have been explored through CAFOD and Social Justice in year 8, when identifying why we should support those who are disadvantaged and need support due to certain natural disasters (natural evil).</p> <p>The pupils will have studied the sacraments in year 7 and at key stage 3. They will have briefly explored what happens at each sacrament and how it is carried out.</p>
<p>What will I learn?</p>	<p>In the first half term pupils will explore what is good and evil and how the devil portrayed within religion through different Bible stories e.g. Job. They will explore the arguments for and against evil within the world identifying religious and humanist arguments through such theories as utilitarianism. They will then explore the case study of Dietrich Bonhoeffer and the impact of WW2 and the Holocaust on a pacifist. The unit finishes with a comparison of</p>

	<p>how evil is portrayed through literary and film such as Harry Potter, Narnia and Lord of the Rings.</p> <p>In the second half term pupils will revisit the different types of sacraments within the Catholic church, however they will explore the impact that each sacrament has on a Catholic's life and how that sacrament is carried out. They will investigate the symbolism and impact of God's presence within their lives.</p>
<p>How will I be assessed?</p>	<p>There will be an end unit assessment on Good & Evil – February</p> <p>There will be an end project on the sacraments - April</p> <p>Formative assessments are included throughout the units including low stake testing such as 10 questions on key words and essential knowledge. There is also peer and self - assessment and question and answer sessions.</p>
<p>Next Steps</p>	<p>Pupils will continue to build on their knowledge of the Catholic and Jewish faith as they commence onto their GCSE studies showing links between the faith of the Jews and Catholic Christianity. They will revisit and build upon a number of units which they have studied this year from Judaism, Sacraments, Creation and Human Relationships.</p>
<p>Opportunities for Independent Learning</p>	<p>In the unit on evil and suffering, pupils will explore case studies via newspaper reports of moral e.g. murder and natural evil e.g. natural disasters</p> <p>BBC Bitesize on evil & suffering - https://www.bbc.co.uk/bitesize/guides/zv93rwx/revision/5</p> <p>True tube - the problem of evil - https://www.truetube.co.uk/resource/the-problem-of-evil/</p> <p>Introduction to evil & suffering - https://www.youtube.com/watch?v=qilO5Ajkvw&t=117s</p> <p>Within the sacrament's unit, pupils will have the chance to rein act the sacraments to physically see what happens and the key symbols used. They will also have the chance to speak to the local priest in relation to the sacraments and Catholic life.</p> <p>BBB Bitesize on sacraments - https://www.bbc.co.uk/bitesize/guides/zh4f3k7/revision/1</p> <p>Busted Halo – YouTube sacraments playlist - https://www.youtube.com/playlist?list=PL60396574E0A0B9A2</p>
<p>Personal Development and CEIAG</p>	<p>In the suffering and evil unit pupils will have to start to develop their own opinions on ethical issues in the world which relate to good and evil events such as the Boxing Day tsunami, Serial killers and the Holocaust. This will help them to understand not only their viewpoint but that of other people. It will also highlight that for some topics there are no right or wrong answers just differences of opinions and to accept that some people may not always support your opinion, especially when exploring big questions as “why does a loving God allow evil”?</p> <p>In the sacrament's unit pupils will explore how the sacraments can have a physical impact on someone's life, for example why some parents do not baptise their child, but let them choose when they are older (adult baptism). They will look at why individuals make the 'choice' to be Christian, or married or a priest. It will also highlight once again the different communities they belong to and how it can be shown through the sacraments.</p>
<p>Enrichment Opportunities (Cultural Capital)</p>	<p>In the suffering and evil unit, we look at different Christian moral values on some tough topics and how as part of a Catholic community we need to develop tolerance and forgiveness. They will also see how good and evil is portrayed in the modern day and through literature and film such as Harry Potter, Narnia and Lord of the Rings.</p> <p>Within the Sacraments unit pupils will investigate in depth the difference and similarities between Catholic and Protestant Christians and their beliefs on the different sacraments. They will explore each other's vocations and choices in life and how we are filled with God's grace, as well as discovering how to be tolerant of other people's beliefs and practices.</p>



