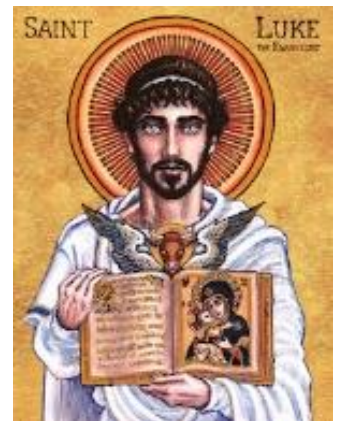
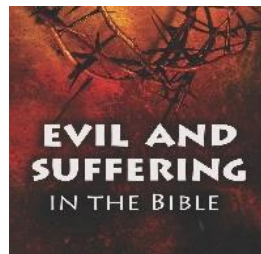


# Year 8

## Religious Education

## Knowledge Booklet

### 2022-3



Name: \_\_\_\_\_

RE Group: \_\_\_\_\_

RE Teacher: \_\_\_\_\_



Retrieval practice



Deeper thinking



Modelling



Deliberate practice



Questioning



Feedback and reteach



Complete the directed task in your exercise book



Listen carefully



Record your response on your mini-whiteboard



Individual reading



Popcorn reading



## Scripture

Readings/sections taken from the Holy books of a religion. For Christians this is the Bible, for Jews the Torah, for Muslims the Qur'an



## Tradition

Writings by Christian thinkers and theologians throughout the history of the Church. These might include saints e.g. St Francis of Assisi, St Augustine, St Thomas Aquinas, St Catherine of Sienna.



## Magisterium

The teaching authority of the Catholic Church. This is made up of the Pope and Bishops who interpret scripture and tradition and apply them to modern day questions and issues.

# RELIGIOUS EDUCATION & RELIGIOUS STUDIES CURRICULUM MAP 2022-3

11  
REVISION AND EXAM PREP

11.2  
Applied Catholic Theology:  
Life and Death

11.1  
Applied Catholic Theology:  
Sin and Forgiveness

11

10

RETEACH &  
ASSESS  
JUDAISM

10.1  
Foundational Catholic  
Theology: Origins and  
Meanings

10.2  
Foundational Catholic  
Theology: Good and Evil

9.4  
WORLD RELIGION  
Judaism Beliefs and  
Practices

9.3  
Applied Catholic Theology:  
Religion, Relationships and  
Families (RSE)

9.2  
Applied Catholic  
Theology: Religion,  
Peace and Conflict

9.1  
Foundational Catholic  
Theology: Existence of  
God and Revelation

9

8

8.1  
Foundational Catholic  
Theology: Creation and  
Environment

8.3  
Applied Catholic  
Theology: Living  
Vocation

8.5  
WORLD RELIGION:  
Islam Beliefs and  
Practices

8.2  
Foundational Catholic  
Theology: Luke's  
Gospel

8.4  
Applied Catholic  
Theology: Problem of  
Evil and Suffering

7.5  
WORLD RELIGIONS:  
Eastern Religions

7.4  
Applied Catholic Theology:  
Discipleship and  
Confirmation

7.2  
Foundational Catholic  
Theology: Salvation History

7.3  
Applied Catholic Theology:  
Sacrament and Eucharist

7.1  
Foundational Catholic  
Theology: Believing and  
Belonging

7

# YEAR 8 RELIGIOUS EDUCATION LEARNING JOURNEY

## CARED FOR



In this unit, we will examine the issue of evil and suffering in the world and ways in which this can strengthen or challenge religious belief. We will study natural and moral evil, different religious explanations for the existence of evil, including those found in the Bible (Genesis and Job). We will consider how religious believers respond to the suffering they see around them



During the Advent term, we will study St Luke's Gospel as a whole book. We will examine what kind of writing a Gospel is and who St Luke was. We will then study the four key themes of Luke's Gospel – joy, compassion, respect and reconciliation. We will look how Luke expresses his faith in Jesus and Jesus' mission to the poor and outcasts. We will look at parables, miracles, teachings on discipleship and the crucifixion, death and resurrection of Jesus.

