

KEVICC KS3 Curriculum:	Subject: RPE	Key terms and vocabulary.
Year: 7 Term: Spring	Topic: Treatments of the environment and animals	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p>This topic explores ethical issues, focusing specifically on our treatment of the environment and animals, and how religious beliefs influence Christians and Hindus in their response to the treatment of the environment and animals.</p> <p>Essential knowledge</p> <ul style="list-style-type: none"> <li>• The importance of the Christian creation story</li> <li>• The different ways that the world is being harmed: <ul style="list-style-type: none"> <li>○ Deforestation</li> <li>○ Air pollution</li> <li>○ Land pollution</li> <li>○ Water pollution</li> </ul> </li> <li>• Why Hindus and Christians believe it is important to look after the planet</li> <li>• Ways to save the planet</li> <li>• Different ways animals are treated in society</li> <li>• The legality of animal experimentation</li> <li>• Hindu and Christian attitudes toward the use of animal as meat and animal experimentation</li> </ul> <p>Students will develop their knowledge through: exploring different ways the planet is being damaged; exploring the importance of the creation story and how this influences religious believers in their actions towards the planet; completing their own research and presenting a project on ways to save the planet; exploring different opinions towards the treatment of animals; including using animals for meat and animal experimentation.</p>		<ul style="list-style-type: none"> <li>• Literalists</li> <li>• Non-literalists</li> <li>• Omnipotent</li> <li>• Omnibenevolent</li> <li>• Deforestation</li> <li>• Air pollution</li> <li>• Land pollution</li> <li>• Water pollution</li> <li>• Stewardship</li> <li>• Dominions</li> <li>• Vegetarian</li> </ul>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students will have looked at different religions at primary school and may have some knowledge of religious practise.</p>	<p><b>How does this content link to future learning?</b></p> <p>This is foundational learning that will help students with all future learning in RPE and specifically GCSE content.</p>	
<p><b>Reading:</b> <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. Reading &amp; gathering facts on deforestation; reading Christian beliefs towards the treatment of animals; researching when completing environment project &amp; reading articles on animal right groups.</p>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i></p> <p>Regular note taking. Short answers to reflective questions. Creative project which will expect students to gather and present their own research.</p>	
<p><b>Key assessments:</b></p> <p><i>How will students review the information learned?</i> <i>How will feedback be seen?</i></p> <p>End of topic assessment: question sheet with answers in book; feedback sheet with pupil responding in purple pen.</p> <p>Mid-topic assessment: Environment project. Student work in groups of four, each having their own topic to research and write up ready to come together &amp; present.</p> <p>Further assessment questions and recap sheets will be used throughout the topic along with verbal feedback.</p>		

