

Half Termly Overview 08/01/2024 to 09/02/2024

Year 9 English: My Life My Choices

What should I already know? <ul style="list-style-type: none">• The conventions of rhetoric (public speaking and speeches).• Some of the key methods and techniques used for language in speech writing.• The key structures of a speech.	Facts I will learn <ul style="list-style-type: none">• I will learn the different forms of non-fiction writing to present a viewpoint including speech writing, articles and letters.• I will learn about counter arguments and how they can be used in writing.• I will learn about the different ways to present viewpoints.• I will learn how to explore different viewpoints on a range of different topics.• I will learn the conventions of key non-fiction writing texts.	Key Questions <ul style="list-style-type: none">• What is a viewpoint?• How can we portray our viewpoints in writing?• What different forms can viewpoints be presented in?• What influences a viewpoint?• How can we use our viewpoint to influence others?																	
Key Skills <ul style="list-style-type: none">• How to write for a specific audience and purpose.• To write with consistency and accuracy.• To use appropriate language.• To be able to plan, draft and write.	Experiences that school will provide <ul style="list-style-type: none">• Reading of a range of non-fiction texts.• To practise writing and applying their knowledge of non-fiction forms.• Structured discussions about a range of modern issues through writing.	<table><tr><th>Key Vocab</th><th>Definition</th></tr><tr><td>Counter argument</td><td>An argument or set of reasons put forward to oppose an idea or theory developed in another argument</td></tr><tr><td>Viewpoint</td><td>A person's opinion or point of view</td></tr><tr><td>Alternatively</td><td>Another option or possibility</td></tr><tr><td>Conversely</td><td>Introducing a statement or idea which reverses one that has just been made or referred to.</td></tr><tr><td>Imperative</td><td>Giving an authoritative command</td></tr><tr><td>Anecdote</td><td>A short amusing or interesting story about a real incident or person</td></tr><tr><td>Evaluate</td><td>To form an idea of the amount, number, or value of; assess</td></tr></table>		Key Vocab	Definition	Counter argument	An argument or set of reasons put forward to oppose an idea or theory developed in another argument	Viewpoint	A person's opinion or point of view	Alternatively	Another option or possibility	Conversely	Introducing a statement or idea which reverses one that has just been made or referred to.	Imperative	Giving an authoritative command	Anecdote	A short amusing or interesting story about a real incident or person	Evaluate	To form an idea of the amount, number, or value of; assess
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Web Links: Writing to persuade guide for KS3 English students - BBC Bitesize How to build an argument for KS3 English students - BBC Bitesize How to write a speech for KS3 English students - BBC Bitesize Non-fiction texts - KS3 English - BBC Bitesize Making a persuasive speech - BBC Teach	Experiences that could be provided at home Read a newspaper article and discuss the viewpoint it is presenting. Watch a speech. Greta Thunberg or Malala Yousafzai have many great speeches. Explore some debates and try to discuss and debate between yourselves How to discuss and debate guide for KS3 English students - BBC Bitesize																		

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Year 9 Maths

You will learn	Teaching Resources/Links
<p>Graphs</p> <ol style="list-style-type: none"> 1. Use a table of values to draw a graph. 2. Draw a graph from its equation without working out points including use of intersection points $x = a$ or $y = b$. 3. Compare gradients identifying parallel and non-parallel lines. 4. Compare gradients identifying perpendicular lines. 5. Understand and use $y=mx+c$. 6. Find the equation of a line using a range of methods including from a graph, co-ordinates, intercepts. 7. Interpret equation of a straight line in any form other than $y=mx+c$ such as $y-mx=c$. 8. Interpret gradients and intercepts of real-life graphs. 9. Solve simultaneous equations by drawing graphs. 10. Solve problems using simultaneous equations. 11. Draw graphs with quadratic equations. 12. Interpret graphs of quadratic functions. 13. Draw and interpret graphs showing inverse proportion. 14. Draw and interpret non- linear graphs. 	<p>KS3 CGP Textbook 2 Pages:</p> <p>Section 12 Page 152 – 159</p> <p>Section 12 Page 152 – 159</p> <p>Section 12 Page 152 – 159</p> <p>Section 12 Page 152 – 159</p> <p>Section 12 Page 152 – 159</p> <p>Section 12 Page 152 – 159</p> <p>Section 12 Page 152 – 159</p> <p>Section 12 Page 152 – 159</p> <p>Section 12 Page 152 – 159</p> <p>Section 12 Page 152 – 159</p>
Additional Resources	
<p>https://www.mathsgenie.co.uk/</p> <p>https://www.onmaths.com/</p> <p>https://www.bbc.co.uk/bitesize/subjects/z38pycw</p>	

