

**Subject: Religious Education**

**Core skill focus**

**Year group: Year 7**

**Module title: Belonging to a Community**

**Length of module: 8 weeks**

Module intent / knowledge to be gained

**Intent**

KS3 Religious Education in DLSA is based on the knowledge outlined in the Roman Catholic National Scheme of Learning: People of God Called to Serve. The first unit of study: Belonging to a Community, builds directly on the knowledge acquired by students in KS2. Whilst DLSA is a Roman Catholic Academy 60% of the students on roll do not come from RC Primary schools. Therefore, the KS3 SOW is designed to create a solid knowledge base of Roman Catholic Christianity, which may be lacking in our non-Catholic students. At the same time it respects the plurality of beliefs present in Year 7 and offers students the opportunity to acquire knowledge of the Lasallian tradition of the school.

Students are expected to develop a solid knowledge of the term community and the various communities they belong to. An in-depth study of the life of our founder and the Lasallian Community will provide a solid knowledge base for further study of St John Baptiste De La Salle, which will continue throughout the five years of RE.

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion across six religious traditions.

Students from our Catholic feeder schools follow the Come and See frame which is split into the following areas of study:

- Church
- Beliefs and Sacraments
- Celebration

Unit one of our SOW focuses on Church, Beliefs and Sacraments. At KS2 students have developed a knowledge of the Domestic Church – the family as the primary teachers of the faith. In Year 7 students build on this knowledge and begin to develop knowledge of the formal Church and how and where the Lasallian family sits within it. At KS2 students study two sacraments: Baptism and Confirmation and how they relate to the concept of belonging. The signs and symbols of these two sacraments are studied at an age appropriate level. We build on this and begin our study of beliefs and sacraments with a study of the Trinity developing in to a study of the Seven Sacraments: Initiation, Vocation and Healing. The signs and symbols of all the sacraments are studied giving the student a coherent and in-depth knowledge of the sacramental journey.

Pupils from the county sector follow the SCARE Agreed Syllabus', which take a thematic approach focusing on the following themes:

- Individual Beliefs

**Knowledge:**

The parish as the base of the Roman Catholic expression of community is studied as are the terms: Vocation and Ministry. Pupils are expected to have a knowledge of the various ordained ministries: Deacon, Priest, Bishop, as well as the multitude of lay ministries. Pupils will gain a knowledge of the hierarchy of the Catholic Church and study Papacy. This knowledge is vital for future study of Catholic Christianity at KS3 & 4.

The unit of learning concludes with the study of foundational Christian beliefs and practices that are expressed across all main line Christian denominations. Here students will focus on the Doctrine of the Most Holy Trinity. The Seven Sacraments. Such knowledge builds directly on the KS2 SOW that looks at a very basic level at the sacraments and the Trinity.

- Special People
- Special Places
- Special Times
- Special books

Students spend a half-term building up a knowledge of each of the six major faith traditions:

- Christianity
- Judaism
- Islam
- Hinduism
- Sikhism
- Buddhism
- 

KS4: **Edexcel Catholic Christianity**. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

**Catholic Philosophy**

- Catholic Philosophy
- Family and Relationship

**Judaism**

- Beliefs and teachings
- Practices

Clearly over seven years county pupils have developed an understanding of the key elements of religious belief and practice, yet no knowledge of Catholic Christianity. Thus unit one builds on the students'