**CAFOD**  
Just one world



## 8.5 World Religions: Islam Beliefs and Practices

In our final unit, we will study the religion of Islam. We will study the core beliefs of Islam and then examine how these beliefs impact the life of a Muslim in Britain today. We will look at lifestyle and behaviour and consider deeper thinking issues such as the understanding of jihad, hijabs and burkas.

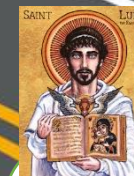
## 8.4 Applied Catholic Theology: Problem of Evil and Suffering



The story of the Road to Emmaus at the end of St Luke's Gospel leads into our next unit on vocations. We will build on our learning about Confirmation in Year 7 and look at ways in which Christians today live out their vocation as lay people, priests and as members of religious communities (nuns and monks). We will consider some of the challenges in these vocations e.g. should priests be allowed to marry? Should the Catholic Church ordain women as priests?

## 8.3 Applied Catholic Theology: Living Vocations

## 8.2 Foundational Catholic Theology: St Luke's Gospel



In this unit, we will reflect on Christian beliefs about creation and the different ways in which Christians interpret the creation stories in Genesis. We look at scientific explanations for the origins of the universe and life and whether it is possible to accept both scientific and religious explanations. We will explore ways in which creation is expressed through art and then the impact of beliefs on Christian attitudes towards the environment.

## 8.1 Foundational Catholic Theology: Creation and Environment



### KEY WORDS/CONCEPTS



**Omnipotent** – the belief that God is All-powerful

**Creator** – One who gives new life, Christians believe God is the creator of the universe.

**Transcendent** – Existing outside of time and space: Only God can do this.

**Omnibenevolent** – God is all loving

**Omniscient** – God is all knowing and all seeing

**Big Bang Theory** – A theory explaining how the world began

**Stewardship** – The duty to care for creation responsibly, as stewards rather than consumers, and to protect it for future generations.

**CAFOD** – Catholic Agency for Overseas Development, A catholic charity

**Catholic Social Teaching** – teaching of the Church on issues affecting the world e.g. poverty, environment.

### CORE KNOWLEDGE

- Christians believe God is creator: God is creator of the universe and is omnipotent, transcendent, omnipresent and omnibenevolent.
- Religion and science work together in discovering the how and why of creation – Catholics believe in both God as creator of all, and also in scientific theories such as the Big Bang and Evolution.
- Big Bang theory is A theory explaining how the world began, a theory put forward by Father George Lemaitre a Catholic priest and continued by Stephen Hawking
- Evolution -The process of mutation and natural selection which leads to changes in species over time to suit particular environments.
- Stewardship: As Catholics God has created us to care for the world.
- Catholic Social Teaching (CST) is the tradition of papal (the Pope) reflection about how we live this vocation (a calling) for the common good (benefit of everyone) in our world. Catholic Social Teaching is based on the belief that God has a plan for creation, a plan to build his kingdom of peace, love and justice.
- CAFOD is a Catholic Charity that works for sustainable development
- The Sustainable Development Plan (SDP) are 17 goals set by the United Nations that were designed for everyone, everywhere to work towards a better, fairer world.



### LITERACY/SOURCES OF AUTHORITY

- Laudato Si is a letter from Pope Francis to help guide us in stewardship/care for all. The Earth is our common home
- Creation stories are found in the book of Genesis 1 and 2
- Pope Francis said “The Big Bang, which today we hold to be the origins of the world, does not contradict the intervention of the divine creator but, rather, requires it.” By this he means that God could have used the Big Bang as his method for creating the world.
- The Catholic Church believe evolution in nature is not inconsistent with the idea of creation, because evolution requires the creation of beings that evolve.

### IMPACT OF BELIEF LOCALLY/GLOBALLY

How can we look after the environment at local level – reuse, reduce and recycle

National and Global environmental issues with Catholic stewardship response e.g. solar and wind power.