**Half Termly Overview 08/01/2024 to 09/02/2024****Year 9 Science**

You will learn	Online Resources	Teaching Resources/Links
Physics – Detection <ul style="list-style-type: none"> • Telescopes: students should know how lenses are used in telescopes • Line spectrums: students should know line spectrums can be used to identify elements • Diffraction: Students should know that waves can spread out using diffraction 	Kerboodle Digital Book, Activate 3: P136-146 Telescopes - Observing and exploring space - 4th level Science Revision - BBC Bitesize (42) GCSE Physics - Waves 7 - Diffraction - YouTube	https://continuityoak.org.uk/Lessons?r=1307 https://continuityoak.org.uk/Lessons?r=1309 https://continuityoak.org.uk/Lessons?r=1311 https://continuityoak.org.uk/Lessons?r=1316
Biology Organisms <ul style="list-style-type: none"> • Explain the hierarchy of organisation in a multicellular organism. • Describe and explain the process of diffusion and osmosis. • Describe and explain the structure and function of the digestive system. 	Kerboodle Digital Book - Activate 1: P26-39. Seneca Learning KS3: Science Sections 1.1.2, 1.1.11 and 1.6.14. BBC Bitesize – organisation https://www.bbc.co.uk/bitesize/guides/z9hyvcw/rvision/ Diffusion - BBC Bitesize Nutrition, digestion and excretion - KS3 Biology - BBC Bitesize	https://continuityoak.org.uk/Lessons?r=1343 https://continuityoak.org.uk/Lessons?r=1344 https://continuityoak.org.uk/Lessons?r=1345
Physics Electricity <ul style="list-style-type: none"> • Describe and explain what is meant by potential difference. • Describe explain what is meant by current. • Describe and explain what is meant by resistance. • Use the equation $V=IR$ 	Kerboodle Digital Book - Activate 2: pages 120-139. Electricity - KS3 Physics - BBC Bitesize	https://continuityoak.org.uk/Lessons?r=1351 https://continuityoak.org.uk/Lessons?r=1352 https://continuityoak.org.uk/Lessons?r=1353 https://continuityoak.org.uk/Lessons?r=1354 https://continuityoak.org.uk/Lessons?r=1355 https://continuityoak.org.uk/Lessons?r=1356
Additional Resources		
https://www.thenational.academy/ https://www.bbc.co.uk/bitesize/		

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Year 9 Geography 10 billion the golden number and UK infrastructure

You will learn	Online Resources	Teaching Resources/Links
<ul style="list-style-type: none"> • To understand the geography of disease. • To understand solutions to the global food crisis. • To understand solutions to increasing global wilderness. • To understand the global solutions to the energy crisis. • To understand where our food in the UK comes from. • To understand how agriculture is changing to meet our food need in the UK. • To understand how our energy use and supply is changing. • To understand how we reduce our carbon emissions. • To understand how the UK transport system works. 	<p>Watch the Netflix documentary "Life on our planet" by Sir David Attenborough and create an information poster about the challenges and solutions the world faces due to population increase.</p> <p>Sustainable food resources - KS3 Geography - BBC Bitesize - BBC Bitesize read through information on website, make notes on each section and then complete the quiz.</p> <p>Case study of changing energy use: The UK - Energy - GCSE Geography Revision - BBC Bitesize read through the website and complete the quiz. Make a poster about renewable and non-renewable energy</p> <p>Measuring the impact of carbon dioxide on the environment - Carbon footprints - GCSE Geography Revision - BBC Bitesize read through the website and complete the quiz.</p> <p>WWF Footprint Calculator calculate your carbon footprint by completing the questionnaire on the website.</p> <p>Coolgeography - GCSE - UK Infrastructure read the information and make a poster about how the UK transport systems are being improved.</p>	<p>Work pack of resources are available upon request from Humanities Office.</p>

