

Homework Guide: Religious Ed/Philosophy KS3

	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
Year 7	<p><u>Looking for truth ?</u></p> <ul style="list-style-type: none"> • Pupils to write a statement about their own beliefs, opinions about the existence of God using key terms from lesson • Watch you tube clip on creation/evolution blog response onto the LP. MAT students are to respond to another student’s blog as well as write their own. • Why is there evil and suffering in the world? Give reasons for your view. Explain why someone might disagree with you. • Write an Alien report at target level that explores religion and belief in the UK. (open assessment to engage different strengths and weaknesses – encourage a variety of styles and personalize with individual students 	<p><u>Communities</u></p> <ul style="list-style-type: none"> • Pupils need to identify <i>what makes Haggerston a community?</i> • <i>Desert Island Community</i> <ol style="list-style-type: none"> 1. In character outline your needs for/on the Island. 2. Explain how you would like your Island to be run. 3. Suggest what type of belief system/religion you may or may not have/follow on the Island. • Create a small (A5) poster of the one rule they would adopt on their Island. At the bottom of the poster they need a ‘twitter’ style summary of its purpose /meaning. On the reverse they complete the final draft of their manifesto. • press pack report Assessment 	<p><u>Where do you think we are going when we die?</u></p> <ul style="list-style-type: none"> • Research NDE examples and report on 3. • Interview a family member or friend about their views on life after death. • ‘How do images of heaven help Muslims and others to lead a good life’ • Design a Hindu game reflecting the key teaching of the cycle of life and death 	<p><u>Inspirational People</u></p> <ul style="list-style-type: none"> • <i>Write a paragraph about someone who inspires you.</i> • Researching statistics - Find out how many people belong to each religion in the world. Present this neatly in the form of a <u>chart, graph or map</u> (it can be resourced from the internet) • “Who was Mother Theresa” report? • Create a fact file for display entitled “who was the Buddha?” your fact file should include, facts about his life, pictures, key teachings and his history. • Newspaper report on the night of power 	<p><u>Are we stewards of the Earth?</u></p> <ul style="list-style-type: none"> • “I think I can make a difference to the environment” Do you agree/disagree? Explain your views. • Creation and Dominion: Are we responsible? Response letter to Genesis. • Discover your carbon foot print and evaluate solutions (website given) • Assessment task: Letter to Boris Johnson on the environmental problems in London and how by following beliefs (pupil choice) solutions may be found. Christian/Islam/Judaism/Hinduism/Buddhism/Humanism 	<p><u>Can we experience God?</u></p> <ul style="list-style-type: none"> • Complete the worksheet on the different ways people experience God. • Pupils are to interview several people in the classroom or outside to find out what they think about miracles and record findings on the sheet. • Students are to complete the worksheet on Hindu worship • Prepare a letter on why you would like to attend the school visit to Neesden Mandir, including questions you would ask.

