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| **Religious studies: YR9** | Unit 1: Peace and Conflict | No of lessons: 14 | Curriculum goals:Students will study religious teachings, and religious, philosophical and ethical arguments, relating to various issues relating to war and peace, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.They will finish this unit fully able to explain contrasting beliefs on issues specifically relating to violence, weapons of mass destruction and pacifism. This unit aims to develop student’s ability to empathize with those suffering the effects of war, displacement and violence. The overarching aim is to develop student’s ability to critically analyse and evaluate the morality of war with the objective of creating well rounded students who develop the ability to meaningfully reflect on their position in society and how they can play a part in peace building or future conflicts that may arise. |
| Differentiation, scaffolding and support:**Knowledge support-** see extended reading/listening/watching opportunities.**Reading support:** Peer listening to whole class reading out loud, highlighting activities of key passages that are read exploring the meaning of passages and quotes within passages. ‘Circle words you don’t understand’ approach to most reading exercises coupled with explanations and clarifications from teachers and students.**Skills support**: All skills questions supported with modelled answers, I do, we do, you do approach to 12-mark questions, sentence suggestions where needed and paragraph structure acronyms such as PEELE. Focus on the meanings of specific skills applied before attempting questions. Tasks include explaining what evaluation means, giving real world examples etc. Thorough analysis and highlighting of mark schemes that focus on specific skills, before answering questions. | Stretch/challenge opportunities:REach questions on main task slides. A-level content such as Utilitarianism filtered down to all classes. Open ended opinion-based questions, including the lesson title, facilitate high end expanded viewpoints and explanations of viewpoints. Stretch and challenge home learning exercises to deepen knowledge such as further reading websites on philosopher’s views on war.Extended extra-curricular reading/listening/watching opportunities:Documentary/film list draw up using the Ethflix platform and distributed to students. Additional material linked to each year group advertised on staff boards. Additional reading and website suggestions added to KOs. Voluntary research home learning projects link to CND and other organisations. |
| **Sequence of learning: Lesson title/question.** | **Knowledge (K) skills (S) and vocab (V) covered.** | **Recall of prior topics** | **Furthering cultural capital and opportunities for reading** | **Assessment of learning** | **Improvements** | **Homework** | **Resources: Hyperlinks to lessons and support material** |
| 1. Is there ever a good reason to go to war?
 | K- Reasons for war including self defence, retaliation and greed. S- applying knowledge to key wars of the past, giving personal views on these wars.V- Greed, self defence, retaliation, capitalism, democracy, secret intelligence. | Retribution link to the yr9 Crime unit.Task linked to recall of forgiveness quotes from crime unit. | Business studies and sociology-Introduction to Henry Ford and capitalism.Ethics-Reflections on key wars of the past and the ethics of these wars. | Forgiveness task. Two Christian views on war. | n/a | P67-68 of the Oxford workbooklet | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%201%20Recovery%20curriculum%20Peace%20and%20Conflict)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Should Christians go to war?
 | K- Just war theory and Christian views on war. Jesus’ teachings applied to this topic.S- Evaluating most important aspects of the Christian evidence.V- Just war, jus ad Bellum, UN charter, authority, last resort. | Yr8 human rights recap linked to the UN and UNDHR. | World affairs-Introduction to the UN charter and relevant parts applied to this lesson. |  |  | P69-70 of the Oxford workbooklet | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%201%20Recovery%20curriculum%20Peace%20and%20Conflict)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Is war an acceptable response to being attacked?
 | K- Jihad and Lesser Jihad, the meaning of the term as well as Abu Bakr’s rules of war.S-Revision skills such as read cover rewrite and application of knowledge to a 4 mark q.V-Jihad, lesser, greater, struggle, Abu Bakr, warfare. | Recap quiz on just war theory.Recap keyword sentence starters on Jihad from yr8 unit on Muhammad. | Ethics-Ethical debate on ISIS and the term Jihad and Jihadist. | 4 mark question: Explain two similar beliefs about war. |  | P71-72 of the Oxford workbooklet | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%201%20Recovery%20curriculum%20Peace%20and%20Conflict)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Can war be holy?
 | K- the Holy lands, what constitutes a holy war. The crusades and why they were fought.S- Application of knowledge to current issues on terrorism.V- The pope, the Crusades, holy lands, holy war, Deus Vult, divine. | Recap starter quiz on just war and lesser Jihad. | Geography-Map of Europe and the Holy Lands/Israel for geographical context. |  | 4 mark question | P73-74 of the Oxford workbooklet | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%201%20Recovery%20curriculum%20Peace%20and%20Conflict)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Should we respond to our enemies with love?
