



Subject:
Religious Education

Workers for the World

- Knowledge and understanding to be developed:**
- Understand what a worker for the world is.
 - Reflect upon why people help others.
 - Understand the work of Mother Teresa.
 - Explore why she worked with the poorest of the poor.
 - Consider the work and legacy of Chad Varah.
 - Analyse the importance of The Samaritans today.
 - Study the life of Martin Luther King.
 - Reconnoitre the impact of his work through the twentieth century.
 - Contemplate the life and work of Nicky Cruz.
 - Research the impact of workers for the world on society.

Key terms to be learned this year:

Agnes Bojaxhiu	Samaritan	Delhi
Roman Catholics	St Stephen's	Mohandas
Vocation	Church	Kasturbai
Calcutta	Ordained	Boers
Oppression	Volunteer	Ashram
Segregation	New York	Non-violence
Rosa Parks	Puerto Rico	
Montgomery	Mau Maus	
Boycott	David Wilkerson	
Baptist	Conversion	

Week 1 Learning objectives and outcomes:	Assessments:	Homework:
Students should be able to: <ul style="list-style-type: none"> ★ To Engage with who Mother Teresa was ★ To Explore why she undertook the work that she did ★ To Express our own opinions about whether she can be regarded as a WFTW 		Mother Teresa's love letter to the world
Week 2 Learning objectives and outcomes:	Assessments:	Homework:
Students should be able to: <ul style="list-style-type: none"> ★ To Engage with who Martin Luther King was ★ To Explore why he undertook the work that he did ★ To Express our own opinions about whether he can be regarded as a WFTW 		
Week 3 Learning objectives and outcomes:	Assessments:	Homework:
Students should be able to: <ul style="list-style-type: none"> ★ To Engage with who Chad Varah was ★ To Explore why he undertook the work that he did ★ To Express our own opinions about whether he can be regarded as a WFTW 		design a bookmark which could be left in a local library showing how the Samaritans can offer help.
Week 4 Learning objectives and outcomes:	Assessments:	Homework:
Students should be able to: <ul style="list-style-type: none"> ★ To Engage with who Nicky Cruz was ★ To Explore why he undertook the work that he did ★ To Express our own opinions about whether he can be seen a WFTW 		
Week 5 Learning objectives and outcomes:	Assessments:	Homework:
Students should be able to: <ul style="list-style-type: none"> ★ To Engage with who Mahatma Gandhi was ★ To Explore why he undertook the work that she did ★ To Express our own opinions about whether he can be regarded as a WFTW 		Venn diagram – how are the WFTW studied similar and different?
Week 6 Learning objectives and outcomes:	Assessments:	Homework:
Students should be able to: <ul style="list-style-type: none"> ★ To Engage with what a Worker for the World is ★ To Explore why people undertake such work ★ To Express own our and the response of others to the work undertaken by Workers for the world 	Workers for the World Assessment	
Skills:		
I.C.T.:		

Literacy:

- 8.OS2 Present topics and ideas coherently, using techniques effectively
- 8.OS4 Respond to others' views positively and appropriately when challenged
- 8.OL1 Respond positively and thoughtfully to new ideas and alternative points of view
- 8.OL3 Listen to information and ideas (on-screen or live) and identify how evidence is used
- 8.OC1 Take a range of roles
- 8.OC2 Discuss opposing viewpoints and negotiate ways forward
- 8.RS5 Use a range of strategies to read
- 8.RS8 Be selective about which internet sources to download or quote depending on their reliability and relevance
- 8.RC1 Read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
- 8.RC3 Locate and selectively use additional information and evidence from different sources
- 8.RC4 Use inference and deduction to understand layers of meaning
- 8.RC5 Make connections between texts, their themes and factual content, and identify any agreement and contradictions
- 8.RC6 Read around a topic that interests them and develop a broader understanding of it through research
- 8.RA3 Summarise and synthesise information e.g. concise account of a broad topic, using different sources
- 8.RA4 Distinguish between bias and objectivity and explain how they are different
- 8.RA5 Identify different views of a topic and any areas of agreement and contradiction
- 8.WM1 Adapt presentation of material according to intended meaning and effect
- 8.WM2 Make connections and/or elaborate to ensure full coverage of topic
- 8.WM3 In planning writing make choices about content, structure, language, presentation to suit the purpose
- 8.WM4 Choose the best ways to present writing using ICT in order to communicate clearly and effectively, e.g.
- 8.WM5 Use criteria to identify ways to improve and then redraft
- 8.WS1 Use whole-text structure to support and communicate meaning
- 8.WS2 Select, analyse and present ideas and information convincingly or objectively
- 8.WS4 Organise longer pieces of writing making links within and between paragraphs
- 8.WL1 Use the third person to convey ideas and information
- 8.WG1 Write with grammatical accuracy, varying the length and structure of sentences to make meaning clear
- 8.WG3 Use the full range of punctuation in order to clarify meaning, e.g. semicolons, colons, quotation marks
- 8.WG4 Use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly
- 8.WG6c Produce fluent and legible handwriting

Numeracy:

- D3 Interpret results - interpret diagrams and graphs to compare sets of data
- N11 Fractions, decimals, percentages and ratio - use ratio and proportion to calculate quantities
- NR3 Identify processes and connections - select appropriate mathematics and techniques to use