### CROSS CURRICULAR LINKS

LITERACY - Reading of set texts from the Bible from Genesis 2:4-18, Psalms 8:1-9, Luke 18:18-29 and Romans 14:1-18. Reciprocal reading group work, Tier 3 words Spelling.

NUMERACY -Creation of world billion years old, time development of earth.

SCIENCE – Big Bang Theory and Evolution

### DEEPER THINKING

What do other religions think about how the world was created? Are there similarities between religious views of creation?

### SCHOOL VIRTUES

**Respect** for creation and the Environment

**Aspiration** – we make the world a better place to live in by caring for it now and for the future with plans and goals

### KEY WORDS/CONCEPTS

**Gospel:** from a Greek word meaning Good News; good news of the teaching of Jesus that God loves and forgives everyone.

**Synoptic:** literally means 'seen together'.

**Gentile:** anyone who is not Jewish

**Incarnation:** literally means 'in flesh'; word used to describe Jesus as God's son, fully human and fully God.

**Nativity:** word used to describe the stories of Jesus' birth

**Ministry:** work which serves God and other people

**Parable:** story with a religious message; used for the stories told by Jesus in his teaching.

**Miracle:** an extraordinary event which cannot be explained by science, considered the work of God.

**Crucifixion:** way in which Jesus was put to death on a cross.

**Resurrection:** Jesus being raised from the dead after his crucifixion by the power of God.

### CORE KNOWLEDGE

#### Luke's Gospel has 24 chapters

- ☞ Luke's Gospel is a gospel of joy – it begins with joy at Jesus' birth and ends with the joy of the resurrection.
- ☞ Luke tells the story of Jesus' birth from Mary's perspective – Mary receives the news from the Angel Gabriel.
- ☞ Luke is especially interested in the poor, outcasts, the sick and shows how they have a special place in the ministry of Jesus.
- ☞ Luke's gospel includes Jesus' teachings in parables – for example the parable of the Good Samaritan and the parable of the Forgiving Father are only found in Luke's Gospel. He also tells other parables found in the other Gospels.
- ☞ Luke's Gospel also describes Jesus' miracles. There are four types of miracles:
  - Nature miracles e.g. calming the storm, walking on water, feeding the 5000
  - Healing miracles e.g. the blind, people with leprosy, those unable to walk,
  - Casting out evil spirits
  - Raising people from the dead e.g. the centurion's daughter
- ☞ Luke's Gospel is the only Gospel that tells us Jesus is filled with joy (10:21)
- ☞ After the resurrection of Jesus, Luke tells us the story of Jesus appearing to two disciples on the road to Emmaus and the way the disciples recognise Jesus in the breaking of bread



We are all missionary disciples  
— Pope Francis —

### LITERACY/SOURCES OF AUTHORITY

- ☞ Guided reading – who is Luke?
- ☞ Luke's Gospel
- ☞ Reading log homework booklet

We will read Luke's Gospel through three lenses:

The world behind the text

What is the background of this text? What beliefs, situations are in the context that we can't see?

The world in the text

What is happening in this text? Does it reflect the background?

The world in front of the text

What does this mean for us today?



### IMPACT OF BELIEF LOCALLY/GLOBALLY

The Church's year begins on the 1<sup>st</sup> Sunday of Advent. Each year in the Church has a specific Gospel: Year A – Matthew, Year B – Mark, Year C – Luke. John is read at some points in each year. Bishop Patrick's themes are encounter, mission and missionary discipleship – these themes are in the Gospel

Luke's Gospel reminds Christians to forgive those who hurt them, welcome strangers and outcasts

Luke's Gospel contains prayers used by Christians today – the Magnificat (Year 7), the Lord's Prayer and the Nunc Dimittis (a prayer said before sleep or at the end of someone's life)

### CROSS CURRICULAR LINKS

**English** – understanding writings in their own time and place  
**Numeracy** – confident use of chapters and verses  
**Geography** – locations of key places in the Gospel and author  
**History:** context of gospel and author  
**PHSE/SRE** – role of women, prejudice and discrimination

### DEEPER THINKING

How does the Church respond to the poor and those in need locally?  
 What can we learn from Luke's Gospel about prejudice and discrimination?  
 Do miracles still happen?  
 Is the Gospel of Luke still a good guide for Christians today?