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Year 9 History

You will learn	Online Resources	Teaching Resources/Links
Post War Britain <ul style="list-style-type: none"> To explain how and why the NHS was set up. To explain why the "Windrush" generation were invited to Britain. To explain the impact of the "Windrush" generation on Britain. To explain the policies of Margaret Thatcher. To explain opposition to the policies of Margaret Thatcher. To explain Britain's involvement in the "war on Terror". 	<p>BBC Bitesize learner guide on the creation of the NHS and the Welfare State. Students can read through the information watch the series of video clips and then complete the revision and test. https://www.bbc.co.uk/bitesize/guides/z27nqhv/revision/5</p> <p>BBC Bitesize learner guide on immigration and Windrush generation. Students can read through the information watch the series of video clips and then complete the revision and test. https://www.bbc.co.uk/bitesize/guides/z3wfmnb/revision/5</p> <p>Students can study this webpage on Margaret Thatcher and then make notes on Positives and Negatives of her time in office. They can then write up their answer to – Was Thatcherism good for Britain? https://www.bbc.co.uk/history/british/modern/thatcherism_01.shtml</p> <p>BBC Bitesize learner guide on immigration and tensions into the 21st Century. Students can read through the information watch the series of video clips and then complete the revision and test. https://www.bbc.co.uk/bitesize/guides/zt93tyc/revision/1</p> <p>Consider everything you have studied and answer these questions. You can then email the answer to your teacher, using your school email. g.hargraves@unity.lancs.sch.uk l.wroe@unity.lancs.sch.uk t.shaun@unity.lancs.sch.uk m.beardsworth@unity.lancs.sch.uk</p> <p>1) Why did the Windrush Generation come to Britain and how have they been treated? Was Thatcherism good for Britain?</p>	<p>CGP Key Stage Three History Page 141 to 151</p> <p>Work pack of resources are available upon request from the Humanities Office.</p>

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Year 9 French

You will learn	Online Resources	Teaching Resources/Links
Distinguishing between you (singular) and you (plural).	https://quizlet.com/gb/442268471/year-7-french-term-12-week-6-flash-cards/	Hubs – NCELP
Saying how many there are.	https://quizlet.com/gb/442271879/year-7-french-term-12-week-7-flash-cards/	
Describing people.	https://quizlet.com/gb/460253468/year-7-french-term-21-week-1-flash-cards/	
Saying what people have.	https://quizlet.com/gb/460263119/year-7-french-term-21-week-2-flash-cards/	
Saying what people do (2).	https://quizlet.com/gb/460272585/year-7-french-term-21-week-3-flash-cards/	
Talk about what belongs to you and what belongs to someone else.	https://quizlet.com/gb/460279184/year-7-french-term-21-week-4-flash-cards/	
Talking about belongings.	https://quizlet.com/gb/511134586/year-7-french-term-21-week-5-vocabulary-revision-mash-up-flash-cards/	
Asking and answering questions.	https://quizlet.com/gb/460272585/year-7-french-term-21-week-3-flash-cards/	
	https://quizlet.com/gb/460279184/year-7-french-term-21-week-4-flash-cards/	

Additional Resources

[Languagenut | Digital Language Resources for Schools](#)



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Year 9 German

You will learn	Online Resources	Teaching Resources/Links
Talk about what you do on your own and with others. Say what you like. Say how you find things. Ask how someone finds things. Talk about yourself and someone else. Asking and answering questions about school activities.	https://quizlet.com/gb/460050393/year-7-german-term-21-week-4-flash-cards/ https://quizlet.com/gb/460599046/year-7-german-term-21-week-5-flash-cards/ https://quizlet.com/gb/460600401/year-7-german-term-22-week-1-flash-cards/ https://quizlet.com/gb/477178103/year-7-german-term-22-week-2-flash-cards/ https://quizlet.com/gb/486546039/year-7-german-term-22-week-3-flash-cards/ https://quizlet.com/gb/486550087/year-7-german-term-22-week-4-flash-cards/ https://quizlet.com/gb/497341822/year-7-german-term-22-week-5-flash-cards/	Hubs – NCELP
Additional Resources		
Languagenut Digital Language Resources for Schools		



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Year 9 Spanish

You will learn	Online Resources	Teaching Resources/Links
Talking about family. Describing what exists and what places have. Asking and answering questions. Saying what you're like at the moment and in general. Talking about what you do with other people. Describe what people can and are able to do.	https://quizlet.com/gb/459417312/year-7-spanish-term-21-week-2-flash-cards/ https://quizlet.com/gb/459417711/year-7-spanish-term-21-week-3-flash-cards/ https://quizlet.com/gb/459420421/y7-spanish-term-21-week-4-flash-cards/ https://quizlet.com/gb/459422109/y7-spanish-term-22-week-1-flash-cards/ https://quizlet.com/gb/491213661/y7-spanish-term-22-week-2-flash-cards/	Hubs – NCELP
Additional Resources		
Languagenut Digital Language Resources for Schools		

