

Scheme of Learning for Year 9: Islam

LEARNED: To know and understand the key beliefs in Islam.

WISE: Can you determine whether some of these beliefs are more important than others?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
L1- Introduction to Islam	<ul style="list-style-type: none"> To know and understand the main aims of Islam. 	<ul style="list-style-type: none"> To evaluate whether or not Muslims and Christians have the same main aims. 	Ummah, Sunni, Shi'a, Islam, Muslim	True tube Islam link and write down five facts from it. Ask two questions about Islam after watching the video. https://www.youtube.com/watch?v=Exk0-LE7_B8
L2- Muhammad (pbuh)	<ul style="list-style-type: none"> To know and understand why Muslims say "peace be upon him" when discussing Muhammad (pbuh). 	<ul style="list-style-type: none"> To evaluate whether or not Muhammad was a good prophet. 	Nuh, Ibrahim, Yusuf, Musa, Isa, Yahya, superstitious, meditate, prophet	
L3- Key Beliefs	<ul style="list-style-type: none"> To know and understand how Muslims view worship. 	<ul style="list-style-type: none"> To evaluate whether or not Muslims should submit their lives to Allah. 	Submit, Shahada, Salah, Zakah, Sawm, Hajj, Allah	
L4 – The First Pillar (Shahada)	<ul style="list-style-type: none"> To know and understand the key term 'Shahada'. 	<ul style="list-style-type: none"> To evaluate whether or not Muslims show enough dedication to their faith. 	Shahada, Kalimah Tayyibah,	Complete the part 3 question: 3. Explain two key beliefs about Islam. (4 marks)
L5- The Second Pillar (Salah)	<ul style="list-style-type: none"> To know and understand the key term 'Salah'. 	<ul style="list-style-type: none"> To evaluate whether or not Muslims should pray five times a day. 	Salah, Qur'an, Call to prayer, wudu, mosque	
L6- The Third Pillar (Zakah)	<ul style="list-style-type: none"> To know and understand why Muslims perform Zakah. 	<ul style="list-style-type: none"> To evaluate whether or not 2.5% is a fair amount of money for all Muslims to donate. 	Zakah, zakaat,	Complete the part 3 question: 3. Explain two ways in which beliefs about the prophet Muhammad (pbuh) influence Muslims today. (4 marks)
L7- The Fourth Pillar (Sawm)	<ul style="list-style-type: none"> To know and understand why Muslims perform Sawm. 	<ul style="list-style-type: none"> To evaluate whether or not participating in Sawm is a valuable experience. 	Sawm, Ramadan, fasting, immoral, refrain	
L8- The Fifth Pillar (Hajj)	<ul style="list-style-type: none"> To know and understand why Muslims go on pilgrimage. 	<ul style="list-style-type: none"> To evaluate whether or not every Muslim should go on pilgrimage. 	Hajj, Mecca, Ka'bah, pilgrims	
L9- Mosque	<ul style="list-style-type: none"> To know and understand why the mosque is important to Muslims. 	<ul style="list-style-type: none"> To evaluate whether or not Salah is the most important pillar of Islam. 	Mosque, Masjid, mihrab, pulpit, minbar	Complete the part 4 question: 4. Compare and contrast beliefs about Zakah with those of one other pillar of Islam. (5 marks)

Scheme of Learning for Year 9: Islam**Career Idea: Could you be an Arabic translator?**

LEARNED: To know and understand the key beliefs in Islam.

WISE: Can you determine whether some of these beliefs are more important than others?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
L10 - Qur'an	<ul style="list-style-type: none"> To know and understand how the Qur'an was revealed to Muhammad (pbuh). 	<ul style="list-style-type: none"> To evaluate whether or not the Qur'an should be followed by all Muslims. 	Qur'an, recitation, Jibril	
L11 – Imam	<ul style="list-style-type: none"> To know and understand the role of the Imam. 	<ul style="list-style-type: none"> To evaluate whether or not an Imam is needed in Islam. 	Imam, Hadiths, Khutbah	
L12 - Women in Islam	<ul style="list-style-type: none"> To know and understand the teachings of the Qur'an regarding the status of women in Islam. 	<ul style="list-style-type: none"> To evaluate whether or not Islam is fair to both men and women. 	Hijab, niqab, burka, lust	

Scheme of Learning for Year 9: Catholicism**Career Idea: Could you be on the Law Commission?**

LEARNED: To know and understand how Christianity split into different denominations.

