

Create hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> <li>• All home learning tasks are focussed on the creative side of learning – encouraging students to: Design, imagine, develop, improve and create.</li> <li>• There are hypothetical questions in all topics – e.g. ‘Should we give everything up?’</li> </ul>
Evaluate recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> <li>• Each topic has a debate of the day. This is a major focus of all lessons, with each lesson stating with a debate question.</li> <li>• ‘ABC’ of debates.</li> <li>• Persuade others and justify your opinions.</li> </ul>
Analyse infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> <li>• Investigate the meanings of religious stories for today.</li> <li>• Investigate the significance of pilgrimages.</li> <li>• Examine the life of Jesus and appraise his teachings for today.</li> </ul>
Apply demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> <li>• Practice pronunciation and spelling of key religious vocabulary.</li> <li>• Apply meanings of religious stories today.</li> <li>• Analyse the meme-like nature of Jesus’ birth stories.</li> </ul>
Understand explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> <li>• Explain the importance of one symbol in each religion.</li> <li>• Understand basic vocabulary in each of the 6 religions.</li> <li>• Understand Incarnation in Christianity.</li> <li>• Give examples of symbolism in world religions.</li> </ul>
Remember list recognise define recall label	<ul style="list-style-type: none"> <li>• Recognise and recall key all six world religions and their followers.</li> <li>• Recognise and recall key places, holy books and symbols of the 6 world religions.</li> <li>• Recall details of Hindu, Muslim and Christian pilgrimages.</li> <li>• Recall aspects of Jesus’ birth and ministry.</li> </ul>

<b>Create</b> hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> <li>• All home learning tasks are focussed on the creative side of learning – encouraging students to: Design, imagine, develop, improve and create.</li> <li>• There are hypothetical questions in all topics – e.g. 'Racism will never be eradicated'. Do you agree?</li> <li>• Use the 'RE Takeaway Home Learning' Sheets.</li> </ul>
<b>Evaluate</b> recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> <li>• Each topic has a debate of the day. This is a major focus of all lessons, with each lesson stating with a debate question.</li> <li>• 'ABC' of debates.</li> <li>• Persuade others and justify your opinions - e.g. Essay 'One person's martyr is another person's terrorist'.</li> </ul>
<b>Analyse</b> infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> <li>• Investigate the Amritsar Massacre and show how it can help us understand the world today.</li> <li>• Investigate the significance of religious and non-religious belief.</li> <li>• Examine the life of Martin Luther King and Gandhi and appraise his teachings for today.</li> </ul>
<b>Apply</b> demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> <li>• Practice pronunciation and spelling of key ethical and philosophical terms, e.g. Epistemology.</li> <li>• Apply meanings and teachings of key religions of Sikhism and Islam on martyrdom.</li> <li>• Analyse the lessons of Martin Luther King's life.</li> </ul>
<b>Understand</b> explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> <li>• Explain the importance of Epistemology, Discrimination, Prejudice, Empathy erosion, Radicalisation, Ethics.</li> <li>• Understand basic vocabulary in each of the 6 units.</li> <li>• Understand responses to Ethical issues – e.g. Racism.</li> <li>• Give examples of prejudice and discrimination.</li> </ul>
<b>Remember</b> list recognise define recall label	<ul style="list-style-type: none"> <li>• Recognise and recall key terms: Epistemology, Discrimination, Prejudice, Empathy erosion, Radicalisation, Ethics.</li> <li>• Recognise and recall key events in life of e.g. Martin Luther King.</li> <li>• Recall details of e.g. Amritsar Massacre 1919.</li> <li>• Recall aspects of different ethical theories.</li> </ul>

Create hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> <li>• Most home learning tasks are focussed on the creative side of learning – encouraging students to: Design, imagine, develop, improve and create.</li> <li>• There are hypothetical questions in all topics – e.g. 'Marriage is outdated'. Do you agree?</li> <li>• Use the RS 'Learning Ladder' booklets.</li> <li>• Complete Project work such as 'Challenging Islamophobia'.</li> </ul>
Evaluate recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> <li>• Each topic has an evaluative aspect as 50% of the marks for the GCSE course is for evaluation skills. This is a major focus of all themes A-E.</li> <li>• 'ABC' of debates.</li> <li>• Persuade others and justify your opinions - e.g. Q5 in Exam 'Absolute pacifism is not a practical solution to global conflict' Do you agree?</li> </ul>
Analyse infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> <li>• Examine the Christian/Buddhist/Muslim attitudes to divorce and remarriage.</li> <li>• Investigate the significance of marriage and divorce rates.</li> </ul>
Apply demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> <li>• Practice pronunciation and spelling of key Buddhist/Christian/Islamic terms.</li> <li>• Apply meanings and teachings of key religions of Christianity, Buddhism and Islam on War and pacifism.</li> </ul>
Understand explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> <li>• Explain the importance of the Dhamma and the Creed and the articles of faith in Islam.</li> <li>• Understand basic vocabulary in Buddhism and Christianity.</li> <li>• Understand responses to Ethical issues – e.g. War and Peace.</li> <li>• Give examples of war and responses to them.</li> </ul>
Remember list recognise define recall label	<ul style="list-style-type: none"> <li>• Recognise and recall key terms in the Buddhist, Muslim and Christian 'toolkits'.</li> <li>• Recognise and recall key events in life of e.g. Buddha/Muhammad/Jesus.</li> <li>• Recall details of e.g. War in Iraq 2003-2011.</li> <li>• Recall aspects of different types of pacifist.</li> </ul>