### SCHOOL VIRTUES

**Compassion, Respect and Reconciliation** are core themes in Luke's Gospel. Luke shows **respect** and **compassion** for all who suffer or are considered to be outcasts or unimportant. Luke explains the importance of **reconciliation** in the Parable of the Forgiving Father.  
**Faithfulness** – Luke explains what it means to be a disciple and have faith.  
**Optimism** – Luke gives hope to those who are poor or suffering in anyway.

### KEY WORDS/CONCEPTS

**Vocation**- A calling or direction in life a person receives from God

**Vows** – Solemn promises made in the presence of God e.g. at Baptism, Marriage, Holy orders or when joining a Religious Order as a monk or nun.

**Holy Orders** – The sacrament by which a man is made a deacon, priest or bishop.

**Laity/Lay** – All Baptised members of the Church.

**Rite** – A religious ceremony with a set order of words and actions; the way a sacrament is celebrated

**Sacrament** - An outward, visible, sign of God's inward, invisible Grace. In the Roman Catholic Church, there are 7 sacraments. Each of the sacraments is an encounter or meeting with Jesus Christ and the person who is receiving the sacrament. The celebration of the sacrament is the outward, visible sign that Jesus and God are present.

**Discernment** – A period of time working out what your vocation is. It may include 'work experience' and a period of living the lifestyle of that vocation

**Magisterium** - The teaching authority of the Church. Led by the Pope and Bishops



### LITERACY/SOURCES OF AUTHORITY

**The Bible** as the word of God is the primary source of authority for Catholics

**Tradition** = ways in which important theologians have explained beliefs to the Christian community over the centuries.

**Magisterium** is the official Church teaching from Pope's and Bishops. Pope and Bishops can trace their authority in an unbroken line back to Peter and the Apostles. This is called Apostolic Succession

**Catechism of the Catholic Church** says lay people are called to put their faith into action through witness, sharing and leadership of faith.

### IMPACT OF BELIEF LOCALLY/GLOBALLY

Some Christian denominations are led by female priests. Some Christian denominations also allow priests to marry.

What different Christian churches are in our local community and country?



### CORE KNOWLEDGE

- A vocation is a calling from God to what a person should do in their life, This can be a lay vocation such as a doctor, teacher or as a married person. Or this could be a religious vocation such as a priest.
- Holy Orders are a sacrament that a man takes to become a deacon or a priest in the Church, they then live out their life serving the Church for example as a parish priest. They may go on to become a Bishop and help the Pope to guide and teach the Church.
- Catholic Church teaches that all Christians are called to evangelize (spread the word of God) sanctify (make the world a more holy place) and transform (change for the better) the world.
- When Jesus was alive, he called 12 men to be his Apostles. These men were given specific instructions by Jesus to go out and speak God's message to people. Peter was made the head of the Church by Jesus, who called him his 'rock'. Our bishops and The Pope are part of this apostolic succession today and this is the Magisterium
- Religious Life is a group of men and women who dedicate their lives to God, take vows and live in religious communities. Groups of men who live in religious communities are called brothers or monks. Similar groups of women are called nuns or sisters.
- The Christian faith has many denominations, are just different branches of the same Christian tree. There is thought to be over 30,000 denominations of Christianity in the world, most of these fall into one of four groups – Roman Catholic, Protestant, Orthodox and Non-Conformists.

### CROSS CURRICULAR LINKS

Geography: statistic of Christianity in Britain

History: reformation

### DEEPER THINKING

What similarities and differences are there in the world religions and in the different Christian denominations?