WISE: Can you determine whether or not the Reformation was necessary?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
L1- Roman Empire	<ul style="list-style-type: none"> To know the key term 'persecution'. To understand how Christianity grew after Jesus ascended into heaven. 	<ul style="list-style-type: none"> Evaluate whether or not there would be a Catholic Church today without the Roman Empire. 	Empire/persecution/Catholics/ Protestants/catacombs	Complete the Year 8 recap quiz on Microsoft Teams.
L2- Reformation	<ul style="list-style-type: none"> To know the key term 'Reformation'. To understand how the Reformation created different denominations. 	<ul style="list-style-type: none"> Evaluate whether or not the Reformation was necessary. 	Reformation/abuse/establishment/ Institution/transubstantiation/ Excommunication/liberal	
L3- Christian Denominations	<ul style="list-style-type: none"> To know the key term 'denomination'. To understand the key similarities and differences between Catholics and Protestants. 	<ul style="list-style-type: none"> To determine whether or not every Christian should be Catholic. 	Great Schism/denomination/tradition/ Quakers/Baptists/Salvation Army/ Methodists/Orthodox/corruption/ Embroided	Choose one other Christian denomination and compare and contrast it with Catholicism (see sheet for more information)
L4 – Hierarchy of the Church	<ul style="list-style-type: none"> To know the key term 'hierarchy'. To understand the roles of the Pope, the bishop and the priest. 	<ul style="list-style-type: none"> Evaluate whether or not there is still need for a pope today. 	Hierarchy/Pope/Laity/Cardinal/ordain/ Magisterium/'ex Cathedra'/sermons/ Clergy	
L5- Vatican II	<ul style="list-style-type: none"> To know the key term 'Vatican II'. To understand why the Second Vatican Council felt the need to change the conduct of Mass. 	<ul style="list-style-type: none"> Evaluate whether or not the changes enforced by the Second Vatican Council were necessary. 	Vatican II/unity/lay people	

Scheme of Learning for Year 9: Creation and the Sanctity of Life

Career Idea: Could you be a doctor?

LEARNED: To know and understand the teachings of the Sanctity of Life expressed in Genesis 1 and 2.

WISE: Can you determine whether Abortion and Euthanasia should be allowed?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
L6- Genesis 1 and 2	<ul style="list-style-type: none"> To know the key terms 'literal' and 'metaphorical'. To understand how the Bible can be interpreted differently. 	<ul style="list-style-type: none"> Evaluate whether or not the Creation Story should be understood literally or metaphorically. 	Literal, metaphorical, interpret, Genesis, symbolic	
L7- Sanctity of Life	<ul style="list-style-type: none"> To know the key term 'Sanctity of Life'. To understand the key medical issues that have an impact on the Sanctity of Life. 	<ul style="list-style-type: none"> To evaluate whether or not the Sanctity of Life and performing Abortions/Euthanasia are compatible. 	Sanctity of Life, sacred, fruitful, increase	
L8- Quality of Life	<ul style="list-style-type: none"> To know the key term 'Quality of Life'. To understand Mary Anne Warren's idea of personhood. 	<ul style="list-style-type: none"> To determine whether or not the Quality of Life should have any impact on decisions relating to medical ethics. 	Quality of Life, benefits, sentience, emotionality, reason, self-awareness, moral agency, personhood, attributes	Choose one controversial item from the news relating to Abortion and Euthanasia and explain how Catholics and Protestants would handle that situation (see information sheet for more details)
L9 – Abortion	<ul style="list-style-type: none"> To know the key term 'Abortion'. To understand the differences between the Catholic and Protestant views on Abortion. 	<ul style="list-style-type: none"> To determine whether or not Abortion should be allowed. 	Foetus, termination, conception, contraception	
L10- Euthanasia	<ul style="list-style-type: none"> To know the key term 'Euthanasia'. To understand the different types of Euthanasia. 	<ul style="list-style-type: none"> To determine whether or not Euthanasia should be allowed. 	Voluntary, non-voluntary, active, passive, Euthanasia	

Scheme of Learning for Year 9: Science and Religion

Career Idea: Could you be an evolutionary biologist?

