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| **R.E- Year 8 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT-1** | **Origins of Evil and Suffering** | | | | | **Number of lessons in sequence** | **13** |
| **Overarching Curricular Goals (Aims)** | | **By the end of this unit students will:**  Students will study the problem of evil and the difficulties this poses for religious standpoints for the existence of God and how Christians are influenced by their sacred teachings in their response to suffering.  **Knowledge Learners will:**  Students should be aware of the Christian views in response to the problem of evil and the origins of evil. Students will also be afforded the opportunity to explore and develop their own personal views and develop an understanding of the differing views among their peers in relation to the problem of evil and the varying solutions given. Students will review different solutions posed to the problem of evil and review these in light of their foundational knowledge on religious views of evil and suffering (Including – The fall of Lucifer, The story of Job, The fall of Adam and Eve). Students will reflect on the different topics in this unit of work through their use specialist vocabulary in communicating their knowledge and understanding.  **Skills: Learners will:**  The thorough analysis of these varying solutions to the problem of evil will lead to the development of the skill of evaluation, logical chains of reasoning and sound judgements based on the available evidence. Students will finish this unit with a thorough understanding of the different solutions and the strengths and weaknesses associated with each solution. The activities and the topics are designed for pupils to enhance their skills of critical analysis and evaluation which they would be able to use in a variety of jobs and in further education. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | **KS2 links** - Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others, describe and begin to understand religious and other responses to ultimate and ethical questions, discuss their own and others' views of religious truth and belief, expressing their own idea and reflect on ideas of right and wrong and their own and others' responses to them  **Yr. 7 Curriculum links** – Creation stories – Adam and eve and the prophets of God. Skills of evaluation, analysis built into all units of work from year 7 onwards | | |
| **Outcomes/Success criteria** | |
| **2/3 tier vocabulary** | | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| **2/3 tier vocabulary:** see knowledge organiser  **Oracy:**  Opportunity for Debate Mate skills where pupils review the solutions to the problem of evil and which are the most convincing inf any. Regular opportunities to use Think, Pair, Share in lessons to promote oracy within the curriculum.  [Linked knowledge organiser](file:///T:\Beliefs\RELIGIOUS%20EDUCATION\Knowledge%20organisers\New%20for%202020-21\Yr%208\YR8%20RE%20Knowledge%20Organiser%20AP1.pptx) | | **Knowledge Support:** Use KO to frequently review key words as a learning tool in the classroom, revision booklet for the unit with further details of key topics and a RAG rating exercise to support students in planning their revision effectively  **Reading support** -Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. This is good practice and should be done for all reading tasks. Key terminology and meanings outlined at the beginning of all lessons (Linked to the KO)  **Skills support** - Writing frames for extended questions for those who require the support, slowly reducing support to increase independence throughout the unit. Use the visualiser to model, share good practice to support students in developing confidence. Build up to 12-mark questions with shorter style questions to increase confidence in extended writing. | More able students will have the opportunity to compare and contrast solutions to the problem of evil and provide evidence on which solution provides the best solution to the issue. Students will be exposed to a variety of philosophical schools of thought – such as St Irenaeus’ solution and John Hjck.  **Scholarship:**  John Hick – Vale of Soul-making  St Irenaeus – Solution to the problem of evil  **Cultural capital** – exposure to historical works of art related to the unit of work.  I**ncluding** – The Fall by Michelangelo (Sistine Chapel), THE PRADO museum in Madrid’s statue of Satan - the 19th-century "The Fallen Angel" in the city's Retiro Park, photography from the slave market memorial in Zanzibar, Satan Smiting Job with Sore Boils, c.1826 – William Blake | [www.truetube.co.uk](http://www.truetube.co.uk)  [www.request.org.uk](http://www.request.org.uk)  [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) - search suffering and evil  [www.youtube.com](http://www.youtube.com) - search The Bible Project search suffering and evil | | | |

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| **Religion, crime and punishment** | **Sequence of learning Lesson title, theme** | **Key Concepts/outcomes/knowledge and skills.** | **Assessment/ including specific content/ knowledge/skills tested.** | **HWK. To be in books clearly marked** | **Furthering Cultural Capital.**  **&**  **Opportunities for reading** | **Recall of prior or future topics –** | **Lesson resources including hyperlink to supporting websites & individual lessons.** |
| **1** | What is morality and evil? | **Knowledge** – explore the different types of morality and how this links to the unit on creation of the world from year 7. Apply knowledge learnt to real life examples.  **Skills** – Justification, analysis, oracy, application of knowledge  **Key terminology** – morality (absolute, relative), evil, 10 commandments | Hinge question - What does it mean to behave in a way that is morally good? | [**Link**](file:///T:\Beliefs\RELIGIOUS%20EDUCATION\Year%208%20-%20KS3%20lessons\Unit%201-%20Origins%20of%20evil%20and%20suffering\Year%208%20Revision%20booklet%202019.docx) to HW booklet | The Fall – Michelangelo – Sistine Chapel, Rome | Yr. 7 – Creation of the universe  Key word link – Freewill | Lesson resources [here](file:///T:\Beliefs\RELIGIOUS%20EDUCATION\Year%208%20-%20KS3%20lessons\Unit%201-%20Origins%20of%20evil%20and%20suffering)  Revision/HW booklet [here](file:///T:\Beliefs\RELIGIOUS%20EDUCATION\Year%208%20-%20KS3%20lessons\Unit%201-%20Origins%20of%20evil%20and%20suffering\Year%208%20Revision%20booklet%202019.docx)  Knowledge organiser for the unit [here](file:///T:\Beliefs\RELIGIOUS%20EDUCATION\Knowledge%20organisers\New%20for%202020-21\Yr%208\YR8%20RE%20Knowledge%20Organiser%20AP1.pptx) |
