



# ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

## EP Scheme of Learning

### Year 7 – Term 3 What is Justice?

#### Intent – Rationale

This module will enable students to explain what justice means to Christians. They will examine the life of Jesus and use the Parable of the Good Samaritan and the story of Zacchaeus to explain how Jesus put his words into action. They will look at two key individuals Maria Gomez and Martin Luther King and see how their Christian beliefs were put into action in their own lives.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Year 7 Planet X: morality, rules and judgement	<ul style="list-style-type: none"> <li>Year 9 Religion, Human Rights and Social Justice</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
History abolition of slavery/ Civil Rights movement in America Geography location of El Salvador/Jericho English speech writing/use of persuasive language	Students will have the opportunity to develop confidence through discussion and analysis of information (GB4b) Students will develop an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues (M4) Encouraging teamwork (GB4g) through group work Encouraging creativity (GB4i) Tolerance of others (BV5)
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>Key words, spellings, peer to peer activities</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



**EP Scheme of Learning**

**Year 7 – What is Justice?**

**Intent – Concepts**

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><b><u>Know</u></b></p> <p>This unit will examine the issue of Justice and look at how two key individuals fought against injustice-Maria Gomez and Martin Luther King. Pupils will use the Parable of the Good Samaritan and Zacchaeus to understand Christian views on Justice. They will also gain an understanding of why African-Americans were subject to unjust treatment through a study of the Jim Crow Laws and knowledge of White Supremacist groups such as the KKK. Martin Luther King’s fight against injustice through his campaign of non-violence and his ‘I have a Dream speech’ will be used as an example of putting Christian beliefs into action.</p>	
<p><b><u>Apply</u></b></p> <p>Two assessment opportunities- peer group assessment on Racism and a formal assessment through the creation of their own, ‘I have a dream’ speech.</p>	
<p><b><u>Extend</u></b></p> <p>Pupils will evaluate the reasons behind injustice and look at why injustice still exists in the world today.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>• Justice - What is right and fair for everyone</li> <li>• Injustice-When you are not treated according to what you deserve</li> <li>• Prejudice-- Believing some people are inferior or superior without even knowing them</li> <li>• Discrimination-To act on the basis of prejudice</li> <li>• Racism-The belief that some races are superior to others</li> <li>• Segregation -A generalised and simplistic mental image of a group which is usually negative</li> <li>• Parable -A story told by Jesus to illustrate an ideal way of behaving</li> <li>• Poverty- Not having enough material possessions or income for a person's needs</li> <li>• Christian-A follower of Christ</li> <li>• Scapegoating-To blame things that go wrong on a particular person or group.</li> <li>• Boycott-Withdrawing from doing something</li> </ul>	<p>Classroom tasks marked by teacher                      Presentation on Racism peer assessment                      Assessment on Martin Luther King – to complete their own Speech based on the ‘I have a dream speech’</p>



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## Intent – Concepts

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
<p>What does Justice mean to Christians?</p> <p>Maria Gomez</p>	<p><b>Starter</b>-watch a video clip which shows a series of images and using these explain what they think justice and injustice mean. Discuss as a class and then record a definition for each. Complete the Inference Grid Read through story and discuss with class with particular reference to her <b>Christian beliefs</b>. Summarise her story in 10 bullet points. Explain the problems in El Salvador Complete a table which identifies the main problems and possible solutions. Plenary- on a post it note ask pupils to write down one example of injustice which exists in the world today</p>	<p>Completion of grid/bullet points Completion of table</p>	<p>Differentiation through discussion and teacher questions. <b>More than 8 problems identified for the table and possible solutions explained.</b> <b>Write down 5 ideas of how to make the world a fairer place today</b></p>	<p>Five facts about Jesus</p>	<p>Textbook This is RE B1 38-39 Staff drive Humanities EP Year 7 folder What is Justice?</p>
<p>What did Justice mean to Jesus?</p> <p>How did Jesus show justice in his actions?</p>	<p><b>Starter</b> Five facts about Jesus (recap on previous learning from the Morality module)  Using the information from pages 42-42 ask pupils to complete a diagram to explain what justice meant to Jesus. Use the story of Zacchaeus to illustrate how Jesus put his words into actions. (Selection of YouTube clips which could be used) <b>Discuss the questions</b> 1) What was unjust about the situation before Jesus came along? 2) What did Jesus do to change it? 3) How did Jesus make the situation more just? In groups of four prepare a two-minute news feature for Radio Jericho (use the guidance on p.45 of This is RE Bk1) OR Parable of the Good Samaritan – pupils can reconstruct the story to a modern genre. Story of the Good Samaritan can be found on Youtube clips- animated bible stories</p>	<p>Completion of diagram 'What did Justice mean to Jesus'? Completed presentation</p>	<p>Differentiation through discussion and teacher questions. Differentiation by outcome as some presentations will be more detailed than others. <b>Explain why the story is relevant in today's society.</b></p>	<p>Write a definition for the term racism and give one example of racism in society.</p>	<p>Textbook This is RE 1 Staff drive Humanities EP Year 7 folder What is Justice?</p>
<p>What is Racism?</p>	<p><b>Starter</b> Show a series of images and pose the question 'What do you think today's lesson is about'? Show 'X is for <b>Xenophobia</b>' to explain concept of Racism</p>	<p>Completed fill in the gap activity Peer assessment for Racism posters</p>	<p>Peer support for poster activity <b>Reflect on how racism affects our society today</b> <b>Suggest ways in which society can change attitudes</b></p>	<p>Continue research for racism poster</p>	<p>Staff drive Humanities EP Year 7 folder What is Justice?</p>