LEARNED: To know and understand the arguments for the existence of God.

WISE: Can you determine whether or not it is possible to be a scientist and religious?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
L1- The Big Bang	<ul style="list-style-type: none"> To know the key terms 'atheist', 'theist' and 'agnostic'. To understand the Big Bang theory. 	<ul style="list-style-type: none"> Evaluate whether or not God is needed to explain the world. 	Atheist, theist, agnostic, Red Shift, expand	
L2- The Four Truths	<ul style="list-style-type: none"> To know the four Christian truths. To understand how Genesis links to the four Christian truths. 	<ul style="list-style-type: none"> Evaluate whether or not science has proven that the world was not created in six days. 	Truths, <i>creation ex nihilo</i> , stewards, empirical	
L3- Science vs. Religion	<ul style="list-style-type: none"> To know and understand the key terms 'scientific truth' and 'theological truth'. 	<ul style="list-style-type: none"> To determine whether or not it is possible to be a scientist and religious simultaneously. 	Scientific, theological, proof, faith	Complete the part 3 question: 3. Explain two of the Christian truths. (4 marks)
L4 – Adam and Eve	<ul style="list-style-type: none"> To know and understand the story of the Fall. 	<ul style="list-style-type: none"> To determine whether or not the Genesis Creation Story is compatible with scientific belief. 	The Fall, Contradict, witness, relationship	
L5- Design (Teleological) Argument	<ul style="list-style-type: none"> To know and understand William Paley's Teleological Argument. 	<ul style="list-style-type: none"> To evaluate whether or not the Teleological Argument proves that God exists. 	Teleological, design, purpose, regularity, arrangement, chance, function	
L6- Cosmological Argument	<ul style="list-style-type: none"> To know and understand St. Thomas Aquinas' Cosmological Argument. 	<ul style="list-style-type: none"> To evaluate whether or not the Cosmological Argument proves that God exists. 	Cause, effect, infinite, domino effect, eternal	Complete the part 3 question: 3. Explain two ways in which the Teleological Argument proves the existence of God. (4 marks)
L7- Unanswered Prayers	<ul style="list-style-type: none"> To know and understand the variety of reasons why people pray. 	<ul style="list-style-type: none"> To evaluate whether or not unanswered prayers prove that God doesn't exist. 	Petition, intercession, praise, adoration, thanksgiving, plan	
L8- Evil and Suffering	<ul style="list-style-type: none"> To know the key terms 'moral evil' and 'natural evil'. To understand how the existence of evil and suffering may lead people to deny God's existence. 	<ul style="list-style-type: none"> To determine whether or not God is to blame for the evil and suffering in the world. 	Moral evil, natural evil	
L9- Religious Experience	<ul style="list-style-type: none"> To know the key term 'numinous'. To understand the different types of religious experience. 	<ul style="list-style-type: none"> To evaluate whether or not religious experiences prove that God exists. 	Numinous, conversion, miracle, prayer,	Complete the part 4 question: 4. Explain two ways in which miracles proves that Jesus is the Son of God. (5 marks)

Scheme of Learning for Year 9: Religion and Film**Career Idea: Could you be a film critic?**

LEARNED: To know and understand how mission and evangelism are depicted in film.

