

Religious Studies Department Scheme of Work  
**Year Nine Scheme of Learning - Film and Faith**

Timing options	Learning Objectives	Learning Outcomes	Teaching tasks and differentiation	Formative Assessment, PLTs,
<b>Film and Faith</b>  <b>Three Lesson</b>  <b>“Films are about life, the ‘stuff’ of RE.”</b>	To examine how film is used as a medium through which humans seek to explore, explain and rationalise their place within the world.	Pupils will be able to find content in films that address topics related to RE. More able pupils will be able to identify how filmmakers use their medium to get across philosophical, moral and spiritual ideas.	<p>Can you think of a film, book, TV series or even a comic that covers topics related to RE. Have you seen or read “The Lion, The Witch and The Wardrobe” or “Lord of the Rings”. Both use Christian stories and beliefs. Other examples of stories that depend on religious, spiritual and moral ideas include Star Wars, The Matrix, The Sound of Music, Batman, Superman, in fact, just about every fictional story you can think off. TV programmes such this series to get watchers to think about moral responsibility and the meaning of life.</p> <p><b>2) Get pupils to pick a favourite TV programme. Does it have any link to RE? Either discuss as a group or class.</b></p> <p><b>3) We are going to watch two films and examine how they bring up relevant questions for RE.</b></p> <p><b>a) Who am I? What is my role in life?</b> We are going to watch a clip from a film you may have watched as a child. The whole film deals with these questions.  <b>Toy Story - start the DVD at 42 minutes and end at 46 minutes where Buzz lies broken.</b></p> <p>Once the clip has finished discuss the following-</p>	<b>Reflective Learners</b>  <b>Homework</b> Think about your favourite film, story, book, TV series. What parts of the story cover religious or moral themes?  Write a paragraph explaining these themes.

			<p>Buzz does not speak during this clip - how do the animators move his body to express how he feels. What were the song lyrics like? - they narrated the scene. How do the camera angles convey meaning - consider in particular the last shot of Buzz lying on the floor.</p> <p>You might want to explain the following; “Part of human experience is change and self-discovery. Sometimes finding out who you are can be painful and difficult - we may not be as good or as popular as we thought or hoped we were, but that does not mean that we are not special, valuable, useful or loved. Buzz does not stay broken - he is mended and goes on to save his friend Woody at a time when Woody has lost hope.</p> <p>One message of the Christian Gospel ( and other religious traditions) is that we need to accept that we are not perfect but that we are nevertheless loved and lovable.”</p> <p>Complete the questions based on this clip from Toy Story in on the sheets provided or in exercise books if more space is required.</p>	
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<p>Two lessons</p> <p>Gridlock – Doctor Who</p> <p>Focus on Environment</p>	<p>Understanding of the Biblical concept of Stewardship</p> <ul style="list-style-type: none"> <li>• Awareness of how Stewardship relates to caring for the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Consideration of how - individual Christians can be good stewards</li> </ul>	<p>Game of Buckeroo - volunteer at front of class - other pupils give volunteer an item to hold. How long can volunteer go without dropping objects.</p> <p>Explain - the game of Buckaroo is a good illustration of the way many people behave about environmental issues. Although there is evidence that suggests human behaviour is making the likelihood of environmental disaster very real, we continue to do things, which harm the environment. Explain that in this lesson we are going to think about the environment and particularly ask what a Christian perspective on the environment might be.</p> <p><b>Main Activity</b></p> <p><b>Clip from the Doctor Who episode Gridlock.</b></p> <p>The Doctor and his companion, Martha are visiting the city of New New York of New Earth, but Martha has been kidnapped and dragged away from the Doctor into a car. In this scene we join Martha as she wakes up having been kidnapped.</p> <p><b>Start time: 0.08.22 (beginning of chapter 3 of Gridlock)</b></p> <p><b>End time: 0.14.01 - clip length: 5 minutes, 39 seconds</b></p>	<p>Effective participators, Reflective learners,</p> <p><b>Summary AFL task</b></p> <p>Pupils could write a continuation of either the Doctor’s conversation with Branigan or Martha’s conversation with Cheen and Milo. The discussion should talk about what could have been done to prevent emission pollution from reaching the levels shown in the clip. At least one person in the discussion should bring up the Christian perspective - it might be necessary to take action to prevent environmental damage - referring to the Bible quotes</p>

<p>Three lessons</p> <p><b>Last of the Time Lords</b></p> <p>Focus on Christian Teachings of forgiveness and revenge</p>	<p>Watch a clip of Doctor Who to Identify things the master has done wrong</p> <p>Discuss the nature of revenge</p> <p>Examine Bible passages relating to forgiveness</p> <p>Evaluate situations - able to forgive or not.</p>	<p>Be able to consider whether revenge is appropriate</p> <p>Understand the merits of revenge and forgiveness</p> <p>Understand Christian teachings on forgiveness</p>	<p>Should we take revenge?</p> <p>Why is forgiveness important?</p> <p><b>Starter:</b></p> <p>Generate a list of things that someone might do to them which would warrant revenge – (copying homework, kissing boy/girlfriend, telling lies).</p> <p>Each pupil chooses from the list, and makes up a suitable revenge.</p> <p>Discuss revenge, (possibly mention Capital Punishment) and explain that we will be looking at the Christian idea of forgiveness.</p> <p>Watch the Dr Who Clip:</p> <p>Explain that the Doctor’s arch-enemy the Master (John Simm) has seized control of the Earth. He has enslaved or killed the population of the planet, as well as capturing and artificially aging the Doctor. As students watch this clip, ask them to pay particular attention to everything they see or are told about what the Master has done, and to consider how the people he is doing it to might feel about it.</p>	<p>Creative Learners, Effective participators, Reflective learners, Self Managers</p> <p>Team workers</p> <p>AFL – peer assessment – based on forgiveness game</p> <p>Write a case study explaining a real life situation where you have had the choice to forgive somebody or not. Include a four bullet point summary of Christian ideas about forgiveness.</p> <p>Peer assessment of case study</p>
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			<p>Start time: 0.29.11 (beginning of chapter 8)  End time: 0.34.45  Clip length: Five minutes and 34 seconds</p> <p>The clip starts with the Master saying, 'Citizens of Earth, rejoice and observe'. It ends after the Doctor says 'I forgive you'.</p> <p>Discuss forgiveness, did they think the Master deserved forgiveness? Why did the Doctor want to forgive him?</p> <p><b>Christianity – Group tasks – forgiveness worksheet and card game</b></p>	
<p><b>Three to four lessons</b></p> <p><b>Bruce Almighty</b></p> <p><b>Belief, Faith, Miracles, Truth</b></p>	<p>To think about ultimate questions relating to the Nature of God such as  What is God like?  Do we have free will?</p>	<p>Pupils will be able to think more deeply about spiritual, moral and philosophical issues raised in the movies we watch.</p>	<p>Key words – omniscient, omnipotent, benevolent.</p> <p>Watch film – Bruce Almighty (from 25 minutes in if brevity is required).</p> <p>Bruce Almighty question sheet to complete on Belief in God and the nature of God using key words above.</p> <p>Pupils choose 1 of the following options:</p> <ol style="list-style-type: none"> <li>1. Write an interview with the cast or director Tom Shadyac about the religious themes in 'Bruce Almighty.'</li> </ol>	<p>Reflective Learners</p> <p>AFL</p> <p>Levelled assessment, which can be peer assessed.</p> <p>See Bruce Almighty levelled assessment sheet for peer assessment instructions.</p>

