

Year 7 – 9 Citizenship/RE scheme of work overview from September 2020

There are approximately 6 – 9 lessons worth of work for each unit. The units broadly fit into half term blocks but can be adapted to shorten/lengthen if necessary.

HALF TERM	YEAR 7	YEAR 8	YEAR 9
1	<p>RE - <i>Does religion help people to be good?</i></p> <p><i>Should religious buildings be sold to feed the starving?</i></p> <p>End point Students will understand the key arguments and counter arguments for the question of whether religion helps people to be good. They will be able to explain their answers using references to case studies, at least one of which will be referencing the debate around use of religious buildings.</p>	<p style="text-align: center;">YEAR 8 PROJECT LAUNCHED</p> <p>CIT - <i>The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.</i></p> <p>End point Students will understand what democracy is and how it has developed in the United Kingdom. They will be able to explain the role of citizens, Parliament and Monarchy and be able to explain how these three areas function together in the UK.</p>	<p>CIT - <i>The functions and uses of money, the importance and practice of budgeting, and managing risk</i></p> <p>End point Students will understand the function and uses of money. Be able to explain the importance and practice of budgeting. Have a secure understanding and be able to apply concepts of managing risk.</p>
2	<p style="text-align: center;">YEAR 7 PROJECT LAUNCHED</p> <p>RE - <i>What is so radical about Jesus?</i></p> <p>End point Students will understand why Jesus was seen as a radical by his enemies and be able to give arguments for and against this perception. Students will have a secure understanding about the events of his trial and the reasons for his crucifixion.</p>	<p style="text-align: center;">YEAR 8 PROJECT MARKED</p> <p>CIT - <i>The operation of Parliament, including voting and elections, and the role of political parties</i></p> <p>End point Students will understand why voting is an important part of democracy and be able to explain struggles for voting equality in the UK. They will be able to explain the core functions of local government and what career opportunities exist in local government. They will have a secure understanding of key roles of Hereford City and Ledbury Town Council.</p>	<p>RE - <i>Should happiness be the purpose in life?</i></p> <p>End point Students will have a secure understanding of how happiness can be defined and how emotions occur. Students will understand the two differing definitions of happiness to Christians and compare this to the views of other faiths – Buddhism, Islam, Sikhism and Hinduism. They will be able to explain the extent to which they believe faith or lack of faith affects happiness.</p>

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3	<p align="center">YEAR 7 PROJECT MARKED</p> <p>RE – <i>Do we need to prove God’s existence?</i></p> <p>End point Students will understand what proof means able to give arguments for and against this why proving the existence of God is possible. Students will have a secure understanding of alternative views such as the moral argument, Buddhist and Humanist perspectives. Students will be able to articulate their opinion as to whether we need to prove God’s existence.</p>	<p>CIT - <i>The precious liberties enjoyed by the citizens of the United Kingdom</i></p> <p>End point Students will know what we mean by liberties and be able to provide examples of at least three liberties enjoyed by UK citizens. Students will understand the reasons why governments are able to amend liberties and be able to explain their opinion as to the extent to which they agree or disagree with this. Students will know what the British Values and Prevent campaigns are and use these to understand the threat that extremism poses to the liberty of UK citizens.</p>	<p>RE - <i>Why is there suffering? Are there any good solutions?</i></p> <p>End point Students will know the three main forms of suffering. Students will understand the differing rationales for suffering from the perspectives of Old Testament, New Testament, Buddhism and Islam. They will be able to explain possible solutions for suffering and assess the viability and impact of the proposed solutions.</p>
4	<p>RE - <i>What is good and what is challenging about being a teenage Sikh/Buddhist/Muslim in Britain today?</i></p> <p>End point Students will be able to explain at least three core elements of the Muslim, Buddhist and Sikh teachings. Students will explain challenges faced by followers of these faiths in the UK and will explain their opinion about being a teenager who followed these faiths. Students will be able to articulate the dangers posed by extremism to followers of these three faiths.</p>	<p>CIT - <i>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</i></p> <p>End point Students will understand a range of causes and consequences of criminal behaviour and will assess the level of crime in the Herefordshire area. Students will articulate their opinion as to the effectiveness of the UK prison system and reach a judgement about whether returning the death sentence would help or hinder the justice system. Students will know the difference between the civil and criminal justice system and understand the role of the police in maintaining law and order.</p>	<p>RE - <i>Is religion a power for peace or a cause of conflict in the world today?</i></p> <p>End point Students will know what prejudice means and be able to provide arguments for and against whether religion helps make the world more tolerant or intolerant. Students will use case studies of arranged marriage, FGM and religious dress to support their arguments. Students will be able to reference at least two differing religions in their argument. Students will reach a substantiated conclusion as to whether religion makes the world more peaceful or creates more conflict.</p>

