

	Term 1: Sept –Dec Content	Term 2: Jan-April Content	Term 3: April - July Content	Desired end of year outcomes
Year 9	<p>THEMES: Similarities/differences between religions. Diversity within religions.</p> <p>To look at religions and know differences between them. To recognise similarities between them. To compare and contrast with Humanist and other non-religious views. To look at diversity within religions themselves. This will be delivered through activities such as:</p> <p>Comprehension tasks – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks.</p> <p>Sorting and matching tasks – card games that also work on memory and social skills</p> <p>Clips – from the internet or documentaries to provide visual aids</p>	<p>THEMES: How believers build a relationship with God</p> <p>To look at how believers from different parts of the world and different religions build a relationship with God. This will look at prayer/worship/meditation/mindfulness. It will look at places of worship, holy sites and pilgrimages. This is delivered through activities including:</p> <p>Comprehension tasks – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks.</p> <p>Sorting and matching tasks – card games that also work on memory and social skills</p> <p>Clips – from the internet or documentaries to provide visual aids</p> <p>Class discussions/partner talk</p>	<p>THEMES: Wealth and Poverty. How valuable is life?</p> <p>To look at wealth and poverty and how it impacts the world through people and the environment. To understand what life is like for different people around the world and the reasons for it. To look at the impact of events such as natural disaster on wealth and poverty. To look at the different views towards charity. To look at value of life vs quality of life. Contemporary issues compared with religious views. This will be delivered through activities such as:</p> <p>Comprehension tasks – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks.</p> <p>Sorting and matching tasks – card games that also work on memory and social skills</p> <p>Clips – from the internet or documentaries to provide visual aids</p>	<p>Students will be able to ...</p> <p>Pupils use a developing religious vocabulary to describe key features of religions, recognising similarities and differences. They begin to identify the impact religion has on believers' lives. They start to identify what influences them, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.</p>
Assessment	<p>Marking of comprehension tasks. Tests.</p> <p>Questioning and answering and class discussion sessions.</p> <p>Plickers.</p>	<p>Marking of comprehension tasks. Tests.</p> <p>Questioning and answering and class discussion sessions.</p> <p>Plickers.</p>	<p>Marking of comprehension tasks. Tests.</p> <p>Questioning and answering and class discussion sessions.</p> <p>Plickers.</p>	<p>Key Contact Name & Email</p> <p>Mark McKillop mmckillop@glebe.bromley.sch.uk</p>