

TOPIC TITLES & BIG QUESTION		TERM 1			TERM 2		
		'SHOULD CHARITY BE COMPULSORY IN THE UK?' POVERTY AND RELIGIOUS CHARITY			'WHY IS PILGRIMAGE IMPORTANT?' RELIGIOUS PRACTICES—PILGRIMAGE		
OBJECTIVES (the things we want pupils to make progress in)		<ul style="list-style-type: none"> To explore Christian and Muslim beliefs about money and charitable giving. To compare Christian and Muslim beliefs about charity. To evaluate whether charity should be compulsory in the UK reflecting on a variety of beliefs and practices. 			<ul style="list-style-type: none"> To explore Christian and Muslim pilgrimages. To explore the Christian and Muslim history which links to pilgrimage. To evaluate the importance of pilgrimage for religious believers. 		
NEXT STEPS: (Links to future learning)		KS4: Issues of Human Rights, Absolute and Relative poverty, religious beliefs about the gaining and using of wealth. Christian Practices, Christian charities. Islam Practices, 5 pillars and Zakat.			KS4: Christian Practices—pilgrimage to Taize and Walsingham. Islam Practices—5 Pillars of Islam, Hajj Eid ul-Fitr and Eid-ul-Adha. Islam Beliefs—Beliefs about Prophethood and Prophets in Islam.		
		KNOWLEDGE AND APPLICATION	SKILLS	LITERACY	KNOWLEDGE AND APPLICATION	SKILLS	LITERACY
ASSESSMENT CRITERIA	STAGE 4 (GCSE 7-9)	<ul style="list-style-type: none"> To evaluate whether charity should be compulsory in the UK showing a consideration of a number of different viewpoints. To evaluate the diversity of religious belief linking to interpretations. 	<ul style="list-style-type: none"> Evaluating religious and non-religious beliefs to come to a conclusion—which is the strongest and why? To use religious scripture to explain the variety of beliefs. 	<ul style="list-style-type: none"> Create coherent and fluent paragraphs using appropriate conjunctions. Use varied, appropriate and extensive academic vocabulary. Spelling, punctuation and grammar are accurate. 	<ul style="list-style-type: none"> To evaluate the most and least important reasons to attend a religious pilgrimage. To explain why it is important or not to attend a religious pilgrimage. 	<ul style="list-style-type: none"> Evaluating religious beliefs on pilgrimage to explain the most and least important reasons to attend pilgrimage. 	<ul style="list-style-type: none"> Create coherent and fluent paragraphs using appropriate conjunctions. Use varied, appropriate and extensive academic vocabulary. Spelling, punctuation and grammar are accurate.
	STAGE 3 (GCSE 5-6)	<ul style="list-style-type: none"> To compare religious beliefs about charity. To explain how beliefs about charity link to religious practices. 	<ul style="list-style-type: none"> Compare the similarities and differences of beliefs using evidence and reasons why. Explanation of how beliefs about charity can impact beliefs on human life using evidence. 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate conjunctions. Use some varied academic vocabulary. Spelling, punctuation and grammar are mostly accurate. 	<ul style="list-style-type: none"> To explain from a variety of religious reasons why a believer would go on pilgrimage. To explain the symbolism and significance of different religious practices on pilgrimage for different religions. 	<ul style="list-style-type: none"> Explain religious symbolism and its significance for religious believers. Explain from different religions the importance of pilgrimage with evidence. 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate conjunctions. Use some varied academic vocabulary. Spelling, punctuation and grammar are mostly accurate.
	STAGE 2 (GCSE 3-4)	<ul style="list-style-type: none"> To explain a religious belief about charity. To explain a religious belief about helping human life. 	<ul style="list-style-type: none"> Explain attitudes to charity and human life creation with evidence and reasons why. 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate conjunctions. Use some varied academic vocabulary. Spelling, punctuation and grammar are mostly accurate. 	<ul style="list-style-type: none"> To explain actions which happen on pilgrimages with reasons why these actions happen. To explain using reasons why a believer would go on pilgrimage. 	<ul style="list-style-type: none"> Explain actions which happen on pilgrimage linking to religious history and scripture. 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate punctuation. Use some religious vocabulary. Spelling, punctuation and grammar are usually accurate.
	STAGE 1 (GCSE 1-2)	<ul style="list-style-type: none"> To describe the different types of poverty and how these affect people. To describe pupils' opinion on whether charity should be compulsory. 	<ul style="list-style-type: none"> Describe opinions using evidence and reasons why. Describe types of poverty with examples. 	<ul style="list-style-type: none"> Can use capital letters and basic punctuation so work is mostly coherent. Use some key terms where appropriate. Spelling and grammar does not affect understanding. 	<ul style="list-style-type: none"> To describe the actions which take place on pilgrimages. 	<ul style="list-style-type: none"> Describe using key vocabulary. 	<ul style="list-style-type: none"> Can use capital letters and basic punctuation so work is mostly coherent. Use some key terms where appropriate. Spelling and grammar does not affect understanding.