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Year 9 Art and Textiles: Illuminated letters

You will learn	Online Resources	Teaching Resources/Links
<u>Medieval and Islamic illuminated letters</u> What is Islamic Illumination Islamic pattern design Typography and lettering styles	https://youtu.be/pewasA24hPs?si=lbxBdBdi_1l_ZRim https://youtu.be/igg2NJtFWq0?si=gucTmyq3r41VeXXv https://youtu.be/OEnQq-Vi0eQ?si=3k59FPRMOq7fJ_aH	Illuminated letters knowledge organiser
Additional Resources www.tate.org.uk www.craftscouncil.org.uk www.textileartist.org www.vam.ac.uk www.theartstory.org www.thestudentartguide.co.uk www.bbc.co.uk/bitesize www.pinterest.com		

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Year 9 Computer Science

You will learn	Online Resources	Teaching Resources/Links
Memory and Storage Lesson 1 – Units of data storage Lesson 2 – Data capacity and data in binary format Lesson 3 – Binary: understand how to convert denary to binary. Understand how to convert binary to denary. Lesson 4 – Binary addition. 8-bit integers and overflow errors. Binary shift left and right. Lesson 5 – Converting from binary to hexadecimal and vice versa and converting positive denary whole numbers (0 – 255) into 2-digit hexadecimal and vice versa Lesson 6 – Characters and character sets	Office 365 https://www.office.com/?auth=2 Year 9 > Content Library > Memory & Storage > Make use of the 'Lesson Notes' section to help support your learning. Types of memory in a computer - KS3 Computer Science - BBC Bitesize How computers see the world - Binary - KS3 Computer Science Revision - BBC Bitesize	KS3 Computer Science CGP: P10 – 12. P66 – 76. Work pack of resources are available upon request from Computer Science Office.

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Year 9 Design and Technology

You will learn	Online Resources	Teaching Resources/Links
<p>Investigate the Design context and understand about 1,2,3rd class levers:</p> <ul style="list-style-type: none"> Analyse an existing Jumping Jack puppet to see how it works. Learn about 1,2 and 3rd class levers. <p>Responding to a Design specification and modelling:</p> <ul style="list-style-type: none"> Read and understand the specification for the Jumping Jack. Use card to model the puppet mechanism, understand where the fixed and moving pivots are and how the mechanism works – Draw and label your findings, state improvements. <p>Research and Design ideas:</p> <ul style="list-style-type: none"> Find inspirational images to assist you in developing a suitable design idea. Drawing initial design ideas annotating and responding to a design brief and specification. <p>Using modelling materials to produce a concept prototype:</p> <ul style="list-style-type: none"> Understand what a concept prototype is and the different kinds of materials that could be used to make it. Using either Card and CAD or manual skills to start to mark out and produce the concept prototype. Making paper templates or drawing using CAD first. <p>Manufacture:</p> <ul style="list-style-type: none"> Use different methods, scroll saw, pillar drill, abrasive papers, coping saw, belt sander to make the final concept prototype. <p>Application of finishes and final evaluation:</p> <ul style="list-style-type: none"> Know and understand that surface treatments and finishes are applied for functional and aesthetic purposes. Prepare different surfaces for treatments and finishes. Final testing, evaluation and modifications. 	<p>Understand about 1,2,3rd class levers: Classes of Lever - YouTube</p> <p>Responding to a Design specification and modelling: GCSE DT NEA :- The Specification! - YouTube</p> <p>Research and Design ideas: GCSE DT initial ideas (sustainable lifestyle) - YouTube</p> <p>Using modelling materials to produce a concept prototype: GCSE DT - modelling your idea (examples) - YouTube</p> <p>Manufacture: How to Use a Coping Saw Woodworking - YouTube Antelope/Deer Bandfacer - YouTube</p> <p>Application of finishes and final evaluation: Material Finishes - GCSE/KS3 Design & Technology Product Design - YouTube</p>	<p>You can collect a paper copy of the booklet and resource pack for the Levers and linkages – Jumping Jack project from reprographics.</p> <p>Please refer to the power point which will be available remotely by teams and SMHW also during the live lessons. This has a breakdown of each lesson.</p> <p>Work pack of resources are available from the Technology Office</p>
<p>Additional Resources</p> <p>Gunfight at the Grassy Knoll by Paul Spooner (Jan. 2021) - YouTube</p> <p>Answering Machine (2012) by Paul Spooner - YouTube</p> <p>Cabaret Mechanical Theatre Automata - YouTube</p> <p>www.technologystudent.com – inputs, processes and outputs.</p>		