### SCHOOL VIRTUES

**Respect**- for different beliefs and denominations in our community, country and globally.

**Compassion** -to others through Christ

**Aspiration** – what do we aspire to be in our vocations



**KEY WORDS/CONCEPTS**

**Evil** – The opposite of good.  
**Suffering** – the experience of something bad or painful.  
**Free Will** - Having the ability to choose or determine one's actions.  
**Natural Evil** – The harm or damage that is done to people as a result of the forces of nature e.g. earthquakes and tsunamis.  
**Moral Evil** – The harm that results from a bad choice made by human beings misusing their free will e.g murder.  
**Soul-making** – The belief that suffering makes it possible for people to 'grow' into better people.  
**Free Will Defence** – The argument that humans are special because of their ability to choose. Therefore good and evil have to exist.  
**Karma** - Hindu and Buddhist belief that a person's good and bad actions in this life and previous lives contribute to the quality of future lives

**CORE KNOWLEDGE**

- Christians believe that God is omniscient (all-knowing), omnipotent (all-powerful) and omnibenevolent (all-loving). Suffering that is caused through moral evil and natural evil challenges these beliefs because if God was omnipotent, omnibenevolent and omniscient then he would know people are suffering, be able to stop this, and want to stop this.
- Catholics believe moral evil is caused by humans misusing their free-will, which is shown in the story of Adam and Eve as through their disobedience of God Original Sin came into the world.
- St Irenaeus said humans are made in the image of God but are not perfect. Humans need to grow to become more spiritually perfect and suffering is the best way to help people grow.
- The Book of Job teaches Christians that in the midst of suffering, we must never lose our hope in God and that after repentance comes forgiveness.
- Christians can pray for those who suffer at Church, in school or in their private prayers. Christians pray they will have the strength, courage or ability to make changes that will improve the suffering of others.
- The sacrament of Anointing of the Sick is administered during periods of illness - often near the time of death - in order to bring the person receiving it spiritual and physical strength. As a sacrament it is performed to give God's grace through the Holy Spirit.
- Hindus believe life is a cycle of birth, death and rebirth, with our actions in this life, our "karma", effecting our future incarnations. Kindness leads to good karma, whilst selfishness leads to bad karma.

**LITERACY/SOURCES OF AUTHORITY**

- Human Disobedience – The Fall of Adam and Eve in Genesis 3: 1-24
- The Book of Job
- Jesus: *'I give you a new commandment: love one another. As I have loved you so you must love one another'* – John 13:34
- *'Not all of us can do great things. But we can do small things with great love'* - Saint Teresa of Calcutta



**IMPACT OF BELIEF LOCALLY/GLOBALLY**

- CAFOD is an international development charity and the official aid agency of the Catholic Church in England and Wales that reaches out to people living in poverty with practical help, whatever their religion or culture. CAFOD campaigns for global justice, so that every woman, man and child can live a full and dignified life.
- The Sikh Federation UK estimates that around 5,000 meals are now served to non-Sikhs by Britain's 250 gurdwaras each week.
- Working in over 70 countries across Africa, Asia and Europe, Muslim Aid is striving to help the poor overcome the suffering endured due to natural disasters and lack of life's basic necessities.

**CROSS CURRICULAR LINKS**

- **English** – reading and interpreting texts
- **Numeracy** – confident use of Bible referencing

**DEEPER THINKING**

- Why there is evil and suffering in the world if God is all-loving and good and all-powerful?
- Can suffering ever be a good thing?

**SCHOOL VIRTUES**

- **Compassion** – for all people who are suffering, regardless of religion or culture.
- **Faithfulness and Optimism** – in the midst of suffering, we must never lose our hope in God.

### KEY WORDS/CONCEPTS

**Islam** – name of the religion followed by Muslims; to surrender to the will of Allah; also means peace.

**Tawhid** – the oneness and unity of Allah.

**Risalah** – the belief that prophets are an important channel of communication between Allah and humans. Ibrahim (Abraham) and Jesus are considered prophets in Islam.