Year 8	<p><u>What is the Nature of God?</u></p> <ul style="list-style-type: none"> • Assessment proposal – students to complete proposal form outlining their plans for the assessment task. • To work on their assessment (proposals agreed with teacher) • Students to create their own trump card for either the God they believe in or something that represents faith/belief for them? <p>RESEARCH and PRESENTATION: Sikh views on equality, environment and human rights.</p> <ul style="list-style-type: none"> • Divide class in to three groups and set hwk accordingly to present back on the Sikh views. • Assessment self-evaluation worksheet. 	<p><u>How does Islam demonstrate community?</u></p> <ul style="list-style-type: none"> • ‘A day in the life of...’ a single day extract from a diary of a person at this time (Arabia in the time of Mohammed) showing knowledge of environment. • Newspaper report of Muhammad’s vision • Tawhid worksheet to be completed • Presentation preparation on ‘How the 5 pillars of Islam demonstrate community’ (can be report, poster or ppt) 	<p><u>Love in action</u></p> <ul style="list-style-type: none"> • Students to find specific examples of how Christians put love into Action and bring evidence to next lesson. (organisations) • Pupils have a choice of 2 assessments all detailed on sheet with criteria. 1. An investigation into Christian Aid on how it is meeting its objectives and putting belief into practice. 2. A pressgang report on another Christian group or organization putting love into action. • Assessment preparation • Students to write a personal action plan based on ‘Love in action’ 	<p><u>Are we equal in the eyes of God?</u></p> <ul style="list-style-type: none"> • Find an example of a woman who has been inspirational in the fight for equality and report. • Students to produce their own version of the “I have a dream” speech about the topic of their choosing. • Students to create their own version of the ‘Parable of the Good Samaritan’ relating to the discrimination taught. • Students complete their self-assessment sheet on research relating to religions role in creating 	<p><u>How does the Death and Resurrection of Jesus impact Christianity today?</u></p> <ul style="list-style-type: none"> • To create a ‘wanted’ poster for Jesus. • Students are to annotate the drawing, Da Vinci’s ‘Last Supper’ with observations, reflections and questions. • Pupils are to complete the worksheet reflecting on ideas on the resurrection which will be developed next lesson • Evaluation of how ‘The Lion, the Witch and the Wardrobe demonstrates Christian teachings. 	<p><u>How is spirituality expressed through creative arts?</u></p> <ul style="list-style-type: none"> • Students to research a piece of religious art online and write a report to be handed in the following week. • Review how the media portrays religious beliefs or people. • Students will be introduced to the key assessment task and be given a sheet explaining what the task will be. Students will have to write a short speech about the nature of spirituality on both a personal level and in relation to traditional ideas of spirituality ready to be filmed next lesson. Sheet contains level descriptors and concise instructions. • Complete assessment.
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<p>Year 9</p>	<p><u>How does Judaism use the Torah to teach belief in action?</u></p> <ul style="list-style-type: none"> • Research the differences between Orthodox and Reform Judaism. • Students are to answer the 4 questions they asked Abraham and Isaac? • Students to complete the fact file on 4 key teachings in Judaism. • Judaism extended writing assessment 	<p><u>Holocaust Studies</u></p> <ul style="list-style-type: none"> • To obtain and beginning reading of a fictional book related to the topic (reading list given). • How did the Nuremberg laws impact Judaism? • Kovno ghetto moral dilemma: students t complete worksheet. • Reading and book review • Holocaust assessment 	<p><u>How is spirituality expressed through creative arts?</u></p> <ul style="list-style-type: none"> • Outline how events in life can change our lives (with examples). • Create your own 8 step path for living a good life, for each step explain why it would lead people to leading better lives. • Students will write a letter from the perspective of Siddhartha to his wife explaining his reasons for leaving. Students will be provided with a KAT sheet with full level descriptors • Research into How Buddhism and other areas use meditation. 	<p><u>Religion and Science :The great debate</u></p> <ul style="list-style-type: none"> • Students are to watch the clip , do the quiz and feedback on the blog. • Watch: Origin of species by Charles Darwin (1/5) On you tube: • http://www.youtube.com/watch?v=vfmOaAz371M and complete: <ol style="list-style-type: none"> 1.Who is Darwin? 2.Give 5 bullet points on his theory. 3.Give your own view on his theory. • Write a personal statement on the religion/science debate: This should be a critical examination of the different perspectives and a personal response to own beliefs /viewpoints including accurate evidence and key terms. 	<p><u>Students begin their GCSE in this term. Unit 1: Believing in God</u></p> <p>Believing in God</p> <ul style="list-style-type: none"> • Learn all keywords for unit 1 • Create the front page of a magazine article that questions the conversion of Cat Stevens. • Complete causation and design argument fact files. 	<ul style="list-style-type: none"> • <u>Christianity – A response to evil and suffering .</u> http://www.bbc.co.uk/schools/gcsebitesize/rs/god/chgoodandevilrev1.shtml <ol style="list-style-type: none"> a) Read the revision text b) Complete the test bite c)Print out your results • Explain why unanswered prayers may lead some people to become atheists. (8)
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