 | K- Pacifism, selective, absolute and conditional. Religious quotes applied to the issue of pacifism and war.S- application of knowledge to 5 mark Q. Debating skills linked to debate mate strategyV- conscientious objector, pacifism, selective, conditional, absolute, war monger. | Recap starter on conscientious objectors and Desmond Doss | Politics-Starter reference to political relationships between the USA and North Korea. | 5 mark q:Explain two religious views on pacifism | 5 mark q | P75-76 of the Oxford workbooklet | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%201%20Recovery%20curriculum%20Peace%20and%20Conflict)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. 12 mark q ‘Religious believers should never fight in a war’
 | K- recap of previous knowledge on war, peace and pacifism and religious views on both.S- evaluation, application of knowledge.V- evaluate, statement, convincing, robust. | First third of the lesson centred around recap/recall of previous K and U of topics. Planning the answer involves links to previous key words/quotes etc. | Pupils are able to weigh up evidence for different theories and beliefs- and how convincing each argument is. Pupils gain a greater understanding of what counts as evidence and how robust evidence has to be in order to be convincing. | 12 mark Q see title |  | P77-78 of the Oxford workbooklet | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%201%20Recovery%20curriculum%20Peace%20and%20Conflict)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Is religion the cause of most wars?
 | K- analysis of current issues surrounding westernisation, conflict and terrorism. Focus on two current wars. Syria and Boko Haram.S- analysis, application of previous learning.V- westernisation, culture, conflict, lesser jihad. | Recap quiz on previous quotes learned. | Current affairs link- conflicts around the world and the morality of these. |  |  | P79-80 of the Oxford workbooklet | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%201%20Recovery%20curriculum%20Peace%20and%20Conflict)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Why does terrorism exist?
 | K- Analysis of current issues regarding extremism and religious views on extremism.S- analysis, application of key beliefs, evaluation.V- Extremism, far right, ideology, fundamentalist. | Recap quiz on keywords. | Current affairs link- reference to the political spectrum and political parties. |  | 12 mark Q | P81-82 of the Oxford workbooklet | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%201%20Recovery%20curriculum%20Peace%20and%20Conflict)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Do countries need weapons of mass destruction?
 | K- Key debates and beliefs around weapons of mass destructionS- analysis, application of beliefs, application to a gcse q.V- Nuclear deterrence, weapons of mass destruction, utilitarianism, Hiroshima. | Recap on utilitarianism and just war/Abu Bakr’s conditions. | History link- Hiroshima and the ethics of the bomb. | 4 mark question improve; Explain two religious views on nuclear weapons. | 4 mark improve q | P83-84 of the Oxford workbooklet | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%201%20Recovery%20curriculum%20Peace%20and%20Conflict)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Can individuals create peace?
 | K- analysis of indiiduals such as Megan Rice and organisations such as CND and their impact.S- analysis, evaluation of impact.V- disarmament, non violence, immoral, nobel peace prize. | Recap questions on three previous key words | World affairs link- Nobel peace prize. |  |  | P85-86 of the Oxford workbooklet | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%201%20Recovery%20curriculum%20Peace%20and%20Conflict)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. 12 mark q: ‘It is important to have nuclear weapons today’
 | K- recap of previous knowledge on pacifism, retribution, deterrence and nuclear war and religious views on both.S- evaluation, application of knowledge.V- evaluate, statement, convincing, robust. | First third of the lesson centred around recap/recall of previous K and U of topics. Planning the answer involves links to previous key words/quotes etc. | Pupils are able to weigh up evidence for different theories and beliefs- and how convincing each argument is. Pupils gain a greater understanding of what counts as evidence and how robust evidence has to be in order to be convincing. | 12 mark Q see title. |  | P87-88 of the Oxford workbooklet | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%201%20Recovery%20curriculum%20Peace%20and%20Conflict)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Who should help victims of war?
 | K- Four main religious charities that help victims of war, how they help and why.S- analysis, application of key religious beliefs.V- agape love, victim, civilian, collateral damage, fatality. Caritas, Muslim Aid, the red crescent. | Recap reflection on the war in Syria  | Empathy link- how to help victims and why help victims. Current affairs link- refugee crisis in Syria. | 5 mark improve question |  |  | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%201%20Recovery%20curriculum%20Peace%20and%20Conflict)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Can religion heal division?
 | K- analysis of the work of Desmond Tutu- The effectiveness of forgiveness and reconciliation-S-Analysis, evaluation, conclusions.V- reconciliation, forgiveness, interfaith dialogue, apartheid.  | Recap on forgiveness and forgiveness and retribution quotes from the crime unit. | History link- the impact of apartheid in South Africa. |  | 12 mark Q improvement  |  | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%201%20Recovery%20curriculum%20Peace%20and%20Conflict)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Revision and Assessment
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