

KEVICC KS3 Curriculum:	Subject: RPE	Key terms and vocabulary.
Year: 9 Term: Autumn and part Spring	Topic: Concepts of God in Hinduism and Christianity	<p>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</p> <ul style="list-style-type: none"> • Brahman • Om/Aum • Tri-murti • Murti • Brahma • Vishnu • Shiva • Laskmi • Parvati • Saraswati • Avatar • Atman • Nirguna • Saguna • Polytheist • Monotheist • Arati • Omnipotent • Omniscient • Omnibenevolent • Just • Trinity • Evil; good/bad • Theodicy • Agape • Forgiveness
<p>What is the essential knowledge from this unit? What do students need to remember and understand? This topic explores the concept of God within Hinduism and Christianity.</p> <p>Essential knowledge for Hinduism:</p> <ul style="list-style-type: none"> • There is one God who is understood in many forms • Significance of the Trimurti – their roles and importance • Role of the gods and goddess in personal worship • The concept of avatar and who most important avatars are (Rama; Krishna) • The concept of atman <p>Essential knowledge for Christianity:</p> <ul style="list-style-type: none"> • The key attributes of God: Omnipotent, Omnibevolent, Omniscient and Just. • Significance of the Trinity • The problem of evil as a challenge to God's existence and how Christians try to overcome this. • Role of Jesus and his key teachings: agape; forgiveness <p>For both:</p> <ul style="list-style-type: none"> • Complexity of the nature of God • The impact of faith on believers <p>Students will develop their knowledge through: analysing different aspects of God's nature as expressed by the different religions; comparing and contrasting the different ideas; considering how faith is put into action; evaluating the importance of different aspects of religious practice in the life of the believer; reflecting on their own and others' personal responses, beliefs and ideas</p>		
<p>What prior learning supports understanding of this content? Building on knowledge and concepts developed in pervious SoL including Ninian Smart and Sikhism (Yr 7), Islam and Arguments for God's existence (Yr 8)</p>	<p>How does this content link to future learning? GCSE focuses on Hinduism and Christianity so this is foundational learning for the GCSE. Some of the concepts are also further explored at KS5, so the knowledge is vital for study beyond KS3.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Various activities entail students reading texts and picking out key information E.G. Investigating the Trimurti, finding out about the Trinity. We will also begin to look at religious scripture, unpicking what it means – an essential skill for GCSE.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Regular note taking. Short answers to reflective questions. 12-mark evaluative essay, which will be planned together in class.</p>	
<p>Key assessments: <i>How will students review the information learned?</i> <i>How will feedback be seen?</i> 2 x end of topic assessments (one for Hinduism, one for Christianity): question sheet with answers in book; feedback sheet with pupil responding in purple pen. 2 x Mid-topic assessment: Evaluation question: 'There is no need for Goddesses in Hinduism.' And 'We should always forgive.' Planning, feedback and purple pen response. Further assessment questions and recap sheets will be used throughout the topic along with verbal feedback.</p>		