| **2** | Where do Christians believe evil originated? | **Knowledge** – explore the fall of Lucifer and how this relates to the concept of evil and suffering for religious believers today  **Skills** – summary, oracy, using evidence to support reasoning, application, analysis, 4-mark Qu practice  **Key terminology** – origin, influence, Satan | Hinge question - Which statement below is most representative of how Christians view The Satan today?  Assessment Question:  Explain two ways that the story of Lucifer could influence Christian beliefs today (4 marks) – self assessed | THE PRADO museum in Madrid, the world's only public statue of Satan - the 19th-century "The Fallen Angel" in the city's Retiro Park.  Reading comprehension | Recap absolute/relative morality |
| **3** | Why do people suffer? | **Knowledge** – explore the story of Adam and Eve and original sin and the relation this has to suffering in the world today. Discuss the statement - ‘Adam and Eve are to blame for the evil in the world today’  **Skills** – summary, oracy, reflection  **Key terminology** – suffering, moral evil, natural evil | Low stakes quiz  Hinge question - Which statement/s below is most representative of the Christian view on why people suffer? | The photo from the slave market memorial in Stone town, Zanzibar  A cast of a Pompeii citizen that was petrified in volcanic ash  Reading comprehension | Link back to lesson one – The Fall by Michelangelo |
| **4** | Is there a purpose to suffering? | **Knowledge** – explore the story of Job and the purpose of suffering reflected in it for Christians today. Evaluate the role of God in this story.  **Skills** – Biblical analysis, oracy, reflection, application, evaluation  **Key terminology** – Purpose, story of Job, divine plan | Low stakes key term quiz  Evaluation statement - ‘God was wrong to let Satan test Job’ | Satan Smiting Job with Sore Boils, c.1826 – William Blake | Key terminology recap of vocabulary covered so far in this unit and links to year 7 prior learning of vocabulary |
| **5** | If God is all loving and powerful, why do people suffer? | **Knowledge** – explore the role of God in suffering and the solution offered by St Irenaeus  **Skills** – Reflection, application, analysis, summary, evaluation  **Key terminology** – Omnibenevolent, Omnipotent | Evaluation Qu – Is God ultimately to blame for suffering? – Practice and model format for responses in preparation for assessment question next lesson | Explore the work of the philosopher St Irenaeus | Year 7 link – Prophets unit (Story of Noah) |
| **6** | Big write Assessment | **Knowledge** – applying learning so far to the statement: “A loving God would not allow evil and suffering to exist”  **Skills** – Evaluation  **Key terminology** – Application of key terms explored in this unit of work | **Evaluation question - “**A loving God would not allow evil and suffering to exist” – using the I do, we do, you do format (Scaffolding provided on resources) | Application of learning so far |  |
| **7** | Why should Christians help those who are suffering? | **Knowledge** – explore the parable of the Good Samaritan and the message this has for responding to suffering today. Explore the philosopher John Hick’s view on responding to suffering through the ‘Vale of Soul making’  **Skills** – analysis, application, oracy  **Key terminology** – Influenced, parable, Golden Rule, soul-making, morally perfect | Hinge question - Which statement/s below is most representative of Hick’s philosophy of soul-making?  Evaluation statement - ‘God allows suffering to exist because he loves us’ | John Hick’s Vale of Soul-making (A level content material) | Apply John Hick’s Vale of Soul-making to the stories covered so far – Story of Job, Adam and Eve, The Good Samaritan |
| **8** | What did Jesus teach about helping those who are suffering? | **Knowledge** – explore the parable of the Sheep and the Goats and The Rich man and Lazarus and the message these parables have for responding to suffering today  **Skills** – Biblical analysis, summary,  **Key terminology** – Parable, judgement day, duty | Low stakes recap quiz  Assessment: Explain the message of two Christian parables on helping others who are suffering  (4 marks) – Self assessed | Analysis of the original Biblical text | Recap on the parable of the Good Samaritan and similarities and differences of message between the three studied. |
| **9** | How does Cafod help those suffering? | **Knowledge** – explore the importance of tithe for Christians and the role of Cafod in responding to suffering in less developed countries  **Skills** – textual analysis, application, oracy  **Key terminology** – charity, tithe | Low stakes review quiz | Global dimension of the work of a charity  Geographical links made | Review how the parables studied so far link to the work of Cafod |
| **10** | Is it right to break to break the law to stop suffering? | **Knowledge** – explore the idea of breaking the law to stop suffering, linking to Jesus breaking the Sabbath laws to aid others. Review this in relation to the holocaust and the laws people broke in order to protect the Jewish population at the time  **Skills** – justification, oracy, application  **Key terminology** – holocaust, discrimination, persecution | Low stakes quiz | Joseph Fletcher – Situation ethics link (High level knowledge) | Make links to the problem of evil and the solutions given, in relation to the holocaust  High level Qu: Even if suffering needs to exist in order for humans to respond to it and show goodness, does God need to allow something as awful as the holocaust to happen? Why doesn’t he intervene? |
| **11-13** | Revision lesson  Assessment AP1  Improvement | Revise the content covered in the unit of work, with a focus on areas where misconceptions often happen (St Irenaeus and the differences between the parables)  Students to RAG rate their own confidence using the resource on the front of their revision booklets | Assessment – full assessment covering the breadth and depth of the unit of work  Marked, feedback given and improvements made | Revision techniques explored to support students in knowing how to revise effectively |  |