

Year 8 PRE – Knowledge Organiser - The Environment and Animal Rights

Key term	Definition
Environment	The conditions within which humans and animals live.
Stewardship	Taking care of what has been given to us.
Dominion	Having power to rule or control something.
Awe and Wonder	An overwhelming sense of amazement.
Duty	Something someone is required to do.
Moral Dilemma	A tough choice where you must pick between two things
Rights	Rules or laws that protect you.
Sentient Being	A being that can feel, think and has consciousness.
Soul	It's the non-physical part of a person that lives on after the body dies.

Law on Animal Rights UK:

Animal Welfare Act 2006: Requiring owners to provide adequate food, water, shelter, and protection from harm. UK law also recognises animals as sentient beings.

Revision QR

Reading:



Video:



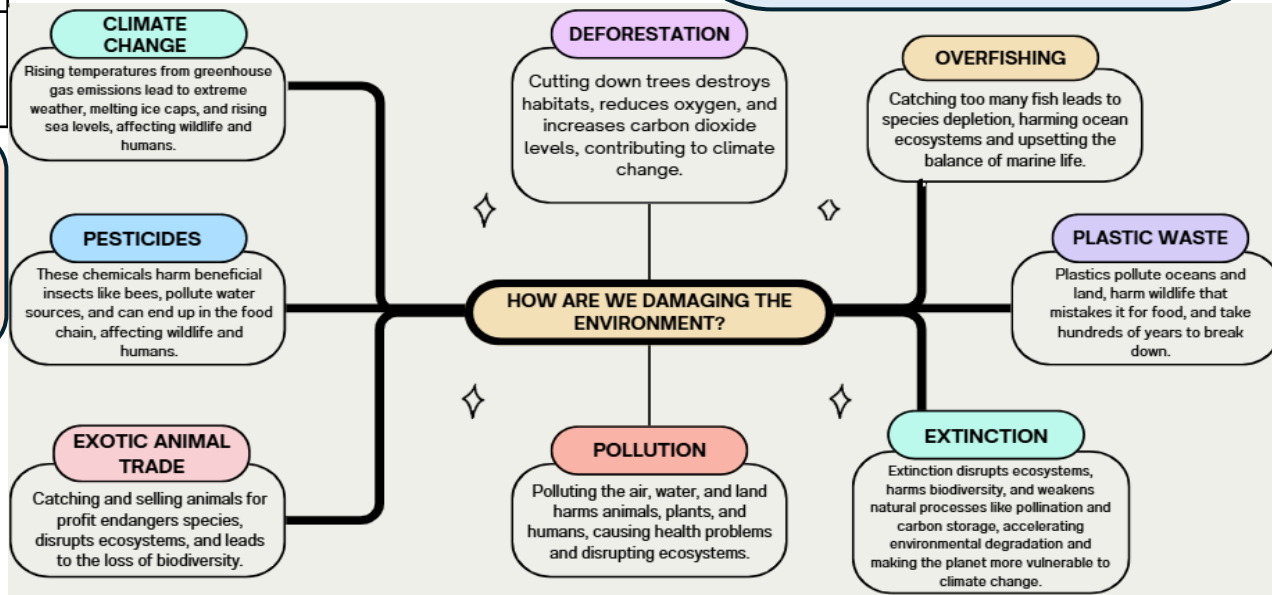
Religious views on Stewardship and Dominion

- **Christianity – stewardship** - caring for God's creations; Earth, animals, and plants, because humans are entrusted by God to look after it. It teaches that people should use the Earth's resources wisely and kindly.
- **Dominion - Christianity** - God gave humans authority over the Earth, but this power comes with the responsibility to treat creation with respect and care.
- **Islam - stewardship** ("Khalifah") humans are caretakers of the Earth, given the responsibility to protect and preserve it as a trust from Allah.
- **Dominion – Islam** - Everything on Earth belongs to Allah, humans are caretakers who must protect and preserve it.

Religious views on Animal Rights:

Christians believe God's creation and should be treated with respect and compassion. While humans are seen as having dominion over animals, this responsibility includes caring for them and avoiding cruelty, reflecting stewardship and kindness in the faith.

In Islam, animals are considered God's creatures and must be treated with kindness and respect. Cruelty to animals is prohibited, and they are to be cared for properly. Muslims are encouraged to ensure animals' welfare, including providing food, water, and shelter, and to treat them humanely in all aspects of life.



Knowledge Organisers

- **Vocabulary:** Key words and definitions (up to 10) to the left (the ones that you will teach explicitly, and expect students to use)
- **Layout:** Vocab on the left. Font – clear, Sans Serif. One sided, A4. visual - diagrams, models, etc., where appropriate, key terms/concepts in bold
- No unnecessary ‘decoration’ to distract from the core knowledge



Provide knowledge organisers

Provide students with short summaries, e.g., one A4 page of the key ideas, concepts, and terminology of a unit of work

- *Make them retrievable: ensure that the knowledge organiser is structured in such a way that students can easily retrieve their knowledge over and over again*
- *Keep it legible: avoid the temptation to pack too much on and keep knowledge organisers clear and legible*
- *Co-construct with colleagues: ensure that all knowledge organisers are co-constructed (or at the very minimum, checked) with colleagues to ensure consistency*
- *Keep it core: ensure that the content is core content and not branching into an overwhelming amount of additional but not crucial knowledge*