

Secondary Key Stage 4 Schemes of Work

Subject: World Views	Year group: 10	Date: September 2023	Length of enquiry: Autumn & Spring Term
<p>Domain: WJEC Humanities Entry Level Pathway Contentious Issues in the Modern World</p>	<p>Key Concepts:</p> <p>Religious Knowledge (inc. SMSC): What is (the controversial topics chosen by the students).</p> <p>Religious understanding (inc. SMSC): What do Muslims and Christians think about(the controversial topics chosen by the students).</p> <p>Religious analysis and critique (inc. SMSC): Do we have to follow religious rules? Are religions moral? Do religious rules need to be updated to suit modern life?</p> <p>Beyond school (inc. SMSC) Where to access help. What can I do in certain situations. What are the atheist arguments concerning some controversial issues?</p>	<p>Topic end point</p> <p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>This unit aims to enable learners to gain knowledge and understanding of the religious and non-religious arguments concerning at least two contentious issues in the modern world. These issues can involve study of areas such as abortion, capital punishment, contraception/family planning, euthanasia, same sex relationships, role of men and women in worship, genetic engineering or treatment of criminals. Students will vote on the two contentious issues to be studied.</p> <p>The intent of this unit is to prepare students for real ethical and moral problems they may encounter, or hear about, when they leave school. Being able to process contrasting views and forming personal opinions on very sensitive topics, such as abortion and/or organ donation will prepare out students for life beyond school.</p>	
<p>← Prior Learning Links</p> <p>This unit elaborate on the Year 9 MTPs. In Year 9, students were introduced to moral issues, this unit builds upon that foundation.</p>		<p>Future learning links →</p> <p>This unit will build a strong foundation of understanding that will enable students to complete the rest of their Key Stage 4, World Views, units of work. For example, students will find that the informations gathered in this unit will help them complete ‘Prejudice and Discrimination’ in Year 11. This unit will also help them start to think about the ethics and morality of society that will help them throughout their life.</p>	
<p>Assessment Objectives</p> <p>Level 2 – AO1 AC1.1 - Identify some contentious issues in the modern world</p>	<p>Possible misconceptions</p> <p>Abortion – this issue only concerns women</p> <p>Organ transplant – no knowledge of the opt out rules</p>	<p>Big Four</p> <p>Oracy – debating skills, listening, reasoning, verbally responding to contrasting arguments and ideas and critiquing will all be encouraged.</p>	

<p>AC1.2 - State some facts about contentious issues in the modern world Level 2 – AO2 AC2.1 - Identify religious arguments concerning contentious issues AC2.2 - Identify religious teaching concerning contentious issues Level 2 – AO3 AC3.1 - Identify some non-religious arguments concerning contentious issues AC3.2 - Make a simple response of their own to one contentious issue</p> <p>Level 3 – AO1 AC1.1 Give examples of contentious issues in the modern world. AC1.2 Outline the background to some contentious issues in the modern world. Level 3 – AO2 AC2.1 Outline religious arguments concerning contentious issues. AC2.2 Outline religious teaching concerning contentious issue. Level 3 – AO3 AC3.1 Outline non-religious arguments concerning contentious issues. AC3.2 Give responses of their own to more than one contentious issue.</p>	<p>Contraception – confusion around the different types Euthanasia – little to no knowledge</p>	<p>Writing – students will be asked to write for a specific purpose, e.g., writing a diary entry from the perspective of Anne Frank. Students will look at inference, e.g., they will look at Nazi propaganda images and be asked to infer meaning and truth. They will be asked about what happened to Jewish people and how it may have how it has changed their lives.</p> <p>Key vocab – students will access new vocabulary and will recap new words most weeks.</p> <p>Reading – students will access some reading material in every lesson. It will vary in size and detail. For example, one week I may ask students to read a text. Whether that be alone, in a group or in pairs etc. Another week we may only read from a PP.</p>
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Subject: World Views	Year group: 10 & 11	Date: January 2024	Length of enquiry: Summer term (Year 10) & Autumn Term (Year 11) *This unit spans two long terms, because it is worth more credits than any other WJEC humanities unit*
Domain: WJEC Humanities Entry Level Pathway Responses to Contemporary Conflict in World Events	Key Concepts: Religious Knowledge (inc. SMSC): What do religious people think about war? Looking specifically at Pax Christi and the Quakers. Religious understanding (inc. SMSC): Why do some religious people promote pacifism? What is pacifism? Why are some religious people realists when it comes to conflict? Religious analysis and critique (inc. SMSC): Who is involved in war? How are people affected by war? Why do people not affected by war want to help? How are children impacted by war? Beyond school (inc. SMSC) What is the war in Syria about? What is the war in Ukraine about? Where to access help. What can I do to help victims of war?	Topic end point The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. This unit aims to enable learners to recognise features of contemporary conflicts, how people are involved in and affected by conflict, and how people attempt to prevent conflict. With regard to this unit, the term 'contemporary' refers to conflicts that are still active and / or unresolved. Learners must know about features of contemporary conflicts. This can be a single conflict or a series of conflicts. Learners must recognise the different types of people that are involved in contemporary conflicts. They should also know about the role played by these groups / individuals. These will include professionals, charity and health workers and military forces. Learners must also examine the way in which civilians are affected by and respond to conflict. Learners must examine the role of peace protest / activist groups / charities in trying to influence decision makers. They must also look at the role of governments in diplomacy / negotiation and/or the role of multi-national organisations such as the United Nations or European Union. Learners must also be given the opportunity to evaluate different attempts that have been used to resolve conflict. In order to address this, they may look at modern conflicts and the extent to which they have been resolved. The intent of this unit is to prepare students for real ethical and moral problems they may encounter, or hear about, when they leave school. Being able to process contrasting views and forming personal opinions on very sensitive topics, such as war and refugees will prepare out students for life beyond school.	
← Prior Learning Links		Future learning links →	