WISE: Can you determine whether or not mission and evangelism are accurately depicted in drama?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
L1 – Parables in Film	<ul style="list-style-type: none"> To know the key Gospel parables. To understand how the teachings behind the Mark's Gospel parables link to <i>Pay It Forward</i>. 	<ul style="list-style-type: none"> Evaluate whether or not the Gospel values are accurately portrayed in <i>Pay It Forward</i>. 	Mustard seed, selfish, neighbour, eternal, talents, community, sower, vine	Write a film review on another film that relates to the Gospel messages learnt in Mark's Gospel.
L2- Writing a film review	<ul style="list-style-type: none"> To know the key criteria for a film review. To understand the criteria for reviewing a religious film. 	<ul style="list-style-type: none"> Evaluate whether or not mission and evangelism are accurately depicted in drama. 	Justify, recommend, moral, ethical	
L3 onwards – Film Review Presentations	<ul style="list-style-type: none"> To know and understand the criteria involved for performing an oral presentation. 	<ul style="list-style-type: none"> To determine whether or not oral presentations have accurately reviewed religious films. 		

Career Idea: Could you be a doctor?**Scheme of Learning for Year 9: Jewish Beliefs**

LEARNED: To know and understand the key beliefs in Judaism.

WISE: Can you determine whether some of these beliefs are more important than others?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
L1- Nature of God as One and Creator	<ul style="list-style-type: none"> To know the key term 'shema'. To understand the G-d's role as the Creator. 	<ul style="list-style-type: none"> To evaluate whether or not G-d's role as a Creator is more important than His role as a Sustainer. 	One, Creator, shema	
L2- Nature of God as Law-giver and Judge	<ul style="list-style-type: none"> To know and understand G-d's role as a Law-giver and a Judge. 	<ul style="list-style-type: none"> To evaluate whether or not G-d's role as a law-giver is more important than His role as a Judge. 	Law-giver, Judge, mitzvot, commandment, afterlife	
L3- Life After Death, Judgement and Resurrection	<ul style="list-style-type: none"> To know the key terms 'Gan Eden' and 'sheol'. To understand the Jewish beliefs about life after death. 	<ul style="list-style-type: none"> To evaluate whether or not Jews must believe in life after death if they believe in G-d. 	Gan Eden, Sheol, Gehenna	Complete the part 3 question: 3. Explain two ways in which the nature and role of G-d influences Jews today. (4 marks)
L4 – The Nature and Role of the Messiah	<ul style="list-style-type: none"> To know the key term 'Messiah'. To understand the Jewish beliefs about the Messiah. 	<ul style="list-style-type: none"> To evaluate whether Jews or Christians have the correct understanding of the Messiah. 	Messiah, Golden Age, Messianic Age, Anointed one	
L5- Abraham	<ul style="list-style-type: none"> To know the key term 'covenant'. To understand the three covenants that G-d made with Abraham. 	<ul style="list-style-type: none"> To evaluate whether or not Abraham is the best role model for Jews. 	Faith, monotheist, descendants, covenant, patriarch, circumcision	
L6- Moses	<ul style="list-style-type: none"> To know and understand the covenant that G-d made with Moses. 	<ul style="list-style-type: none"> To evaluate whether or not The Ten Commandments are out of date for today's society. 	Exodus, Mount Sinai, Hebrews, Passover	Complete the part 4 question: 4. Explain two ways in which Moses is a role model for Jews. (5 marks)
L7- Key Moral Principles	<ul style="list-style-type: none"> To know the key term 'stewardship'. To understand how these principles help Jews live in a way that pleases G-d. 	<ul style="list-style-type: none"> To evaluate whether or not it is realistic to live by the Jewish key moral principles. 	Stewardship, healing the world, kindness to others	
L8- Sanctity of Life	<ul style="list-style-type: none"> To know and understand the Jewish concept of the Sanctity of Life. 	<ul style="list-style-type: none"> To evaluate whether or not the Sanctity of Life means that nobody should interfere with G-d's plan. 	Sanctity of Life, Pikuach Nefesh, Shabbat, obligation	
L9- Free Will and Mitzvot	<ul style="list-style-type: none"> To know the key term 'mitzvot'. To understand the difference between mitzvot between G-d and man, and mitzvot between man and man. 	<ul style="list-style-type: none"> To evaluate whether or not the mitzvot help Jews to use free will properly. 	Free Will, mitzvot, commandment, Torah	Complete the part 3 question: 3. Explain two ways in which the key moral principles influence Jews today. (4 marks)

Career Idea: Could you be a nutritionist?**Scheme of Learning for Year 9: Jewish Practices**

LEARNED: To know and understand the key practices in Judaism.