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Year 9 Drama

You will learn	Online Resources	Teaching Resources/Links
<ul style="list-style-type: none"> • Developing leadership, teamwork and cooperation skills. • Developing Audience awareness. • How to use mime to communicate meaning. • How to use physicality to communicate meaning through Physical Theatre and mime. • Developing oracy and communication skills. • Planning and time management skills. • Learning how to be an effective audience member offering constructive and evaluative feedback. • Build performances from a stimulus. • Explore character motivation. 	<p>https://classroom.thenational.academy/lessons/preparing-a-role-for-performance-69k64t</p> <p>https://classroom.thenational.academy/lessons/physical-skills-part-1-crw36d</p> <p>https://classroom.thenational.academy/lessons/physical-skills-part-2-chj3et</p> <p>https://classroom.thenational.academy/lessons/using-mime-in-commedia-6lqp8e</p>	<p>PowerPoint.</p>

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Year 9 - Function of Ingredients

You will learn:	Online Teaching Resources:	Teaching Resource Links
<p>Function of Ingredients</p> <ul style="list-style-type: none"> The different types of products and the functions of the ingredients in each one. Incorporation of the knowledge of food commodities linking to the pastry product being made. Different methods and skills in preparation for GCSE Food Preparation and Nutrition. To understand how the different raising agents work in making food products whether it be mechanical, biological or chemical. The effects of combining different ingredients and the interaction of foods during preparation and cooking The functional properties of the ingredients in each of the products listed below and becoming familiar with new terminology. <p>Dishes to be prepared are: Sausage Swirls/ Gingerbread/ Calzone/ Savoury Pie/ Chelsea Buns/ Stew and Dumplings/ Victoria Sponge Cake/Swiss Roll Recipes can be found on the school website under Curriculum Food.</p>	<p>Week One Read the presentation on This is Meat and complete the worksheet using the link. All About Meat</p> <p>Week Two Read the presentation on the Principles of Pastry Making and complete the worksheet using the link. Making pastry</p> <p>Week Three Read the presentation on Selecting Ingredients and complete the worksheet using the link. Selecting Ingredients</p> <p>Week Four Read the presentation on Custard Making Activity and complete the worksheet using the link. Custard Making</p> <p>Week Five Read the presentation on Fruit and Vegetables and complete the worksheet using the link. All About Fruit and Vegetables</p> <p>Week Six Read the presentation on Dairy Foods and complete the worksheet using the link. All About Dairy</p> <p>Week Seven Read the different fact sheets and complete the worksheets on What can Wrong using the link. Fact sheets on different techniques used in food</p> <p>Week Eight Read the presentation on the Function of Ingredients in Cakes and complete the worksheet using the link. All About Eggs</p>	<p>Secondary Teaching Resources - BBC Teach Design and Technology – Food Preparation and Nutrition section – class clips www.foodafactoflife.org.uk 14-16 yrs section www.bbcfood.co.uk To use the website to access recipes to practise dishes More Amazing Cake Decorating Compilation Most Satisfying Cake Videos - YouTube</p>
<p>Additional Resources</p> <p>On satchel Week by week recipes for the products to be made Quizzes to reinforce learning</p>		

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Year 9 iD

You will learn	Online Resources
<ul style="list-style-type: none">• About transferable skills, abilities and interests.• How to demonstrate strengths.• About different types of employment and career pathways.• How to manage feelings relating to future employment.• How to work towards aspirations and set meaningful, realistic goals for the future.• About GCSE and post-16 options.• Skills for decision making.	<p><u>PSHE Association – Developing learning skills</u></p> <p><u>barclayslifeskills.com</u></p> <p><u>Careers advice - job profiles, information and resources National Careers Service</u></p> <p><u>My Learning My Future CEC Resource Directory (careersandenterprise.co.uk)</u></p>



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Year 9 Music

You will learn	Online Resources	Teaching Resources/Links
<p>Unit of Work: Electronic Dance Music</p> <p>In this unit of work, you will explore Electronic Dance Music from the 1960s to present day.</p> <p>You will explore House, Trance and Techno genres and learn about the structures used in EDM, in particular the build, drop and breakdown and use this to create your own music.</p> <p>You will listen to how samples from other songs are used in EDM and then use a sample of an existing song and add it to your piece of music before extending your piece into a full song.</p> <p>You will have the opportunity to mix down your song to share with your friends and family.</p>	<p>UC Music Department YouTube Channel – our YouTube channel with lots of revision and example videos.</p> <p>Sheet Music Direct Website Email: music@unity.lancs.sch.uk Password: Music123</p>	<p>Work pack of resources are available upon request from the Art Office.</p>