<p>This unit elaborates on the Year 9 MTPs. In Year 9, students were introduced to moral issues, this unit builds upon that foundation. In addition, in their previous Year 10 SOW, students were asked to look at the morality of some controversial issues. This unit will expand their consciousness, by looking at the morality and brutality of conflict.</p>		<p>This unit will build a strong foundation of understanding that will enable students to complete the rest of their Key Stage 4, World Views, units of work. For example, students will find that the information gathered in this unit will help them complete 'Prejudice and Discrimination' in Year 11. This unit will also help them start to think about the ethics and morality of society that will help them throughout their life.</p>
<p>Assessment Objectives</p> <p>Level 2 – AO1 AC1.1 Identify areas of conflict in the world. AC1.2 Identify reasons why conflicts begin.</p> <p>Level 2 – AO2 AC2.1 Identify some people involved in conflicts. AC2.2 Select information on the activities of people involved in conflicts. AC2.3 Show how civilians are affected by conflict.</p> <p>Level 2 – AO3 AC3.1 Locate information on people and/or organisations that attempt to resolve conflicts. AC3.2 State reasons why conflicts can be difficult to end. AC3.3 Identify a successful attempt to resolve conflict.</p> <p>Level 3 – AO1 AC1.1 Identify areas of conflict in the world. AC1.2 Give reasons why conflicts begin.</p> <p>Level 3 – AO2 AC2.1 Identify a range of people involved in conflicts. AC2.2 Outline the activities of people involved in conflicts.</p>	<p>Possible misconceptions</p> <p>Wars do not affect us in the UK</p> <p>Only people in the armed services get killed in conflict</p> <p>Religion causes war</p> <p>I cannot do anything about a war in a different country</p>	<p>Big Four</p> <p>Oracy – debating skills, listening, reasoning, verbally responding to contrasting arguments and ideas and critiquing will all be encouraged. For example, when looking at child soldiers, students will be in groups where they will discuss questions relating to a specific story of a child soldier. They will be asked to infer what could happen next, whilst considering the thoughts and feelings of the people involved in the scenario.</p> <p>Writing – students will be asked to write for a specific purpose, e.g., writing a leaflet about the work of medicine sans frontier. Students will look at many sources of comprehension activities – for example, reading about the Syrian war, then answering questions on the topic.</p> <p>Key vocab – students will access new vocabulary and will recap new words most weeks.</p> <p>Reading – students will access some reading material in every lesson. It will vary in size and detail. For example, one week I may ask students to read a text. Whether that be alone, in a group or in pairs etc. Another week we may only read from a PP.</p>

<p>AC2.3 Outline how civilians are affected by conflict Level 3 – AO3</p> <p>AC3.1 Select information on a range of people and/or organisations that attempt to resolve conflicts.</p> <p>AC3.2 Give reasons why conflicts can be difficult to end.</p> <p>AC3.3 Outline a successful attempt to resolve conflict.</p>		
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Subject: World Views	Year group: 11	Date: January 2024	Length of enquiry: Spring and Summer Term
<p>Domain:</p> <p>WJEC Humanities Entry Level Pathway</p> <p>Prejudice and discrimination against people</p>	<p>Key Concepts:</p> <p>Religious Knowledge (inc. <u>SMSC</u>): What do religions (Christianity and Islam) say about homosexuality? What do religions (Christianity and Islam) say about modern anti-Semitism? What does the pope say about homosexuality?</p> <p>Religious understanding (inc. <u>SMSC</u>): Why is the basis for religious views on homosexuality? How does anti-Semitism impact of the day to day life of Jewish people?</p> <p>Religious analysis and critique (inc. <u>SMSC</u>): Is banter a joke or is it an offence? Do religious texts need to be updated? Should religions have to follow the law of the law or should their rules be protected and given special status?</p> <p>Beyond school (inc. <u>SMSC</u>) How does prejudice and discrimination affect people?</p>	<p>Topic end point</p> <p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>This unit aims to enable learners to gain knowledge and understanding of how and why people have been discriminated against. This can be through study of historical and/or contemporary events. In this unit learners must also understand why it is important to learn about prejudice and discrimination towards people. Learners must have knowledge of the background and events surrounding at least two examples of prejudice and discrimination. Learners must study the reasons why people have experienced prejudice and discrimination. These will include: ethnicity, gender, beliefs, because they are different or because of their ideas / views. Learners must also study why those that show prejudice and discrimination to others do so. Reasons will include because they are threatened, they want something the others have or that their beliefs/ideas are different. In studying examples of persecution and discrimination, learners must learn what can happen as a result of prejudice and discrimination against people e.g. they suffer physical violence, they are discredited, they are imprisoned,</p>	

