

Criteria	Year 8	Term 4&5
<p>Short key title from which the learning is derived.</p>	<p>TOPIC</p>	<p>Does God exist?</p>
<p>A clear outline of the knowledge which the students will receive across the topic. A clear overview of the explanation that should be delivered in order for pupils to progress.</p> <p><i>The detail for the above needs to be sufficient that teachers and leaders are aware of the key required knowledge to plan individual classes to suit context of students.</i></p>	<p>KNOWLEDGE TAUGHT</p>	<p>Social and historical context</p> <ul style="list-style-type: none"> - To explore arguments for (Reason for God existing) - To explore miracles as evidence for the existence of God - To explore arguments against (Reasons for God not existing) - Suffering - Focus Marking <p>Students start to link belief with action</p>
<p>A clear outline of the skills which will be developed in order to support their knowledge acquisition and application. A clear outline of trips / visits which will underpin and embed their knowledge along with supporting Cultural Capital.</p>	<p>SKILLS DEVELOPED <i>(Include any trips and visits)</i></p>	<ul style="list-style-type: none"> - Identifying relevant information (quotations and paraphrasing) - Test knowledge and understanding of how religious beliefs influences morality - Give a logical chain of arguments - Show a basic understanding of the significance of taking care of the environment - Evaluate the worth of human action on the environment - Test analytical and evaluative skills - Make a judgement about how convincing an argument is - Essay structures (PE/PEE/) - Decoding quotations - Understanding command words/parables
<p>A clear explanation of assessments which will provide students with feedback on how to secure progress. Formative; Verbal / Peer / Self feedback should be connected to each lesson to support next step planning. Written feedback should be initiated at least twice per half term. Summative; to support application of topic knowledge.</p>	<p>ASSESSMENTS <i>(Minimum one per half term, with focussed marking)</i></p>	<p>GCSE Link: Ethics, life issue module, Give/Explain style questions</p> <ol style="list-style-type: none"> 1. Knowledge Checks: Retrieval q's every lesson 2. SA/ Whole class feedback/use of visualiser 3. Teacher Assessment 4. PA/ SA/ Whole class feedback/use of visualiser 5. Teacher Assessment 4/5 mark question

<p>Workbooks will clearly demonstrate the progress of students learning through the topic.</p>		
<p>A clear outline of Home Learning which will be provided weekly.</p> <p><i>Provide 'nugget title' if using Century resources. Student progress needs to be recorded.</i></p>	<p>HOME LEARNING <i>(To be made available via Century Tech; one per week)</i></p>	<ol style="list-style-type: none"> 1. SENECA – Religious Keywords (The existence of God, Cosmological argument, Design argument) 2. Does God exist evaluation 3. Create your own argument for the existence of God
<p>A clear explanation of prior learning which would have been required in order to build the learning for this topic.</p> <p>A clear explanation of positioning which justifies why this topic is being taught at this stage.</p> <p><i>Identify 'gaps' that need to be addressed and planned in order to support students learning steps.</i></p>	<p>SEQUENCING <i>(What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</i></p>	<p>The previous unit looked at how the universe was created, looking back at both religious and non-religious views. This is important as it allows students to understand that we are all made equally, therefore encouraging tolerance. Students have come to terms with key concepts such as stewardship and Khalifah, which both would support the responsibility of looking after the environment. This encouraged a sense of togetherness and multiculturalism. Students then learnt the consequences of ignoring God's message through the story of Moses and his people in Egypt.</p> <p>This unit now looks at the creation of the universe to prove that God exists (Cosmological Argument). It then goes on to look at the design of the universe and design of things to prove that the universe is designed and that designer is God (Design argument). We will then explore arguments against the existence of God, looking at how the world could have been created due to a random spontaneous event (Big Bang Theory) and not from God. Finally we will explore different types of suffering (moral and Natural), why people suffer and is this evidence against the existence of God.</p>
<p>A clear explanation of how Fundamental British Values and SMSC are addressed within the topic. An identification of cross-curricular links to ensure correlation between topics and sequencing is considered to secure student learning.</p>	<p>SCHEMAS <i>(Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</i></p>	<p>History: Suffering. Geography: Suffering Citizenship: Existence of God/Morality This unit encourages Tolerance, multiculturalism, Respect for all through Human Rights.</p>

<p>Outline career paths which use the knowledge and skills learnt in this topic.</p>	<p>CAREERS LINKS <i>(How might this benefit them in the future?)</i></p>	<p>Reciprocal Reading: Students to read aloud in lessons when the opportunity arises to improve every students reading ability and encourage confidence in speaking in class.</p> <p>Reading: Finding, recording and synthesising information to develop an argument. There are opportunities for the explicit teaching of skimming, scanning and note taking.</p> <p>Reading: Pupils will use skills of inference and deduction when exploring the main arguments concerning the environment. There are opportunities for the explicit teaching of inference and deduction.</p> <p>Writing: Textual Organisation: Pupils will be given an extracts from different religious teachings. There are opportunities for the explicit teaching of paragraphs and whole essay structure. Writing frames could also be provided for lower ability pupils.</p>