

Year 1 RE Curriculum Overview

	SCW1 Christ for the historical Jesus	SCW2. Word(s) and sacraments	SCW3 Sources of morality	SCW4 Gospel Values	SCW5 Historical Jesus	SCW6 Jewish Festivals and celebrations
Year 1	<p><b>Overview</b> Study of the historical figure of Jesus through evidence in the gospels and other sources. Gain understanding of evangelist and reasons how and why the gospels came to be written, interpretation of the evidence and possible of Jesus.</p> <p><b>Key vocabulary</b>                      For 1 - parable, miracle, prophet.                      For 2 - resurrection, exorcism, kingdom, saviour, how family, kingdom.                      For 3 - evangelist, apostle.</p> <p><b>Assessment</b>                      Key word test, group presentation, oral and written assessment, 10 style question</p> <p><b>Relevant knowledge and skills</b></p> <ul style="list-style-type: none"> <li>✓ The historical story of Jesus - birth, life, death and resurrection</li> <li>✓ Gospels</li> <li>✓ Gospels</li> </ul> <p><b>History Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>✓ Using evidence to support beliefs</li> <li>✓ Meaning, context and relationships in gospels, Gospels</li> <li>✓ Interpretation of the gospels</li> </ul> <p><b>Cultural Capital Pool</b>                      Key artists and skills facilities 10 question worksheet/booklet, focus on key events, oral and meaning group work to support different learning styles.</p> <p><b>SEND Pool</b>                      Key word revision worksheet, use of persuasive language in text, different types of written work</p>	<p><b>Overview</b> Study of the word sacraments exploring the impact of the Holy Spirit, grace, indwelling and the role of the Church and believers in allowing a Catholic to take part in the sacraments.</p> <p><b>Key vocabulary</b>                      For 1 - sacrament, poverty, Christian, Holy, water.                      For 2 - altar, church, sacrifice, Eucharist.                      For 3 - prayer, intention, evangelist, church.</p> <p><b>Assessment</b>                      Key word test, creative game - Advent, oral and written assessment, 10 style question</p> <p><b>Relevant knowledge and skills</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge of baptism, Holy Eucharist and Confirmation</li> <li>✓ The role of the priest</li> <li>✓ Ministry of the Church</li> </ul> <p><b>History Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>✓ Marriage in a wedding</li> <li>✓ Details of the sacrament of Holy orders</li> <li>✓ Details of many of the sacramental rites</li> </ul> <p><b>Cultural Capital Pool</b>                      Differentiated resources and task sheets, focus on key events, regularly, reflecting in prayer 10 style question. Supports others to include traditional style questions to develop your own informed opinion.</p> <p><b>SEND Pool</b>                      Finding focus words using keywords in the correct context. Creative use of spiritual vocabulary - use evidence used in resources</p>	<p><b>Overview</b> Study of moral theories and consequences. Understanding of the role of God and religious, moral and natural law in decision making, the influence scripture has on informing conscience and decision making.</p> <p><b>Key vocabulary</b>                      For 1 - reason, duty, happiness, moralisation, evil, good.                      For 2 - utilitarian, conscience, principle, egoism.                      For 3 - positive, intention, oral and assessment.</p> <p><b>Assessment</b>                      Key word test, scenario of student question(s), oral and written assessment, 10 style question</p> <p><b>Relevant knowledge and skills</b></p> <ul style="list-style-type: none"> <li>✓ Morality</li> <li>✓ Influence on reports</li> <li>✓ Church teaching and its commitment</li> </ul> <p><b>History Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>✓ The primary sources and theory from Aquinas</li> <li>✓ Influence and impact of moral beliefs</li> <li>✓ Morals and values morality</li> </ul> <p><b>Cultural Capital Pool</b>                      Differentiated worksheets, review of key words, articles and discussions to identify, clarify and discuss dilemmas, scenarios and dilemmas relevant to each student. Support for more confident.