WISE: Can you determine whether some of these ceremonies are more important than others?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
L1- The Synagogue	<ul style="list-style-type: none"> To know the key terms 'Bimah', 'Ner Tamid' and 'Ark. To understand the differences between worship in Reform and Orthodox synagogues. 	<ul style="list-style-type: none"> To evaluate whether or not the most important role of the synagogue is to provide space for communal prayer. 	Synagogue, Reform, Orthodox, menorah, bimah, ner tamid, ark, rabbi	
L2- Prayer	<ul style="list-style-type: none"> To know the key terms 'tallit' and 'tefillin'. To understand the format of Jewish prayer services. 	<ul style="list-style-type: none"> To evaluate whether or not prayer is more important to Jews than helping to heal the world. 	Tallit, tefillin, shema, Amidah	
L3- Shabbat	<ul style="list-style-type: none"> To know the key term 'Shabbat'. To understand the significance behind the preparations and services of Shabbat. 	<ul style="list-style-type: none"> To evaluate whether or not Shabbat should occur in the synagogue or in the home. 	Shabbat, challah bread, havdalah	Complete the part 4 question: Compare and contrast traditions in Orthodox synagogues with those of Reform synagogues. (5 marks)
L4 – Ceremonies Associated with Birth	<ul style="list-style-type: none"> To know the key term 'Brit Milah'. To understand the significance behind the naming ceremony, Brit Milah and the Redemption of the firstborn son. 	<ul style="list-style-type: none"> To evaluate whether or not these ceremonies are still relevant in modern Britain. 	Brit Milah, rite of passage, circumcision, Kohen	
L5- Bar/Bat Mitzvah	<ul style="list-style-type: none"> To know the key terms 'Bar Mitzvah' and 'Bat Mitzvah' To understand the significance behind the Bar Mitzvah and Bat Mitzvah. 	<ul style="list-style-type: none"> To evaluate whether or not Bar Mitzvah and Bat Mitzvah ceremonies are still relevant in modern Britain. 	Bar Mitzvah, Bat Mitzvah	Complete the part 4 question: Compare and contrast beliefs about the Bar/Bat Mitzvah with those of another Jewish ceremony. (5 marks)
L6- Marriage	<ul style="list-style-type: none"> To know and understand the symbolism behind the Jewish marriage ceremony. 	<ul style="list-style-type: none"> To evaluate whether or not marriage is the most important Jewish ceremony. 	Betrothal, reception	
L7- Mourning Rituals	<ul style="list-style-type: none"> To know the different periods of mourning for Jews. To understand the significance behind these periods of mourning. 	<ul style="list-style-type: none"> To evaluate whether or not Jewish mourning customs are help a family accept and cope with a person's death. 	Shiva, mourning, kaddish	
L8- Dietary Laws	<ul style="list-style-type: none"> To know the key terms 'kosher' and 'trefah'. To understand at least two Jewish dietary laws. 	<ul style="list-style-type: none"> To evaluate whether or not the Jewish dietary laws should be relaxed because they are too difficult to follow. 	Kosher, trefah, kid	Research another kosher food item and explain what makes it kosher.
L9- Rosh Hashanah and Yom Kippur	<ul style="list-style-type: none"> To know the key terms 'Rosh Hashanah' and 'Yom Kippur'. To understand the differences between the ways that Rosh Hashanah and Yom Kippur are observed. 	<ul style="list-style-type: none"> To evaluate whether or not Rosh Hashanah is the most important Jewish festival. 	Rosh Hashanah, Yom Kippur, atonement	
L10 – Pesach	<ul style="list-style-type: none"> To know the key term 'Pesach'. 	<ul style="list-style-type: none"> To evaluate whether or not Pesach is the most important 	Pesach, Passover, Seder, unleavened,	Complete the part 4 question: 4.