




RE


Key Stage 3 Framework for Learning

Year 8 2017-2018: Creative Foundations

**Autumn 1**

<b>Knowledge</b>	<u><b>Evil &amp; Suffering:</b></u> Causes of poverty, racism, Sikhism and justice, extremism.
<b>Skills</b>	<u><b>Definition &amp; Description:</b></u> Definition of key words and description of the problems associated with poverty and violence.
<b>Assessment</b>	Assessment 1: News article on Zakat Assessment 2: Quote analysis and application 1 on suffering (Home Learning)
<b>Cultural enrichment</b>	Media: Hunger Games
<b>Character</b>	 QoS – Curiosity Pupils are encouraged to develop their intellectual curiosity in discussing different types of suffering in the modern world and what can be done to address it. a



**Autumn 2**

<b>Knowledge</b>	<u><b>Evil &amp; Suffering:</b></u> Introduction to moral and ethical dilemmas such as blame, justice, compassion and forgiveness through the case of the '12 Year old lifer'
<b>Skills</b>	<u><b>Justification and empathy:</b></u> Pupils develop their ability to give their reasoned opinion and begin to appreciate why people may have differing perspectives on ethical issue.
<b>Assessment</b>	Assessment 1: Progress Test Assessment 2: Revision book and reflection sheet (Home Learning)
<b>Cultural enrichment</b>	Media: 12 year old lifer
<b>Character</b>	 QoS – Empathy Pupils practice their empathy in writing an empowering speech to convey other people's perspective and encourage others to see their point of view.



**Spring 1**

<b>Knowledge</b>	<u><b>GCSE Taster:</b></u> <u><b>Crime</b></u> Crime/ Death Penalty
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<b>Skills</b>	<b>Brief explanation:</b> Pupils will begin to give reasons for religious beliefs and why people are religious.
<b>Assessment</b>	Assessment 1: 12 year old lifer court case speech. Assessment 2: Crime and Punishment quote analysis 2 (Home Learning).
<b>Cultural enrichment</b>	Media: Inside strangways
<b>Character</b>	  <p>QofS – Creativity &amp; Curiosity</p> <p>Pupils develop their curiosity Around moral and ethical issues and understanding why other individuals may have differing opinions to them.</p>

## Spring 2


<b>Knowledge</b>	<b>War</b> Nature and causes of war, Is it positive or negative, Reasons for or against war.
<b>Skills</b>	<b>Quality explanation (developed explanation):</b> Pupils will develop their work on brief explanations to expand on their explanations.
<b>Assessment</b>	Assessment 1: Progress Test. Assessment 2: Quote application evaluation on War 3 (Home Learning).
<b>Cultural enrichment</b>	Media: Hiroshima
<b>Character</b>	  <p>QofS – Responsibility &amp; Reflection</p> <p>Pupils develop responsibility and reflection in understanding the importance of acknowledging and appreciating how a variety of differing upbringings may lead someone to hold different beliefs to their own.</p>

## Summer 1

<b>Knowledge</b>	<b>War</b> Terrorism, refugee, just war and holy war, Child Soldiers, Weapons of Mass destruction
<b>Skills</b>	<b>Reflection:</b> Pupils to build on their yr7 work.
<b>Assessment</b>	Assessment 1: Rules of Warfare. Assessment 2: Quote application on war 4 (Home Learning).
<b>Cultural enrichment</b>	Media: Imitation Game.
<b>Character</b>	  <p>QofS – Practice &amp; Resiliency</p> <p>Pupils learn about resiliency and the triumph of the human spirit over adversity by looking at how people living in war overcome challenges and practice forgiveness.</p>



## Summer 2

<b>Knowledge</b>	<b><u>Inspirational Figures</u></b> What makes someone inspirational? How can people be inspired by faith?
<b>Skills</b>	<b><u>Brief explanation:</u></b> Pupils will begin to give reasons for religious beliefs and why people are religious and how these beliefs can come to shape people's lives and inspire them to work for social change.
<b>Assessment</b>	Assessment 1: Progress Test. Assessment 2: Research and write a paragraph on their own inspirational figure (Home Learning).
<b>Cultural enrichment</b>	Media: Invictus
<b>Character</b>	 QofS – Motivation Pupils revisit the concept of morality and conscience and reaffirm their motivation to do the right thing in difficult situations.