	<p>knowledge of Christian people, places, times and books and offers them the chance to build a knowledge of the key people and times within Roman Catholic Christianity.</p> <p>By the end of unit one all pupils will have a knowledge of the key people, beliefs and practices of Roman Catholic Christianity and the Lasallian tradition.</p>			
<p>Key words:</p> <p><b>Community</b> - A group of people living in the same place or having a particular characteristic in common.</p> <p><b>Lasallian</b> - Relating to The Brothers of the Christian Schools, a Roman Catholic religious teaching congregation</p> <p><b>Belonging</b> - An affinity for a place or situation.</p> <p><b>Vocation</b> - A strong feeling of suitability for a particular career or occupation.</p> <p><b>Pope</b> - The Bishop of Rome as head of the Roman Catholic Church.</p> <p><b>Sign</b> - An object, quality, or event whose presence or occurrence indicates the probable presence or occurrence of something else.</p> <p><b>Symbol</b> - A mark or character used as a conventional representation of an object, function, or process, e.g. the letter or letters standing for a chemical element or a character in musical notation.</p> <p><b>Trinitarian</b> - Relating to belief in the doctrine of the Trinity.</p> <p><b>Monotheistic</b> - Relating to or characterized by the belief that there is only one God.</p> <p><b>Atheist</b> – A person who disbelieves or lacks belief in the existence of God or gods.</p> <p><b>Theist</b> - A person who believes or lacks belief in the existence of God or gods.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> <li>- Data rich seating plans with a full rationale</li> <li>- Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied.</li> <li>- Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place.</li> <li>- The use of knowledge organisers and homework to ensure learning is retained.</li> <li>- Gunning fox index to be applied to reading material to assess its suitability for students.</li> </ul>			
<b>R</b>	<b>Learning activity / intention of knowledge</b>		<b>Stretch &amp; Support activities</b>	<b>Homework</b>
	<p style="text-align: center;"><u><b>Lesson One: Community and Belonging to De La Salle</b></u></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- To discover the meaning of being a Lasallian</li> <li>- To understand the different communities and be able to describe them from their symbols.</li> <li>- To understand and describe what a community is and evaluate different types of communities.</li> </ul>		<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p>	<p><b>Knowledge Organiser –</b> Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p style="text-align: center;"><b>1</b></p>	<p><b>Bible Reference (Romans 15:7)</b>  Students will learn the following knowledge:</p> <ul style="list-style-type: none"> <li>- The history of the De La Salle Academy</li> <li>- Who was St John Baptist De La Salle</li> <li>- Why it is important to be a part of the Lasallian community.</li> </ul> <p>The lesson will begin with a Class discussion on the important of being a part of the Lasallian family, they will also watch a video (imported on the presentation) which details the different Lasallian schools around the world.</p> <p>Learning Tasks: Students to write down what a community is and different types of communities that they belong to.</p> <p><b>Learning Tasks:</b> The ‘apply to demonstrate’ task the students will be asked, is to match the ten different symbols and logo sheet.</p>	<p>Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Students will be given the following:  Extra Time to write down the answers if needed.  Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay. Lower ability students will have less images to match. Higher ability students need to write a short sentence with each describing what they know as a stretch and challenge.</p>	<p>Write a small autobiography of yourself explain what communities you are/have been part of.</p>
<p style="text-align: center;"><b>2</b></p>	<p style="text-align: center;"><b><u>Lesson Two – Christian Community</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- They can describe the key aspects of Christianity. This is important if they have not come from a Catholic background.</li> <li>- Students will have a strong understanding of Christianity.</li> </ul> <p>The students will learn the following knowledge this lesson:</p> <ul style="list-style-type: none"> <li>- What is Christianity</li> <li>- Who was Jesus</li> <li>- What do Christians believe</li> <li>- How do Christians practise their beliefs</li> </ul> <p><b>Learning Tasks:</b> Students will create a mind map at the beginning of the lesson which will have key information missing.</p>	<p>Students will be given the following:  Extra Time to write down the answers if needed.  Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Quizzes will have sentence starters and key words for the lower ability students.</p> <p>Stretch and challenge questions will be available throughout the lesson:</p>	<p><b>Knowledge Organiser</b> - Students will learn the second line of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p>They must fill in this information as the lesson is ongoing. This should encourage some independent learning and thinking.</p> <p><b>Learning Tasks:</b> There will be a Student led quiz, where students will create a quiz and test the person sitting next to them. Exit cards to show learning has taken place and to be handed to teacher before the end of the lesson.</p> <p style="text-align: center;"><b><u>Lesson Three – The Parish and my Community</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will have a good understanding of what community is and their local community</li> <li>- Students will describe what the role of a Catholic parish is and why it is important within the community.</li> </ul> <p><b>Bible Reference (1 Peter 3:8)</b></p> <p>The students will learn the following knowledge this lesson:</p> <ul style="list-style-type: none"> <li>- What is a Parish</li> <li>- What the closest parish to where I live</li> <li>- What happens at a parish and in my community</li> <li>- What influence does the church have in my community?</li> </ul> <p><b>Learning Tasks:</b> The students will need to explain and give examples of what community means. They will first look at the communities that they are involved in, either at school or outside of school.</p> <p><b>Learning Tasks:</b> Using the aid of images the students will next need to explain the role of a Catholic parish and the importance of it within a local community.</p>	<ol style="list-style-type: none"> <li>1) Why are communities important even for people who are not apart of them?</li> <li>2) Are all communities good?</li> </ol> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Using different examples of community to make it more accessible for students. Higher ability students will develop their knowledge creating links between the different communities they are a part of rather than just stating different communities.</p> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Differentiated questioning and outcomes for higher ability students.</p>	<p>Create a piece of art work that shows the Church building at the heart of a small community. Be as creative as you would like to be.</p>
	<p style="text-align: center;"><b><u>Lesson Four – St John Baptist De La Salle</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- To discover information about St John Baptist De La Salle.</li> </ul>	<p>Stretch and challenge questions will be available throughout the lesson:</p>	<p><b>Knowledge Organiser</b> - Students will learn the third row of five key words on the knowledge</p>



