

**Year 9 Philosophy and Ethics (Religious Studies) Curriculum Plan**

Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
History of Christianity: Pre GCSE	<ul style="list-style-type: none"> <li>• Early years of Christianity after the death of Jesus</li> <li>• Disciples – life, experiences and death</li> <li>• The Christian and Roman Empire – spread and growth through Constantine and Theodosius</li> <li>• The Great Schism: Martin Luther</li> <li>• Church differences: denominations</li> <li>• Christianity around the world today</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline and chronology work – using dates from the BCE and BC systems</li> <li>• Comparing dates across religions</li> <li>• Critical analysis – weighing up significance of events and drawing meaningful conclusions</li> <li>• Written skills – including PEEAL paragraphs</li> <li>• Understanding the significance of key individuals within a religious context (Martin Luther)</li> <li>• Comparison skills</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of chronology and impact of changing times</li> <li>• Links to major historical times – Crusades, American expansion, modern Church growth</li> </ul>	<ul style="list-style-type: none"> <li>• Historical understanding and contextual impacts – the skills of date placement and seeing a journey from start to completion</li> </ul>	<ul style="list-style-type: none"> <li>• 3R11</li> </ul>	<ul style="list-style-type: none"> <li>• Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2)</li> <li>• Formative written activities, focusing on PEEAL paragraphs</li> <li>• Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>• Links to history with date mapping</li> <li>• Links to maths – using negative numbers to explain historical dates BCE and CE</li> <li>• Links with maths using graphs, charts and data to represent Christian growth</li> <li>• Geography links with mapping of religious growth across the world</li> </ul>
History of Islam: Pre GCSE	<ul style="list-style-type: none"> <li>• Life of Muhammad: A review</li> <li>• Death and influence of Muhammad</li> <li>• The Caliphates</li> <li>• Middle Age growth of Islam</li> <li>• Islam around the world today</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline and chronology work – using dates from the BCE and BC systems</li> <li>• Comparing dates across religions</li> <li>• Critical analysis – weighing up significance of events and drawing meaningful conclusions</li> <li>• Written skills – including PEEAL paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Combatting terrorism through education</li> <li>• Ottoman Empire existence and impact</li> </ul>	<ul style="list-style-type: none"> <li>• Historical understanding and contextual impacts – the skills of date placement and seeing a journey from start to completion</li> </ul>	<ul style="list-style-type: none"> <li>• 3R11</li> </ul>	<ul style="list-style-type: none"> <li>• Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2)</li> <li>• Formative written activities, focusing on PEEAL paragraphs</li> <li>• Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>• Links to history with date mapping</li> <li>• Links to maths – using negative numbers to explain historical dates BCE and CE</li> <li>• Links with maths using graphs, charts and data to represent Islamic growth</li> <li>• Geography links with mapping of religious growth across the world</li> </ul>
Introduction to Philosophy: Pre GCSE	<ul style="list-style-type: none"> <li>• Branches of Philosophy</li> <li>• Philosophy of Mind</li> <li>• AI and the role of the machine</li> <li>• Sources of morality</li> <li>• Epistemology</li> <li>• Aesthetics</li> <li>• Theology and ‘discovering God’</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking and ways of processing information</li> <li>• Formal argument and structure of writing</li> </ul>	<ul style="list-style-type: none"> <li>• How philosophical thought can help develop the person</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 3R11</li> </ul>	<ul style="list-style-type: none"> <li>• Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2)</li> <li>• Formative written activities, focusing on PEEAL paragraphs</li> <li>• Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>• Links to DT and science through the development of AI and the future of this</li> <li>• Links to art and questions of what makes something beautiful</li> </ul>
Christian Beliefs	<ul style="list-style-type: none"> <li>• AQA GCSE Specification A (God, Trinity, The Bible, Problem of Evil, Free Will, Devil, Creation, Jesus Incarnation / Ascension / Resurrection, Sin and Salvation, Judgement, Heaven, Hell and Purgatory)</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative skills between Christian denominations – what do each believe and why</li> <li>• Skills of explanation – focusing on developing the ‘why’ and the ‘how’ of each issue</li> <li>• Evidence support and using quotations to develop points</li> <li>• Evaluation – how to weigh up what makes an argument effective</li> <li>• Written skills – using sentence prompts and key words to highlight skills and change of direction in writing</li> <li>• Analysis – ability to deconstruct an argument</li> <li>• Empathy – viewing the world and choices from others’ shoes</li> <li>• Sympathy – considering the feeling of others and how best to support</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a belief valid?</li> <li>• How to support and defend your own beliefs when faced with competing beliefs?</li> <li>• Impact of beliefs on actions and way of living live, both for Christians but also on a personal level</li> <li>• Competing beliefs – where do you draw the line between one view and another</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Self-reflection</li> <li>• Prioritising</li> </ul>	<ul style="list-style-type: none"> <li>• 3R11</li> <li>• 3R13</li> <li>• 3RA3</li> <li>• 3RA4</li> </ul>	<ul style="list-style-type: none"> <li>• Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2)</li> <li>• Formative written activities, focusing on PEEAL paragraphs</li> <li>• Fortnightly exam practice using either a 4, 5 or 12 mark exam question</li> <li>• Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>• Links to science – comparing the development of life from the Bible to the Big Bang</li> <li>• SMSC – consideration of values and rights when it comes to judgement</li> </ul>
Christian Practices	<ul style="list-style-type: none"> <li>• AQA GCSE Specification A (Liturgical Worship, Non Liturgical Worship, Private Worship, Prayer, Holy Communion, Baptism,</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative skills between Islamic schools of thought – what do each believe and why</li> </ul>	<ul style="list-style-type: none"> <li>• Personal worship – key people in your life and showing respect to what you believe in</li> <li>• Value of family and closeness during festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Soft Skills – value, respect, engagement, concern</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• 3R01</li> <li>• 3RA1</li> <li>• 3RA2</li> </ul>	<ul style="list-style-type: none"> <li>• Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question,</li> </ul>	<ul style="list-style-type: none"> <li>• SMSC – consideration of personal choice and response to prayer and worship</li> <li>• DoFE – role of community service</li> </ul>

	Pilgrimage, Christmas, Easter, Charities, Food Banks, Street Pastors, Evangelism, Persecution)	<ul style="list-style-type: none"> <li>• Skills of explanation – focusing on developing the ‘why’ and the ‘how’ of each issue</li> <li>• Evidence support and using quotations to develop points</li> <li>• Evaluation – how to weigh up what makes an argument effective</li> <li>• Written skills – using sentence prompts and key words to highlight skills and change of direction in writing</li> <li>• Analysis – ability to deconstruct an argument</li> <li>• Empathy – viewing the world and choices from others’ shoes</li> <li>• Sympathy – considering the feeling of others and how best to support</li> </ul>	<ul style="list-style-type: none"> <li>• What makes you belong and how do you find a sense of identity within your own communities</li> </ul>			focusing on skills of knowledge and evaluation (AO1 and AO2) <ul style="list-style-type: none"> <li>• Formative written activities, focusing on PEEAL paragraphs</li> <li>• Fortnightly exam practice using either a 4, 5 or 12 mark exam question</li> <li>• Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>• History – historical examples of religious persecution</li> </ul>
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