</p> <p><b>SEND Pool</b>                      Using philosophical and ethical language, influence and explore the human condition</p>	<p><b>Overview</b> Study of the core gospel values of dignity and morality, exploring what that looks like in the modern world and how these values have informed CE principles and practice.</p> <p><b>Key vocabulary</b>                      For 1 - dignity, community, mercy, good.                      For 2 - compassion, generosity, equality.                      For 3 - principles, how, Resurrection.</p> <p><b>Assessment</b>                      Key word test, 10 style questions, oral and assessment</p> <p><b>Relevant knowledge and skills</b></p> <ul style="list-style-type: none"> <li>✓ Society of life</li> <li>✓ Catholic social teaching principles</li> <li>✓ Jesus' treatment of others</li> </ul> <p><b>History Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>✓ How CE is based in the Gospels</li> <li>✓ Responsibility to both people and God for the poor.</li> <li>✓ To be a witness to faith</li> </ul> <p><b>Cultural Capital Pool</b>                      Differentiated worksheets, review of key words, articles and discussions to identify, clarify and discuss dilemmas, scenarios and dilemmas relevant to each student. Support for more confident.</p> <p><b>SEND Pool</b>                      Catholic social teaching principles, how to explain</p>	<p><b>Overview</b> Study of key historical figures and events in Jewish history and effect on the impact the law or all Israelite's faith today. Understand the relationship between Jews and practice. Reflected on truly significant events in Jewish history both ancient and contemporary.</p> <p><b>Key vocabulary</b>                      For 1 - Moses, Abraham, Covenant, Mosaic, Exodus, commandments.                      For 2 - Maccabean, Maccabees, Hanukkah, Maccabees, Hanukkah.                      For 3 - Passover, Mosaic, Exodus, Noah, Jesus, Jesus.</p> <p><b>Assessment</b>                      Key word test, presentation of gospel pages, comparative ideas</p> <p><b>Relevant knowledge and skills</b></p> <ul style="list-style-type: none"> <li>✓ Israel in the Old</li> <li>✓ Mosaic inheritance and stories in the Old Testament</li> <li>✓ Events that led up to the Messiah</li> </ul> <p><b>History Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>✓ Impact of accounts for Jewish people today</li> <li>✓ Significance of persecution available</li> <li>✓ Identify focus in history and practice</li> </ul> <p><b>Cultural Capital Pool</b>                      Worksheets exercises for use with videos, orally or in small - groups, text and discussion for work to be submitted to help expressions.</p> <p><b>SEND Pool</b>                      Introduction to history through key words and text.</p>	<p><b>Overview</b> Study of feast, festivals and celebrations in Judaism. Identify the significance of these for different groups of Jewish people today. Investigate events which identify a recognized and celebrated in Judaism.</p> <p><b>Key vocabulary</b>                      For 1 - Shema, Jewish, Jewish, Jewish, Shabbat, Shema, Jewish, Jewish, oral.                      For 2 - Israel, the Messiah, the Messiah, Maccabees, Hanukkah, Hanukkah, Hanukkah, Hanukkah.                      For 3 - Maccabees, Hanukkah, Hanukkah, Hanukkah, Hanukkah, Hanukkah.</p> <p><b>Assessment</b>                      Key word test, presentation following independent research, peer assessed, 10 style evaluation creative practice</p> <p><b>Relevant knowledge and skills</b></p> <ul style="list-style-type: none"> <li>✓ Identifying patterns of culture.</li> <li>✓ Significance and spread of historical Judaism.</li> <li>✓ Core Jewish practice</li> </ul> <p><b>History Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>✓ How and why these celebrations and remember the faith</li> <li>✓ The nature and frequency of religious observances, festivals and their</li> <li>✓ Link practice with identity</li> </ul> <p><b>Cultural Capital Pool</b>                      Independent work supported by teacher knowledge and resources supplied and differentiated to student needs.</p> <p><b>SEND Pool</b>                      Spelling of festival of Jewish vocabulary that to use evidence and personal insight</p>

