

## Theology Curriculum Information Year 9

Autumn Term

| Unit title                             | Key Questions   | Knowledge   | Assessing Understanding   |
|--|---|---|---|
| <p>What does it mean to be Jewish?</p> | <p>What is the Jewish teaching on commandments?</p> <p>What are different interpretations among Orthodox and Reform Jews on the importance of keeping the commandments?</p> <p>What are the specific commandments relating to keeping kosher and shabbat?</p> <p>Should religion adapt to the modern world?</p> <p>What are Jewish rites of passage?</p> <p>What is antisemitism and how does it manifest itself?</p> <p>Why is there conflict in Israel and Palestine?</p> | <p>Jewish teaching on commandments from the Torah</p> <p>Different interpretations from Orthodox and Reform Jews on necessity of keeping commandments</p> <p>Rules about keeping kosher and shabbat</p> <p>Different perspectives on how 'fixed' religious rules from scripture are and how adaptable they might be to the modern world</p> <p>Jewish rites of passage including brit milah, bar/bat mitzvah, wedding, mourning rituals</p> <p>The Holocaust and other forms of antisemitism</p> <p>Background and context to the conflict in the Middle East</p> | <p><b>Skills:</b></p> <p><b>Writing ability, use of evidence</b></p> <p><b>Ability to structure an argument and give an informed opinion</b></p> <p><b>Assessment:</b></p> <p><b>Classroom-based assessment: knowledge checks, cold-calling, class discussions and questioning</b></p> <p><b>Assessment Essay: 'What does it mean to be Jewish?'</b></p> <p><b>Extended written assessment scaffolded and planned in class and completed for homework</b></p> |

Spring Term

| Unit title                           | Key Questions   | Knowledge   | Assessing Understanding  |
|--------------------------------------|---|---|--|
| <p>What does it mean to be good?</p> | <p>What is philosophy?</p> <p>What is ethics?</p> <p>What is consequence-based ethics?</p> <p>Is consequence-based ethics convincing? Why/why not?</p> <p>What is rule-based ethics?</p> <p>Is rule-based ethics convincing? Why/why not?</p> <p>What is medical ethics?</p> <p>Do animals have rights? Why/why not?</p> <p>What does it mean to be good?</p> | <p>Definitions/concepts about what philosophy and ethics is</p> <p>Understanding of the theory of utilitarianism</p> <p>Understanding of the idea of Kantian ethics</p> <p>Be able to outline criticisms of consequence-based ethics</p> <p>Be able to outline criticisms of rule-based ethics</p> <p>Know some issues in medical ethics</p> <p>Be able to argue thoughtfully about the moral status of animals</p> | <p><b>Skills:</b></p> <p><b>Writing ability, use of evidence</b></p> <p><b>Ability to structure an argument and give an informed opinion</b></p> <p><b>Assessment:</b></p> <p><b>Writing ability and use of evidence</b></p> <p><b>Ability to structure an argument and give an informed opinion</b></p> <p><b>Assessment: Classroom-based assessment: knowledge checks, cold-calling, class discussions and questioning</b></p> <p><b>Written answers in class</b></p> <p><b>Assessment Essay: ‘What does it mean to be good?’</b></p> <p><b>Extended written assessment scaffolded and planned in class and completed for homework</b></p> |

Summer Term

| Unit title   | Key Questions  | Knowledge  | Assessing Understanding   |
|--|--|--|---|
| <p>Does religion have a place in modern society?</p> | <p>Does traditional religion oppress women?</p> <p>What is the religious justification for gender roles?</p> <p>What are religious teachings about homosexuality? Are they out of step with the modern world?</p> <p>Does religion cause violence?</p> <p>Is religion in decline in the modern world? Has the world become more secular?</p> <p>Is it morally justifiable to evangelise in a modern, pluralistic world?</p> <p>Does religion have a place in modern society?</p> | <p>Different teachings in some religious traditions about the roles of men and women</p> <p>Different teachings in some religious traditions about sexual ethics, particularly homosexuality</p> <p>Conflicts with religion as a main or supporting factor in violence</p> <p>Different perspectives on how to analyse the question of religion and violence</p> <p>Different perspectives on the morality of evangelism given the multicultural, plural state of UK</p> | <p><b>Skills:</b><br/><i>Writing ability, use of evidence</i></p> <p><i>Ability to structure an argument and give an informed opinion</i></p> <p><b>Assessment:</b></p> <p><i>Classroom-based assessment: knowledge checks, cold-calling, class discussions and questioning</i></p> <p><i>Written answers in class</i></p> <p><i>Assessment with short knowledge based questions and short essays - Does religion have a place in modern society?</i></p> |