	<p>- What a vocation is and how that relates to a Priest</p> <p><b>Learning Tasks:</b> Students are to create links between a priest and a nurse and how this relates to the term Vocation. Students must also define the word vocation and how that impacts them here at the De La Salle Academy.</p> <p><b>Learning Tasks:</b> Students will describe the role of a priest within the Parish.</p> <p>Students will continue to develop further understanding of Christian and Lasallain thought.</p>	<p>do we ensure that they go up again?</p>	
<p>4</p>	<p><b><u>Lesson Six – The Different Roles Within the Catholic Church</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students can describe the different roles from within the Catholic Church</li> <li>- Students will have a good understanding of the hierarchy of the Catholic Church.</li> </ul> <p>The students will learn the following knowledge this lesson:</p> <ul style="list-style-type: none"> <li>- The hierarchy of the Catholic Church</li> <li>- The different roles that can be taken up</li> <li>- The difference and importance of each role</li> </ul> <p><b>Learning Tasks:</b> Students are to learn about the structure within the Roman Catholic church and examine each role in detail during this lesson.</p> <p><b>Learning Tasks:</b> Students will write a description for each role and what they do and why they are important.</p> <p style="text-align: center;"><b><u>Lesson Seven – The Role of the Pope</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will have the confidence to understand and describe the role of the Pope and how his role affects the lives of all the Catholics around the world.</li> </ul>	<p>Structure led answers for weaker English writing students.</p> <p>Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made.</p> <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made</p> <p>Students will be given historical questions to stretch and challenge.</p> <p>Stretch and challenge questions will be available throughout the lesson:</p> <ol style="list-style-type: none"> <li>1) ‘We don’t need a Pope’ How might a Roman Catholic react to this statement?</li> </ol>	<p><b>Knowledge Organiser</b> - Students will learn the fourth row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Design a mitre that could be worn by the Archbishop of Liverpool Malcolm McMahon that incorporates the idea of being a Shepherd, Teacher and Bridge builder.</p> <p>Create a leaflet encouraging people from all around the world to visit the Vatican City. This must</p>

	<p>Students can identify the qualities that make a good leader and describe a leader of their own.</p> <p>The students will learn the following knowledge this lesson:</p> <ul style="list-style-type: none"> <li>- To know the importance of the Vatican City within Christianity and why it is also seen as a place of Pilgrimage for Roman Catholic Christians.</li> <li>- What is the role of the Pope</li> <li>- The history of the Pope</li> <li>- Who the first Pope was</li> <li>- Apostolic Succession in at a foundation level</li> </ul> <p><b>Learning Tasks:</b> The historical understanding of why a Pope was important for Roman Catholics. Students will first need to understand and do this by discussing with the person sitting next to you what qualities are needed to be a successful Pope.</p> <p><b>Learning Tasks:</b> Students will identify and then write down the different qualities that make up a Pope and also a successful leader.</p> <p><b>Learning Tasks:</b> The students will be asked to question what has made each Pope successful in their own way.</p> <p>To know the importance of the Vatican City within Christianity and why it is also seen as a place of Pilgrimage for Roman Catholic Christians.</p> <p>-</p>		<p>also include the vital information about the Pope.</p>
<p>5</p>	<p style="text-align: center;"><b><u>Lesson Eight – The Holy Trinity</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will have a basic foundation knowledge of the Trinity and how each individual person makes up the Trinity.</li> <li>- Students will be able to identify each part of the Trinity and how they make up the Trinity together.</li> </ul> <p>The students will learn the following knowledge this lesson:</p> <ul style="list-style-type: none"> <li>- The importance of three</li> <li>- What the trinity is</li> </ul>	<p>Weaker students to be given information sheets.</p> <p>Structure led answers for weaker English writing students.</p> <p>Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul>	<p><b>Knowledge Organiser –</b> Students are to now re-learn all of the words in the knowledge organiser because they can be tested on each word at random during the Prepare for Learning (PFL)</p>



