

STEPS: Sociology, Theology, Ethics, Politics Trust Curriculum and Assessment Map



	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 8	Is all life equal?		Should Christians be greener than everyone else? Creation What is so radical about Jesus? Gospel		Is anyone born evil?	
Fundamental Knowledge	<ul style="list-style-type: none"> To identify the meaning of the term 'value of life' To explain whether you think all living beings have value of life. To evaluate whether humans have more value of life than other beings. To identify the meaning of 'equality' To explain why equality is important. To evaluate whether you think equality is possible. To understand the difference and links between prejudice and discrimination. To consider their impacts on society. Explain what is meant by racism and ethnicity. Identify examples of racism. 		<ul style="list-style-type: none"> Explain the type and purpose of the Genesis Creation texts, and their place in the overall Bible narrative. Explain the concepts of Creation and stewardship in Christianity. Explain what Genesis 1 and Genesis 2 tell Christians about the nature of humans, their capabilities, and responsibilities. Give some examples of how Christians have responded to the idea of stewardship, as a community and individually Show how Christians have used Genesis 1 and 2 to guide how they treat the environment. 		<ul style="list-style-type: none"> Describe some ways of avoiding dangerous relationships and maintaining positive ones. Explain ways dangerous people seek out the vulnerable and how not to fall for their traps. Analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked. To be able to explain what is meant by evil and suffering. To be able to describe the difference between natural and moral suffering. 	

	<ul style="list-style-type: none"> • Explain some reasons why racism is wrong • To be able to describe what is meant by being healthy. • To be able to describe the benefits of exercise. • To identify strategies to more active. • To consider our personal safety when we are active. • To be able to explain what is meant by sexism, using modern day examples. • To consider the role of feminism as part of the equality movement • To be able to explain what 'wealth inequality' is and the problems it creates. • To be able to explain the views of Karl Marx and apply it to society. • To be able to explain what is meant by homophobia. • To consider the consequences of homophobia • To be able to explain what is meant by religious prejudice. • To consider the impact religious prejudice has on people. • To prepare yourself for your common assessment • To be able to identify foods from the different groups, their benefits, and their ideal proportions in your diet. 	<ul style="list-style-type: none"> • Offer justification to the question of whether Christians should be better stewards than everyone else. • Respond to the challenge of caring for the planet, in the light of learning, offering reasons and arguments for their responses. • Suggest meanings of the texts studied, and how they challenged religious and political authorities, explaining ideas with reasons and evidence. • Consider which interpretations are appropriate, and why. • Give reasons and examples to explain how far Christians respond to the teaching of Jesus. • Explain how Christians use Jesus' teaching to guide their actions and behaviour. • Express an account of the implications for the modern 	<ul style="list-style-type: none"> • To be able to explain Christian and Hindu ideas about where evil comes from. • To evaluate both approaches. • To be able to explain the problem of evil. • To evaluate possible solutions to the problem of evil. • To consider what makes people do evil deeds. • To examine the nature vs. nurture debate. • To be able to explain the aims of punishments. • To consider how criminals should be treated. • To assess learning • To explain why some people, support capital punishment, and some do not. • To consider your own opinion of the topic.
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	<ul style="list-style-type: none"> To consider your own diet and whether it is healthy. 	<p>world of Jesus' treatment of the marginalised.</p> <ul style="list-style-type: none"> Respond to the challenges of Jesus' teaching about love and justice, offering reasons and justifications for their responses. 	
Learning Checkpoint Tasks	One learning checkpoint per fortnight resulting in immediate whole class feedback.	One learning checkpoint per fortnight resulting in immediate whole class feedback.	One learning checkpoint per fortnight resulting in immediate whole class feedback.
Trust Common Assessment Task	Assessment Term 1	Assessment Term 2	Assessment Term 3
Interleaved Knowledge	Key content and vocabulary revisited once a week in the form of low stakes quizzes/exit tasks	Key content and vocabulary revisited once a week in the form of low stakes quizzes/exit tasks	Key content and vocabulary revisited once a week in the form of low stakes quizzes/exit tasks
Entitlement Vocabulary	Value of life Right Equality	Concept Stewardship Genesis Environment	Evil Suffering Natural Evil Moral Evil

	<p>Human Rights Stereotype Prejudice Discrimination Ethnicity Racism Overt Covert Gender Sexism Wealth inequality Marxism Homosexuality Homophobia Religious Islamophobia Anti-Semitism</p>	<p>Genre Purpose Narrative Capacities Responsibilities Implications Contexts Authorities Interpretations Appropriate Marginalised Justice Injustice Sinners Salvation Big story Hypocrisy Radical Theology</p>	<p>Original Sin Karma Hinduism Theodicy Free Will Nature Nurture Retribution Deterrence Protection Reform Capital Punishment Execution Death Penalty</p>
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