**Akhirah** – belief in life after death.

**Qu’ran** – sacred text (holy book) of Islam revealed to Mohammad by the angel Jibrail; God’s final revelation to humankind.

**Sunnah** – the teachings and deeds of Mohammad.

**Shahadah** – first pillar of Islam; Muslim declaration of faith.

**Wuzu** – ritual washing before prayer.

**Salat** – prayer in worship of Allah; performed under conditions set by Mohammad.

**Sawm** – fasting – not eating or drinking for a certain length of time, usually for religious reasons. Muslims fast during Ramadan.

**Zakat** – purification of wealth by giving 2.5% of savings each year to the poor.

**Hajj** – annual pilgrimage to Mecca; every Muslim should try to do this once in a lifetime.

**Jihad** – a struggle against evil; this may be inward, personal struggle or an outward, community struggle.

### CORE KNOWLEDGE

- ✧ Islam is a religion, its followers
- ✧ Islam began with the prophet Mohammad in Mecca and Medina. There are different groups within Islam: Sunni and Shia.
- ✧ Mohammad is considered to be the messenger of Allah. As a sign of respect, Muslims say “Peace be upon him” after his name. Muslims do not draw images of Mohammad.
- ✧ The Quran is broken into surahs (chapters), but is not arranged in chronological order. It is arranged longest to shortest Surahs.
- ✧ Muslims believe in one God, Allah. Islam is monotheistic. Muslims do not allow images of Allah as no one can know Allah. Muslims express what Allah is like in the 99 names of Allah e.g. Compassionate, merciful.
- ✧ Muslims believe that after death there is judgment, heaven, hell and resurrection of the body. This is a core belief of Islam.
- ✧ There are five pillars of Islam: Shahadah, Salat, Sawm, Zakat and Hajj.
- ✧ Muslims believe the Qur’an is the word of God. They also accept the Torah and Gospels, though believe these have been distorted and do not have the same authority as the Qur’an.
- ✧ Muslims worship in a Mosque and face the direction of Mecca when they pray. In a Mosque this is indicated by the mihrab and the Qibla wall.
- ✧ Friday is the holy day of Islam.
- ✧ Jihad is not war. Muslims believe in **greater jihad**, which is the inward struggle of all Muslims to live in line with the teachings of their faith and **lesser jihad** the outward struggle to defend faith, family and a country from threat.

### LITERACY/SOURCES OF AUTHORITY

You will read passages from the Qur’an throughout this unit.

We will look at passages describing Jesus and Mary in the Qur’an.

We will also refer to the Sunnah and Hadith.

The Qur’an is read from right to left and is read on a stand as a sign of respect. Case studies e.g. different voices from Mecca at the time of Mohammad.



### IMPACT OF BELIEF LOCALLY/GLOBALLY

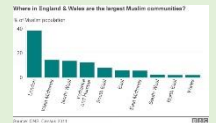
According to the 2011 National Census in the UK, Islam is the second largest religion in Britain after Christianity.

Muslims in Britain come from all parts of the world – Asia and Africa.

There are Muslim communities and mosques in our local towns and cities.

Christians and Muslims take part in interfaith dialogue, helping different religious communities to understand each other’s beliefs.

We will also consider how Islam is portrayed in the media.



### CROSS CURRICULAR LINKS

**Geography** – Where in the world do Muslims come from? Location of Mecca and Medina.

**History** – Historical context of the origins of Islam.

**English** – reading and interpreting texts

**Maths** – analysing statistics, calculating Zakat

### DEEPER THINKING

- Do all monotheistic religions believe in the same God?
- Should women wear the hijab or niqab in public places?
- Is Islam portrayed negatively or positively in the media?

