

Year 8 – Outline Programme of Study

	Topic 1	Topic 2	Topic 3	Topic 4
Big Ideas/ topics	<p style="text-align: center;">Ethics Key Question: What is ethics?</p>	<p style="text-align: center;">Problem of Evil Depth Study Key Question: What is the Problem of Evil?</p>	<p style="text-align: center;">Religion & Peace Key Question: What do we mean when we think of 'peace'?</p>	<p style="text-align: center;">How Did it All Begin? Key Question: How did it all begin?</p>
Key Learning Aims	<p>KNOWLEDGE: To be able to <i>define and give examples of</i> ethics and ethical debates</p> <p>SKILL: To be able to <i>justify and explain</i> a clear and reasoned point of view</p>	<p>KNOWLEDGE: To be able to <i>define</i> the Problem of Evil and <i>provide relevant examples.</i></p> <p>SKILL: To be able to provide explanations, supported by evidence, and <i>express a reasoned point of view.</i></p>	<p>KNOWLEDGE: To be able to <i>describe</i> different religious views about inner and world peace, <i>explain why</i> religions hold these views, and <i>provide relevant examples.</i></p> <p>SKILL: To be able to provide explanations, supported by evidence, and <i>express a reasoned point of view.</i></p>	<p>KNOWLEDGE: To be able to <i>recall and weigh up</i> different theories about how the universe started</p> <p>SKILL: To be able to <i>use art to share an opinion</i> on the enquiry question</p>
Key Knowledge	<p>The following ethics issue will be studied:</p> <ul style="list-style-type: none"> • Animal Ethics • The Environment • Crime and Punishment • Computer Ethics <p>There will be emphasis on:</p> <ul style="list-style-type: none"> • What is ethics? • What makes an ethical issue? • Identifying the key issues of a debate • Recognising differing points of view • Describing and explaining evidence to support each view • Weighing up the relative importance key arguments • Reaching a reasoned and logical viewpoint • The importance of persuasive language • What makes a successful debate 	<p>The following ethics issues will be studied:</p> <ul style="list-style-type: none"> • What do religious people believe about the nature of God? • What are the arguments for and against the existence of God? • Why is the presence of evil in the world a 'problem' for those who believe in God? • How religious believers respond to this issue? • How do Buddhists take a different approach to evil and suffering? <p>There will be emphasis on:</p> <ul style="list-style-type: none"> • What is God? • Recognising that there are different views and arguments about the existence of God. • Making logical and evidence-based arguments. • Applying such arguments to real-world experiences and events. • Expressing a judgement on the basis of evidence and logical argument. • The importance of using clear structures to write explanations and evaluations. 	<p>The following beliefs about peace will be studied:</p> <ul style="list-style-type: none"> • Why do Quakers believe in absolute pacifism? • Why do Christians think war can be acceptable? • Why do Muslims gain inner peace from submitting to Allah? • How did Gandhi demonstrate Hindu beliefs through peaceful non-violent protest? • Why do Buddhists meditate? <p>There will be emphasis on:</p> <ul style="list-style-type: none"> • What is inner peace and world peace? • Explaining why different religions have different views about world peace and violence. • Explaining how religious practice plays a role in helping individuals to gain inner peace? • Making logical and evidence-based arguments. • Expressing judgements based on evidence from different religions. • Using clear writing structures to explain and evaluate. 	<p>The following creation arguments will be analysed:</p> <ul style="list-style-type: none"> • Christian Creation Story • First Cause Argument • Design Argument • Scientific Arguments (including Big Bang and evolution theories) <p>There will be emphasis on:</p> <ul style="list-style-type: none"> • The key ideas behind each theory • The relative merits and weaknesses of each theory • Students' personal response and reaction to each theory <p>Students will then choose either the theory they are most convinced by or that they find the most fascinating. They will reflect their response to it through creative artwork.</p>



Assessment	Written Assessment completed during class-time; access to topic materials allowed in advance.	Written Assessment completed during class-time; access to topic materials allowed in advance.	Written exam-skills assessment completed during class-time; access to topic materials is allowed	Peer Assessment through a class 'art gallery exhibit'
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<p>Further information and reading list</p> <ul style="list-style-type: none"> • Our Key Stage 3 syllabus links in with preparation for AQA examination syllabus for GCSE Religious Studies • BBC Bitesize has excellent online resources about issues being investigated throughout the unit, such as: <ul style="list-style-type: none"> - The Problem of Evil - https://www.bbc.co.uk/bitesize/guides/zhsjsw/revision/1 - Various ethical issues - https://www.bbc.co.uk/bitesize/topics/zkdk382 - Religion and Peace - Peace and conflict - Forgiveness - GCSE Religious Studies Revision - WJEC - BBC Bitesize
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<p>Ways to support and extend student learning in this subject</p> <p>All Year 8 students are issued with a workbook and worksheets for all topics. These resource booklets contain a myriad of support, extension and consolidation material. All lesson Powerpoints are also posted on google classroom.</p> <p>Support Guidance</p> <ul style="list-style-type: none"> • Students are explicitly instructed on writing down key words and their definitions. In the Religion and Peace unit, they are provided with religious quotes. Creating flashcards of the key facts, key words, and quotes together and then quizzing on them is recommended. • Watching videos about the topic (see box above for details) helps to consolidate key words and concepts from class. • Having discussions about ethical and philosophical issues at home can be very helpful, particularly in helping students to develop their own ability to express reasoned judgments. <p>High-achieving Guidance</p> <ul style="list-style-type: none"> • <u>All of the support guidance is also applicable for high-achieving guidance.</u> • High achieving students are encouraged to attend a forthcoming 'Philosophy Club' to further explore philosophical and ethical problems in a more casual and discussion-based environment. • Science documentaries available via BBC iplayer and other streaming services can help advanced students delve into issue like the origin of the universe (for example, Brian Cox's <i>Universe</i> series - https://www.bbcearth.com/shows/the-universe) • The Problem of Evil unit introduces high-achieving students to historical thinkers/philosophers, and provides opportunities to stretch their thinking with high-level concepts and ideas. • Students encouraged to apply their learning to real-world problems in relation to ethics and philosophy • Students are introduced to writing styles and techniques that they will later apply in their GCSE studies. • <i>A Brief History of Time</i> – Stephen Hawking • <i>Sophie's World</i> – Jostein Gaarder is a superb introduction to philosophy • <i>Just Think</i> by Philip West (and <i>Think Again</i>) provides philosophy puzzles to explore and quandaries to unravel • <i>Big Thinkers and Big Ideas</i> by Sharon Kaye introduces students to both Eastern and Western Philosophers accessibly • <i>The Sage Train</i> by Nicky Hansell is a challenging but great introduction to philosophical thought