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	<p>Explain what racism is-use a fill in the gap exercise Group work to present a poster about racism and justice in the world (guidelines are given on the PowerPoint) Pupils can look at Sport/Media/Politics/History/Music Plenary What have they learnt?</p>				
How were African-Americans treated?	<p><b>Starter</b> use a series of images which show segregation and ask the question 'Is this fair?' Focus on one image and ask pupils to write three questions they would want to ask about the image. Explanation of the Jim Crow Laws and how they originated. A card sort exercise is available which asks pupils to work in pairs, sort the cards into an order of what you think affected the lives of African-Americans the most. Consider the impact on their day to day lives. What would become difficult? How would that make them feel? Plenary Select an image from the start of the lesson and ask pupils to answer the questions they asked.</p>	Completed questions as a result of the card sort activity.	Differentiation through discussion and teacher questions <i>An identification of which of the Jim Crow Laws would be most damaging</i> <i>How could African-Americans have responded?</i>		Staff drive Humanities EP Year 7 folder What is Justice? This is RE! Bk 2
What did Justice mean to Martin Luther King?	<p>Starter Who were the KKK? Select an appropriate clip about the KKK and ask pupils to write down five facts. Who was Martin Luther King? Using the comic strip/autobiography</p> <ol style="list-style-type: none"> <li>1) Divide your page into four boxes.</li> <li>2) Label them: <ul style="list-style-type: none"> <li>• <b><u>Life as a young man (1929-53)</u></b></li> <li>• <b><u>Early Career (1953-1961)</u></b></li> <li>• <b><u>Life in the civil rights movement (1961-64)</u></b></li> <li>• <b><u>Religious Influences</u></b></li> </ul> </li> <li>4) Use the comic to fill in the boxes with key details/events in his life.</li> </ol> <p>Watch the story of the Bus Boycott. <a href="https://www.youtube.com/watch?v=oyQgg2liP7g">https://www.youtube.com/watch?v=oyQgg2liP7g</a> Summarise the boycott in five bullet points. Refer to the following people/groups. Rosa Parks Martin Luther King Other African Americans What was the result of the Bus Boycott? <b>OR</b> read the story of the Bus Boycott</p>	Completion of written task Five bullet points on the Montgomery Bus Boycott		<ol style="list-style-type: none"> <li>1) Can you think of a 'bad' situation that is happening today?</li> <li>2) How would you protest to make it stop?</li> <li>3) Would you use non-violent or violent protests? Why?</li> </ol>	Staff drive Humanities EP Year 7 Folder What is Justice?



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<p>How did religion influence Martin Luther King?</p>	<p><b>Starter A game of bingo to test recall on key terms/life of MLK</b></p> <ul style="list-style-type: none"> <li>Annotate the key Christian beliefs (three key beliefs; 'treat others as you wish to be treated' 'All humans are made in the image of God', 'Love thy neighbour'.</li> <li>Make sure you include:           <ul style="list-style-type: none"> <li>- <b>Why they influenced MLK to stand up against the discrimination he faced</b></li> <li>- <b>Why they influenced MLK's choice of non-violent protests</b></li> </ul> </li> <li>Listen to the '<i>I have a dream</i>' speech and ask pupils to consider;</li> <li>What are the phrases that MLK uses over and over again? Vocab sheet can be completed.</li> <li>What is his vision?</li> <li>What Christian beliefs does he refer to?</li> </ul> <p>Plenary If you had to pick three key teachings to promote around school what would they be and why?</p>	<p>Annotated Christian beliefs Completed Vocab sheet about the speech</p>	<p>All pupils are able to identify two/three phrases from the speech <i>Some pupils will be able to explain more clearly what MLK's vision was after listening to the speech</i> <i>The identification of Christian beliefs and linking them to the relevant section of the speech may prove more challenging.</i></p>		<p>Staff drive Humanities EP Year 7 Folder What is Justice?</p>
<p>Assessment 'I have a dream'</p>	<p><b>Create your own version of the 'I have a dream' speech.</b></p> <ul style="list-style-type: none"> <li>Think about any bad situations you know about and think what it might be like if they were turned around completely.</li> <li>Then write about your own vision of justice.</li> <li>Describe three features of your vision for the future of the world and compare it to the vision which MLK had.</li> </ul>	<p>Completed speech</p>	<p>Differentiation by outcome</p>	<p>Complete assessment</p>	<p>Staff drive Humanities EP Year 7 Folder What is Justice?</p>