TOPIC TITLES & BIG QUESTION		TERM 3A			TERM 3B		
		'DOES GOD EXIST?' THE PROBLEM OF EVIL AND GOD'S EXISTENCE			'WHY IS MOSES IMPORTANT TO THE ABRAHAMIC FAITHS?' MOSES LIFE AND ITS IMPORTANC		
OBJECTIVES (the things we want pupils to make progress in)		<ul style="list-style-type: none"> To explore the Epicurean Paradox and explain why it is a problem for belief in God. To explore religious scripture explaining the roots and causes of evil. To evaluate whether God exists using a variety of scripture and non-religious beliefs. 			<ul style="list-style-type: none"> To explore the events in Moses' life. To explore the reasons why Moses was an inspirational leader and the importance of Moses in Judaism, Christianity and Islam. To explore the impact Moses had on Jewish, Christian and Islamic beliefs and practices. 		
NEXT STEPS: (Links to future learning)		KS4: Christian Beliefs—Belief about God and the Problem of Evil. Issues of Good and Evil—the origins of evil and Problem of Evil.			KS4: Christian Beliefs—Beliefs in God. Islam Beliefs—Beliefs in Prophets and Prophethood.		
		KNOWLEDGE AND APPLICATION	SKILLS	LITERACY	KNOWLEDGE AND APPLICATION	SKILLS	LITERACY
ASSESSMENT CRITERIA	STAGE 4 (GCSE 7-9)	<ul style="list-style-type: none"> To evaluate whether God does exist or not showing a consideration of a number of different viewpoints. To evaluate the Epicurean paradox and Christian beliefs. 	<ul style="list-style-type: none"> Evaluating religious and non-religious beliefs to come to a conclusion—which is the strongest and why? To use religious scripture to explain the variety of beliefs. 	<ul style="list-style-type: none"> Create coherent and fluent paragraphs using appropriate conjunctions. Use varied, appropriate and extensive academic vocabulary. Spelling, punctuation and grammar are accurate. 	<ul style="list-style-type: none"> To evaluate the reasons why Moses is important to Christians, Muslims and Jews. To evaluate the importance of Moses in the Abrahamic faiths. 	<ul style="list-style-type: none"> Evaluate the reasons why Moses is important to the Abrahamic faiths. Evaluate the importance of Moses to Jewish, Christian and Islamic practices. 	<ul style="list-style-type: none"> Create coherent and fluent paragraphs using appropriate conjunctions. Use varied, appropriate and extensive academic vocabulary. Spelling, punctuation and grammar are accurate.
	STAGE 3 (GCSE 5-6)	<ul style="list-style-type: none"> To compare religious and non-religious beliefs about God. To explain how religious scripture impact Christian beliefs about whether God exists. 	<ul style="list-style-type: none"> Compare the similarities and differences of beliefs using evidence and reasons why. Explanation Christian beliefs about the origins of evil using evidence and religious scripture. 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate conjunctions. Use some varied academic vocabulary. Spelling, punctuation and grammar are mostly accurate. 	<ul style="list-style-type: none"> To explain why Moses is important to Judaism. To explain how beliefs about Moses link to the Jewish celebration of Pesach. 	<ul style="list-style-type: none"> Explain the importance of Jewish practices. Explain Jewish beliefs and practices using religious scripture and key terms. 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate conjunctions. Use some varied academic vocabulary. Spelling, punctuation and grammar are mostly accurate.
	STAGE 2 (GCSE 3-4)	<ul style="list-style-type: none"> To explain a religious/non-religious belief about the existence of God. 	<ul style="list-style-type: none"> Explain why Christians argue that God exists. Explain the Epicurean Paradox. 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate punctuation. Use some religious vocabulary. Spelling, punctuation and grammar are usually accurate. 	<ul style="list-style-type: none"> To explain why religious believers would see Moses as an important Prophet. 	<ul style="list-style-type: none"> Explain why using evidence and beliefs. 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate punctuation. Use some religious vocabulary. Spelling, punctuation and grammar are usually accurate.
	STAGE 1 (GCSE 1-2)	<ul style="list-style-type: none"> To describe pupils' opinion on the question Does God exist? To describe the Problem of evil. 	<ul style="list-style-type: none"> Describing using key terms and reasons why. 	<ul style="list-style-type: none"> Can use capital letters and basic punctuation so work is mostly coherent. Use some key terms where appropriate. Spelling and grammar does not affect understanding. 	<ul style="list-style-type: none"> To describe what is meant by the Abrahamic faiths. To describe the main events in Moses' life. 	<ul style="list-style-type: none"> Describing using key terms and reasons why. 	<ul style="list-style-type: none"> Can use capital letters and basic punctuation so work is mostly coherent. Use some key terms where appropriate. Spelling and grammar does not affect understanding.