Year 9 – Summer term

Dignity of the Human Person - Relationships

Human Dignity – Medical Ethical Issues

Prior Learning	<p>Understanding of different types of relationships is widely looked at in ISHCE and many pupils will have a basic concept of the different types of relationship at key stage 2 & key stage 3. Discrimination and how we treat other people are investigated by many religious and non-religious schools and will have been studied through key stage 2 & key stage 3.</p> <p>The topics around ethical issues may have been discussed at primary schools however to what extent will be varied. Jesus’ teachings such as love your neighbour and treat others as you would like to be treated will have been covered in year 7 and year 8, especially within the CAFOS & Social Justice unit. These will be a good basis for discussions on the assorted topics covered.</p>
What will I learn?	<p>In the first part of the half term pupils will explore the different types of relationships humans have and what makes for a healthy relationship. They will examine the key symbols linked to a Catholic marriage and why it is important to Catholics. Pupils will explore the important role that Martin Luther King played in highlighting the issue of racism in America. This will lead on to exploring the issues of human rights and how we behave to people in society today such as the homeless and refugees.</p> <p>In the second half of this term pupils will learn about the differences between absolute and relative morality. They will then look at various ethical issues such as misuse of drugs and alcohol, abortion, euthanasia, stem cell research and capital punishment. They will discuss the various opinions held by religious and non-religious groups with a strong focus on the Catholic viewpoint. They will learn about how to form their own opinion on ethical issues and what guidance is available to help them make these challenging decisions.</p>
How will I be assessed?	<p>Pupils will complete end of year tests on each topic in June including Human Dignity. Formative assessments are included throughout the unit and low stake testing on key words and essential knowledge happens regularly throughout the unit. There are also opportunities for peer and self-assessment and question and answer sessions.</p>
Next Steps	<p>Pupils will continue to build on their knowledge of the Catholic and Jewish faith as they commence onto their GCSE studies showing links between the faith of the Jews and Catholic Christianity. They will also need to reflect on their own personal knowledge and develop the skill to evaluate.</p>
Opportunities for Independent Learning	<p>In the dignity of a human person relationship unit - pupils will have the opportunity to complete a project looking at Martin Luther King and the topic of prejudice and discrimination.</p> <p>In the unit on human dignity - ethical issues pupils will have the opportunity to form their own opinions on topics that they may have to deal with in their wider life.</p> <p>https://www.youtube.com/watch?v=RdSQT7DS1II https://www.youtube.com/watch?v=n0uwTBrgqxl</p> <p>They will also have to independently revise for their assessments.</p>
Personal Development and CEIAG	<p>In the human dignity - relationships unit pupils will examine topics which will allow them to develop self-worth and respect for others and their opinions. It will highlight the challenges of living in a multi-cultural and multi faith society and how they can make a positive contribution to the different communities they belong to.</p> <p>In the human dignity – ethical issues unit pupils will have to start to develop their own opinions on ethical issues in the world. This will help them to understand not only their viewpoint but that of other people. It will also highlight that for some topics there are no right or wrong answers just differences of opinions and to accept that some people may</p>

	<p>not always support your opinion. They will also learn that they need to take responsibility for their actions and be aware that their choices may have an impact not only on themselves but on others.</p>
<p>Enrichment Opportunities (Cultural Capital)</p>	<p>In the human dignity - relationships unit, they will explore how we are all made in God's image this will help them reflect on their own beliefs and ideas as well as discovering how to be tolerant of other people's beliefs and practices.</p> <p>In the human dignity - medical ethics unit, we look at ethical issues from Religious and non-religious viewpoints. We look at Christian moral values and how as part of a Catholic community we need to develop tolerance not only for those around us but for those we have yet to meet in the wider community.</p>