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Year 9 Core PE

You will learn	Online Resources	Teaching Resources/Links
<ul style="list-style-type: none"> To know how to factor in exercise at home. To know how to carry out your own exercise session at home using minimal equipment. Plan and carry out your own exercise sessions at home. 	<p>https://www.youtube.com/user/thebodycoach1 Joe Wicks 30-minute PE lesson for everyone to have a go at – Fitness and fun</p> <p>https://www.youtube.com/channel/UCu-rJFVlr7ZAZ0en3RRALPw Max Whitlock gymnastics sessions at home. Every Tuesday & Friday at 3:30pm</p> <p>https://www.youthsporttrust.org/pe-home-learning PE activities that can be done individually or in pairs/small groups with a focus on the development of physical competence and actively learning the importance of personal skills to support social, emotional and mental wellbeing.</p> <p>https://www.youthsporttrust.org/60-second-physical-activity-challenges A fun 'compete against yourself' approach to physical activity with a focus on resilience and perseverance and the aim to achieve bronze, silver or gold medal aims. We have a range of activity cards and videos.</p> <p>https://www.youthsporttrust.org/active-learning Teaching wider school subjects such as English and Maths in a physical way so as to reduce children sitting for too long and making the learning fun e.g. timetable squats.</p> <p>https://burnleyleisure.co.uk/category/news/home-workouts/</p>	<p>Unity College PE- Home activities (padlet.com)</p> <p>Use this link to our PE Padlet with lots of activities that you can complete at home. There are lots of tasks and videos for you to watch and have a go at.</p> <p>https://padlet.com/mwilliams393/j08dqdvaa3kmozht</p> <p>Work pack of resources are available upon request from PE Office.</p>



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Year 9 RE: What matter most: The beginning or the end?

You will learn	Online Resources
<ul style="list-style-type: none"> Can religion explain the start of the world? According to Christians, belief about the origin of the world can be found in Genesis. This teaching can be interpreted differently as fundamentalists believe it to be literally true and Liberal Christians believe it to be symbolic. Often Christians reference other arguments (creation/design) as proof of God. Either way the ultimate cause is God. Does scientific belief challenge Christian belief? Science and the Big Bang could explain the beginning of the world. Science believes the universe started with a Big Bang and is continually expanding. However, belief in the Big Bang does not necessarily rule out a belief in God as some people believe God caused the big bang. Who are Adam and Eve? Many Christians refer to Adam and Eve as the first people on earth. They were created by God, in his image. All humans are direct descendants of them. This is a big contrast to the scientific view of evolution where human beings evolved from apes and survived due to natural selection. Is there life after death? Christians and Muslims both believe in an afterlife determined by their human life. This is the place they will spend eternity in. They are commonly known as heaven / paradise and hell. Heaven is believed to be a place of reward and unity with God and hell is a place of torture, torment and separation from God. What is judgement? Christians and Muslims believe that there will be a judgement day, although opinions on how and when this will happen differ. They believe they will be judged, by God, on their life as a human and that the judgement will take them to their eternal afterlife. This will either be with or separated from God. Do the beginning and the end even matter? Humanists focus on the life that we are living now. They do not believe there is a soul, so they cannot go to heaven or hell or be reincarnated. They believe that we should focus on being happy and bringing happiness to others in this life. How should people live their lives? The beliefs that people hold have a great influence on their lives and on their belief in an afterlife. Many religious people believe the beginning and the end are an important part of their belief in God but they also believe their current life is very important to them as it will shape their afterlife. Humanists also have ideas about what makes a good life. 	<p>Religious Studies KS3: C is for Creation Stories - BBC Teach</p> <p>The Creation Of The Universe Universe BBC Earth - Bing video</p> <p>Religious Studies KS3: C is for Creation Stories - BBC Teach</p> <p>Creation of the World Genesis 1 The Beginning Adam and Eve Heavens and Earth GIDEON FILMS - Bing video</p> <p>For Students » Humanists UK</p> <p>Sheep and Goats Bible Story LifeKids - Bing video</p> <p>Prolifik Films: FREE FALL, GENESIS CHAPTER 3-POETRY - Bing video</p> <p>Heaven and Hell - Key beliefs in Christianity - GCSE Religious Studies Revision - AQA - BBC Bitesize</p> <p>Akhirah - Muslim beliefs - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</p>