<p>           Create            hypothesise            formulate            design            imagine            compose            develop            improve         </p>	<ul style="list-style-type: none"> <li>• Most home learning tasks are focussed on the creative side of learning – encouraging students to: Design, imagine, develop, improve and create.</li> <li>• There are hypothetical questions in all topics – e.g. 'Criminals should be punished, not rehabilitated'. Do you agree?</li> <li>• Use the RS 'Learning Ladder' booklets.</li> <li>• Complete mind maps for the 4 units from this year of RE or RS.</li> </ul>
<p>           Evaluate            recommend            persuade            debate            justify            assess            conclude            determine         </p>	<ul style="list-style-type: none"> <li>• Each topic has an evaluative aspect as 50% of the marks for the GCSE course is for evaluation skills. This is a major focus of all themes A-E.</li> <li>• 'ABC' of debates.</li> <li>• Persuade others and justify your opinions - e.g. Q5 in Exam 'Absolute pacifism is not a practical solution to global conflict' Do you agree?</li> </ul>
<p>           Analyse            infer            research            investigate            question            appraise            examine            prioritise            organise         </p>	<ul style="list-style-type: none"> <li>• E.g. Examine the Christian/Buddhist/Muslim attitudes to divorce and remarriage.</li> <li>• Investigate the significance of marriage and divorce rates.</li> <li>• Appraise the key teachings of Islam and Christianity (RE).</li> <li>• Examine the key practices of Buddhism and Christianity (RS).</li> </ul>
<p>           Apply            demonstrate            manipulate            calculate            practise            identify            use         </p>	<ul style="list-style-type: none"> <li>• Practice pronunciation and spelling of key Buddhist/Christian/Buddhist terms.</li> <li>• Apply meanings and teachings of key religions of Christianity, Buddhism and Islam on War and Peace.</li> </ul>
<p>           Understand            explain            interpret            give examples            estimate            illustrate         </p>	<ul style="list-style-type: none"> <li>• Explain the importance of the Dhamma and the Creed and the articles of faith in Islam.</li> <li>• Understand basic vocabulary in Buddhism and Christianity.</li> <li>• Understand responses to Ethical issues – e.g. War and Peace.</li> <li>• Give examples of war and responses to them.</li> <li>• Learn and understand the key quotes needed for the RE and RS exam.</li> </ul>
<p>           Remember            list            recognise            define            recall            label         </p>	<ul style="list-style-type: none"> <li>• Recognise and recall key terms in the Buddhist Muslim and Christian 'toolkits'.</li> <li>• Recognise and recall key events in life of e.g. Buddha/Muhammad/Jesus.</li> <li>• Recall details of e.g. War in Iraq 2003-2011.</li> <li>• Recall aspects of different types of pacifist.</li> <li>• Recall 2 key quotes for each topic studied.</li> </ul>

<p>           Create            hypothesise            formulate            design            imagine            compose            develop            improve         </p>	<ul style="list-style-type: none"> <li>• Most home learning tasks are focussed on the creative side of learning – encouraging students to: Design, imagine, develop, improve and create revision using ‘Learning Ladder’ ideas</li> <li>• There are hypothetical questions in all topics – e.g. ‘Marriage is outdated’. Do you agree?</li> <li>• Use the RS ‘Learning Ladder’ booklets.</li> <li>• Complete revision mind maps and RAG code for each of the 10 units.</li> </ul>
<p>           Evaluate            recommend            persuade            debate            justify            assess            conclude            determine         </p>	<ul style="list-style-type: none"> <li>• Each topic has an evaluative aspect as 50% of the marks for the GCSE course is for evaluation skills. This is a major focus of all themes A-E.</li> <li>• ‘ABC’ of debates.</li> <li>• Persuade others and justify your opinions - e.g. Q5 in Exam ‘The existence of Evil proves that God does not exist’ Do you agree?</li> </ul>
<p>           Analyse            infer            research            investigate            question            appraise            examine            prioritise            organise         </p>	<ul style="list-style-type: none"> <li>• Examine the Christian/Buddhist/ attitudes to Abortion.</li> <li>• Investigate the significance of abortion and adoption rates in the UK.</li> </ul>
<p>           Apply            demonstrate            manipulate            calculate            practise            identify            use         </p>	<ul style="list-style-type: none"> <li>• Practice pronunciation and spelling of key Buddhist/Christian terms.</li> <li>• Apply meanings and teachings of key religions of Christianity, Buddhism and on Life issues.</li> </ul>
<p>           Understand            explain            interpret            give examples            estimate            illustrate         </p>	<ul style="list-style-type: none"> <li>• Explain the importance of the Dhamma and the Creed and how each religion practices.</li> <li>• Understand basic vocabulary in Buddhism and Christianity.</li> <li>• Understand responses to Ethical issues – e.g. Euthanasia.</li> <li>• Give examples of Euthanasia case studies and how Buddhists and Christians would respond.</li> </ul>
<p>           Remember            list            recognise            define            recall            label         </p>	<ul style="list-style-type: none"> <li>• Recognise and recall key terms in the Buddhist and Christian ‘toolkits’.</li> <li>• Recognise and recall key events in life of e.g. Buddha/Jesus.</li> <li>• Recall details of arguments for the existence of God.</li> <li>• Recall aspects of different types of euthanasia.</li> </ul>