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5	<p>RE - <i>Does living biblically mean obeying the whole bible?</i></p> <p>End point Students know what the 10 Commandments are and why they are important to Christians. Students will know that there is a debate between Christians as to whether the bible provides rules or is a guide and will be able to confidently give their opinion on the subject using at least two passages from the bible. Students will be able to give a secure definition of what 'living biblically' means and will be to explain whether they believe non-Christians can 'live biblically'.</p>	<p>CIT - <i>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</i></p> <p>End point Students will be able to explain what is meant by public, private and voluntary sectors. Students will explain the similarities and differences of working in each sector. Students will know examples of lessons learned from animal behaviour about the impact of collective action. Students will explain a local issue and will present an articulate case for community action to resolve it.</p>	<p>RE - <i>What difference does it make to believe in...?</i></p> <p>End point Students will be able to explain what is meant by moral and ethical. Students will explain their understanding of what their perception of right and wrong are and how it makes a difference. Students will be able to articulate their views on four different case studies; euthanasia, GM food, animal experimentation and the death sentence and explain what differences will be made by their views.</p>
6	<p>RE – <i>Is death the end? Does it matter?</i></p> <p>End point Students will be able to explain Christian, Islamic, Hindu, Buddhist and Humanist views about what happens after we die. Students will be able to confidently give their opinion about what they believe happens to us after we die, referencing different faiths or no faith.</p>	<p>CIT - GEO POLITICS</p> <p>End point Students will understand the history of the Commonwealth and be able to explain key arguments for and against Empire. Students will have a secure understanding of the nature and role of international organisations that shape the world we live in using the United Nations as a case study.</p>	<p>CIT/RE - This half term is centred on students creating a presentation about a cause of their choice based on any topic they covered in Key Stage 3 RE or Citizenship. This is likely to be around 3 – 4 lessons</p> <p>End Point Students will research a topic they feel strongly about and prepare an effective presentation. Students will present their topic to a small audience. Students will evaluate where their presentation was successful and how it could be improved.</p>

Year 7 Citizenship project

TASK:

1. You will need to choose 5 newspaper articles (online or in real papers) and create a “scrapbook” with them. You should look to choose a range of stories which may include Crime, Disasters, Environment, Political, Local or Social interest stories. **NO CELEBRITY NEWS!** Next to each story, you now need to write why the story has been selected (**a minimum of 100 words for each story**).

You may want to include:

- What effects the story might have on you or your community
- If you have a strong opinion or view about the story
- What should be done (in your opinion) by various people, organisations, leaders
- What might the future hold in regards to this story

2. Choose one of your stories for a creative response that gives more information on your chosen story. This step is entirely up to you but might take the form of a collage/art work, a play script, a diary or piece of creative writing, a poem, or Power Point.

SUBMISSION DATE IS BY THE END OF THE WEEK BEGINNING MONDAY 25TH MARCH

USEFUL DATES - THESE ARE SUGGESTED ONLY

First two articles completed by January 25th Third and fourth articles completed by February 8th Fifth article completed by March 1st

Creative task completed by 22nd March

Possible stories for example could include:

Cyber-attacks on large corporations. The future of the Royal family. Brexit. Donald Trump’s Presidency. Concerns over global warming.
More houses being built in Ledbury. The future of the University of Hereford. The debate about the future of the High Street in Ledbury.
How much tax big companies pay. Racism in football. Gender equality in sport. The future of the NHS. Terror threat in Britain.

Year 8 Citizenship Project

TASK:

You have been elected as Mayor of Ledbury. You are considering bidding for funds to change Ledbury but need to consider what you have before you discuss what you would add.

You need to create a report that:

1. Explains the key positive features of Ledbury. Why are these features positive?
2. Explains the concerns or areas of improvement needed for Ledbury? Why do these need changing?
3. Explains three key changes you would make and how these will benefit people.

Your report must include at least the following:

1. Survey of at least 20 people to get their views on Ledbury.
2. Analysis of what the survey tells you.
3. At least 100 words on each of the three areas of the task.
4. Photographs and/or images of Ledbury currently
5. Images of what the changes would look like.

SUBMISSION DATE IS BY THE END OF WEEK BEGINNING MONDAY 27TH NOVEMBER

USEFUL DATES

First story 22nd September Second story 6th October Third story 20th October Fourth and fifth stories 3rd November Creative piece 17th November

Possible areas to consider:

Does Ledbury need fast food chain shops on the High Street? Does Ledbury do enough to promote itself? Is Ledbury a community where people share the same values?

Are there enough sporting facilities in Ledbury? Is there enough for younger people in Ledbury? Is there enough disabled access in Ledbury?

Do there need to be more community events in Ledbury? Is transport good enough in Ledbury? Can the environment be improved in Ledbury?