	<p>What is the law surrounding prejudice and discrimination? Where can I find help beyond school for any of the issue discussed in this unit? What is a hate crime?</p>	<p>they are segregated, they are treated as inferior, they received less resources, they lose their lives. In studying examples of persecution and discrimination, learners must be able to outline the ways in which peoples' lives have been affected by prejudice and discrimination e.g. they become ill, they live in worse conditions, they may be separated from their families, they may have to leave their countries, they lose their good name, they have worse life chances. Learners must also learn how prejudice and discrimination against people can be prevented e.g. governments take action, individuals take action, people act as good citizens, we learn to share things, try to understand those that are different to us, take part in campaigns.</p> <p>The intent of this unit is to prepare students for real ethical and moral problems they may encounter, or hear about, when they leave school. Being able to stand up and support all members of society (including themselves and their friends and family) will help prepare our students for life beyond school.</p>
<p>← Prior Learning Links</p> <p>This unit elaborates on the Year 9 MTPs. In Year 9, students were introduced to moral issues, this unit builds upon that foundation. In addition, in their previous Year 10 SOW, students were asked to look at the morality of some controversial issues. This unit will continue to address the morality and impact of prejudice and discrimination.</p>		<p>Future learning links →</p> <p>This unit will build a strong foundation of understanding that will enable students to complete the rest of their Key Stage 4, World Views, units of work. This unit will also help them start to think about the ethics and morality of society that will help them throughout their life.</p>
<p>Assessment Objectives</p> <p>Level 2 – AO1 AC1.1 List examples of individuals who have experienced prejudice and discrimination AC1.2 List groups of people who have experienced prejudice and discrimination AC1.3 Identify reasons why people experience prejudice and discrimination</p> <p>Level 2 – AO2 AC2.1 - List ways that people can experience prejudice and discrimination</p> <p>Level 2 – AO3</p>	<p>Possible misconceptions</p> <p>Anti-Semitism stopped with the holocaust.</p> <p>If people always hate Jewish people, maybe they have done something to deserve it</p> <p>Why do Jewish people have lots of money?</p> <p>No one is homophobic anymore</p> <p>Saying 'gay' isn't an insult.</p>	<p>Big Four</p> <p>Oracy – debating skills, listening, reasoning, verbally responding to contrasting arguments and ideas and critiquing will all be encouraged.</p> <p>Writing – students will be asked to write for a specific purpose, e.g., writing a diary entry from the perspective of Anne Frank. Students will look at inference, e.g., they will look at homophobic and anti-Semitic propaganda images and be asked to infer meaning and truth. They will be asked about what happened to Jewish and homosexual people and how it may have how it has changed their lives.</p> <p>Key vocab – students will access new vocabulary and will recap new words most weeks.</p> <p>Reading – students will access some reading material in every lesson. It will vary in size and detail. For example, one week I may ask students to read a</p>

<p>AC3.1 Identify ways in which people's lives have been affected by prejudice and discrimination</p> <p>AC3.2 Identify how prejudice and discrimination against people might be prevented</p> <p>Level 3 – AO1</p> <p>AC1.1 State examples of individuals who have experienced prejudice and discrimination</p> <p>AC1.2 State examples of how groups of people who have experienced prejudice and discrimination</p> <p>AC1.3 Give reasons why people experience prejudice and discrimination</p> <p>Level 3 – AO2</p> <p>AC2.1 Outline ways in which people can experience prejudice and discrimination</p> <p>Level 3 – AO3</p> <p>AC3.1 Outline how people concerned have been affected by prejudice and discrimination</p> <p>AC3.2 Suggest ways in which prejudice and discrimination against people might be prevented</p>		<p>text. Whether that be alone, in a group or in pairs etc. Another week we may only read from a PP.</p>
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