### SCHOOL VIRTUES

**Compassion** – understanding that Muslims may face prejudice or discrimination for their beliefs.

**Respect** – having respect for the beliefs and lifestyles of Muslims.

**Faithfulness** – understanding what faithfulness means to Muslims in Britain today.

**Reconciliation** – interfaith dialogue is a way of bringing together different religions.

**Aspiration, Excellence, Determination** – to do your best, aim high and work on things you find difficult.

### **Part a - 2 mark questions**

#### **2 minutes**

You will be asked to define a key term from the module.

Remember to write a definition with either development or with an example

### **Part b - 5 mark questions - DESCRIBE**

#### **5 minutes**

K – show **KNOWLEDGE** and **UNDERSTANDING**

I – show **IMPACT** on peoples beliefs or actions

S – refer to a **SOURCE OF AUTHORITY**

S – use **SPECIALIST LANGUAGE** (key words)

One paragraph required.

More than one response can be shown in the paragraph.

Look for **PLURAL** words in the question and make sure you use more than one point to answer. E.g.

....*Christian/Jewish responses*

#### **Sources of authority:**

- can be from the Bible, the Word of God, God inspired humans to write it.
- Jesus is God's word made flesh, His word is divine
- The Pope is a source of authority as he is linked to Jesus through Apostolic Succession which links him directly to St Peter
- Key texts you have studied in a unit

### **Part c - 8 mark questions - EXPLAIN**

#### **8 minutes**

KISS x 2 (or KSSI...or SKIS)

K – show **KNOWLEDGE** and **UNDERSTANDING**

I – show **IMPACT** on peoples beliefs or actions

S – refer to a **SOURCE OF AUTHORITY** (RR)

S – use **SPECIALIST LANGUAGE** (key words)

**TWO** paragraphs required.

Both paragraphs **MUST** refer to religions or religious belief.

You must **NEVER** use a humanist or non-religious response for an 8 mark question.

#### **d question sentence starters**

*The key issue here is...*

*On the other hand...*

*This is /is not convincing because...*

*A counter argument to this...*

*A key strength / weakness...*

*Alternatively ...*

*This argument is effective/ ineffective because...*

### **Part d - 15 mark questions - EVALUATE**

#### **15 minutes**

**A – Argument for: KISS**

**E – Evaluate: is the argument strong or weak? (e.g. based on SA, evidence from how people act)**

**C – Counterargument or alternative viewpoint: KISS**

**E – Evaluate: is the argument strong or weak? (e.g. based on SA, evidence from how people act)**

**JC – Justified conclusion.**

Give a clear introduction showing what the debate is about

Explain arguments in detail – use KISS as a guide.

Your evaluation (judgement) gains you the higher marks. Think hard about the strengths and weaknesses of the statement/argument and give your own judgement/opinion

**A** Many.....(Catholics/Christians/Jews/ Humanists/Atheists/people) would agree with this because.....(**KISS**)

**E** These arguments are valid/weak/strong/make sense because.....(**formulating judgements**)

**C** On the other hand/however/ other (Catholics/Christians/Jews/ Humanists/Atheists/people) some.....might disagree because.....(**KISS**)

**E** These arguments are valid/weak/strong/make sense because.....(**formulating judgements**)

**J** Justified Conclusion with own opinion given  
If own opinion given, use it as another opportunity to link with religion and belief e.g. 'Like many Christians/Buddhists/Atheists, I would argue that the statement is true/false/accurate/inaccurate/inconclusive/debatable because.....'

**C**



## Retrieval reflection ticket

I can remember a lot about:

I struggle to remember much about:

I am good at:

I get confused about:

## Other ideas for revision

### Self-test

Use your knowledge-driver/exercise books to create a quiz to test yourself

### Flashcards

Create a set of flash cards with Questions on one side and answers on the other to test yourself

### Mind map

Create a mind map from memory, then check, review, and add to your mind map

### Revision Clock

Summarize and revise as you work through the unit. Be creative!

### Summarise

Write an overview of the key topics from memory and then check what you missed.

### Knowledge driver

Create your own knowledge driver for the unit using key words, images and bullet points.