# Year 9 Syllabus

**Zhe Xu**



## Year 9 Syllabus:

**Rationing Education** David Gillborn, Deborah Youdell, 1999-12-16 This research should make us extremely sceptical that the constant search for higher standards and for ever increasing achievement scores can do much more than put in place seemingly neutral devices for restratification Michael W Apple John Bascom Professor of Curriculum and Instruction and Educational Policy Studies University of Wisconsin Madison Recent educational reforms have raised standards of achievement but have also resulted in growing inequalities based on race and social class School by school league tables play a central role in the reforms These have created an A to C economy where schools and teachers are judged on the proportion of students attaining five or more grades at levels A to C To satisfy these demands schools are embracing new and ever more selective attempts to identify ability Their assumptions and practices embody a new IQism a simple narrow and regressive ideology of intelligence that labels working class and minority students as likely failures and justifies rationing provision to support those often white middle class boys already marked for success This book reports detailed research in two secondary schools showing the real costs of reform in terms of the pressures on teachers and the rationing of educational opportunity It will be important reading for any teacher researcher or policymaker with an interest in equality in education *Journal*

Ireland. Department of Agriculture and Fisheries, 1910

**Strategic Disaster Risk Management in Asia** Huong Ha, R. Lalitha S. Fernando, Amir Mahmood, 2015-05-29 This book presents strategies for managing disasters and reducing risks in Asian countries Given the dynamic changes in the natural environment as well as the patterns of land use and management the growing populations of the developing nations in Asia migration patterns and other social cultural aspects the impacts of disasters have increased manifold in Asian countries Against this backdrop the book examines disaster management issues such as disaster preparedness post disaster reconstruction peace development and corruption The views of different groups of stakeholders are incorporated in the discussion to ensure a comprehensive analysis of and findings on the governance process as well as best practices in pre and post disaster management The book also includes chapters focusing on aspects often overlooked in the context of disaster management such as the need to invest in public education to improve public awareness and approaches to supporting the disabled the vulnerable and the elderly from disaster risks In closing the book presents research on disaster management methods employed by different countries in the Asian region Acknowledgement The editors acknowledge the role of the Network of Asia Pacific Schools and Institutes of Public Administration and Governance NAPSIPAG which is the largest governance research network in the Asia Pacific region in bringing out this book NAPSIPAG has been regularly organizing international meetings of administrators academia and non state bodies to provide a forum to the regional scholars to deliberate with the international governance experts It has also helped the international policy organizations to have a better understanding about the region through a local lens of Asiatic anthropology ethnography and culture of administration *Resources in Education* ,1988 *The London University Calendar* London

univ,1903     **Parliamentary Papers** Great Britain. Parliament. House of Commons,1908     **Sessional Papers** Great Britain. Parliament. House of Commons,1905     Research in Education ,1971     **The Manchester Municipal School of Technology** University of Manchester,1913     **Cd** ,1905     **Annual General Report of the Department** Ireland. Department of Agriculture and Technical Instruction,1908     Peterborough diocesan magazine Peterborough diocese,1904  
    *Outline of Courses of Study* West China Christian Educational Union,1914     **Educational Review** ,1915     **The Truro Diocesan Kalendar, Clergy List, and General Almanac for the Year of Our Lord ...** Church of England. Diocese of Truro,1902     **The Corporation Trust Company's 1913-1927 ... Federal Tax Service ...** Corporation Trust Company,1927     *National Union Catalog* ,1968 Includes entries for maps and atlases     A Course for Teachers of Junior High School Mathematics William Leonard Schaaf,1928     **Book Bulletin** Chicago Public Library,1924     **The Australian Mathematics Teacher** ,1998

## The Enigmatic Realm of **Year 9 Syllabus**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Year 9 Syllabus** a literary masterpiece penned with a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of people who partake in its reading experience.

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