

Topic: KS4 Theme E: Religion, Crime & Punishment				Duration: 10-12 lessons	Composite: Unit Test
Key vocabulary:	Core knowledge Components			Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Addiction Community service Corporal punishment Crime Death penalty Deterrence Evil intentions Forgiveness Greed Hate crime Prison Law Mental illness Murder Poverty Principle of utility Reformation Retribution Sanctity of life Theft Unjust law upbringing	<ul style="list-style-type: none"> • Good & Evil intentions • Reasons for crime • Breaking the law because of poverty, upbringing, mental illness, addiction, greed, hate and opposition to an unjust law. • Different types of crime. • Aims of Punishment • The treatment of criminals including prison, corporal punishment and community service. • Forgiveness • The death penalty. • Ethical arguments related to the death penalty 			<ul style="list-style-type: none"> • Religious perspectives on the reasons for crime. • Types of crime. • Aims of Punishment • Death penalty. 	<ul style="list-style-type: none"> • This component is directly linked to the religious paper (Christianity and Buddhism) as it is vital you show your knowledge from that paper. • This component has direct links to Theme D: Religion, peace and conflict with the understanding of forgiveness and the similar attitudes presented in the topics.
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:	
<ul style="list-style-type: none"> • Reading case studies of abuse of human rights and discrimination. 	<ul style="list-style-type: none"> • Pair work, group work and discussion. 	<ul style="list-style-type: none"> • Writing extended exam answers. 	Develop students ability to learn and discuss complex and controversial issues.	Communication and enquiry skills.	
<p>SEND</p> <p>Use of colour and visual clues to support reinforcement of key terminology and key concepts. Use of alternative methods for recording content, such as mind maps. Use of positive feedback when marking work. Repetition of instructions.</p> <p>Modification of materials to ensure the language used is of adequate level, modification of size of writing and font, modification of colour of paper. Regular retrieval practice opportunities embedded into lessons to ensure content remains in long term memory</p>					

Topic: KS4 Theme D: Religion, Peace and Conflict		Duration: 10-12 lessons		Composite: Unit Test		
Key vocabulary:	Core knowledge Components			Powerful knowledge components crucial to commit to long term memory		
Conflict Forgiveness Holy War Justice Just War Nuclear Deterrence Nuclear weapon Pacifism Peace Peace-making Protest Reconciliation Retaliation Terrorism Victims of war Violence War Weapons of Mass Destruction	<ul style="list-style-type: none"> • Peace • Justice • Forgiveness • Reconciliation • Violence and violent protest • Terrorism • Reasons for war • Just war Theory • Holy War • Pacifism • Religion and belief as a cause of war and violence • Nuclear weapons • The use of weapons of mass destruction • Peace making in the modern world. • Religious responses to victims of war. 			<ul style="list-style-type: none"> • Religious attitudes to violence and violent protest. • Greed, self defence and retaliation as reasons for war. • Just war theory criteria • What a holy war is and an example. • Types of WMD. • Hiroshima and Nagasaki as examples of Nuclear weapons being used. 		<ul style="list-style-type: none"> • This component is directly linked to the religious paper (Christianity and Buddhism) as it is vital you show your knowledge from that paper. • This component shares similar ideas with all thematic components.
Impressive reading		Impressive speaking		Impressive writing		
<ul style="list-style-type: none"> • Reading case studies of abuse of human rights and discrimination. 		<ul style="list-style-type: none"> • Pair work, group work and discussion. 		<ul style="list-style-type: none"> • Writing extended exam answers. 		
			Resilience		Employability via:	
			Develop students ability to learn and discuss complex and controversial issues.		Communication and enquiry skills.	
SEND Use of colour and visual clues to support reinforcement of key terminology and key concepts. Use of alternative methods for recording content, such as mind maps. Use of positive feedback when marking work. Repetition of instructions. Modification of materials to ensure the language used is of adequate level, modification of size of writing and font, modification of colour of paper. Regular retrieval practice opportunities embedded into lessons to ensure content remains In long term memory						