	<ul style="list-style-type: none"> <li>- All three parts of the Trinity. The father, the son and the holy spirt</li> <li>- An understanding of three in one</li> </ul> <p><b>Learning Tasks:</b> Students to write down all of the things they know that is or has 3 within it. Triangle, Tripod etc.....</p> <p><b>Learning Tasks:</b> Students to create a list of all the things that have 3 in them or of them.</p> <p><b>Learning Tasks:</b> Students to have in their books the Holy Trinity symbol and work around that.</p> <p><b>Learning Tasks:</b> Discussion about how God is 3:1 and how that can be related to our own Christian lives.</p> <p style="text-align: center;"><b><u>Lesson Nine – The Seven Sacraments</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students can confidently recall a number of the seven sacraments.</li> </ul> <p>Students can describe what marriage and Baptism are and how many of the sacraments they can potentially complete in their life.</p> <p>The students will learn the following knowledge this lesson:</p> <ul style="list-style-type: none"> <li>- What are the seven sacraments?</li> <li>- Why each sacrament is important</li> <li>- How each sacrament is a gift from God</li> </ul> <p><b>Learning Tasks:</b> Students are to write down their prior knowledge of marriage and baptism.</p> <p><b>Learning Tasks:</b> Students to watch a video and write down all the key information from the video</p> <p><b>Learning Tasks:</b> Complete the worksheet on the seven sacraments and their symbols.</p> <p><b>Resources:</b>  <a href="https://www.youtube.com/watch?v=qmfSwi3ZKH4">https://www.youtube.com/watch?v=qmfSwi3ZKH4</a></p>	<p>Students who are lower ability will have less to fill in, whilst the higher ability students will have larger gaps to fill as a stretch and challenge.</p>	<p><b><u>Create/Design</u></b> a Facebook profile for Jesus as if he lived-in modern-day GB.</p>
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6	<p><b><u>Lesson Ten – Celebration of Knowledge</u></b> Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p><b><u>Lesson Eleven – DIRT Feedback</u></b> Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>		<b>Knowledge Organiser</b>
7	<p><b><u>Lesson Eleven – Reteach Lesson</u></b> Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p><b><u>Lesson Twelve– Reteach lesson Two</u></b> Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

Subject: Religious Education		
Core skill focus		
Year group: Year 7	Module title: Christian Beliefs and Advent	Length of module: 8 weeks
<p>Module intent / knowledge to be gained</p> <p><b>Intent</b> The intent of this unit of Religious Education is to create inquisitive and enquiring minds who are able to articulate the basic Catholic practices that create a sense of community and apostolic tradition within the Catholic Church. Students will be expected to develop the learning from the previous unit and begin the build upon that knowledge.</p> <p><b>Knowledge</b> Students are expected to develop a solid knowledge of the difference between and sign and symbol and developing this knowledge into understanding the different Christian symbols. They are building upon the knowledge from unit one about Christianity and communities. Students will continue to develop a deeper knowledge of Christianity by learning about the Catholic Trinity. This will give students the foundational knowledge they will later use in unit three of year nine when they start GCSE RE. A focus upon Catholic practices in unit two will also be further adapted when students develop their knowledge further in year nine unit five when they study in depth different Catholic practices. Continuing with Catholic practices students will also learn about the Rosary and Catholic Prayer and how they work together. The unit will be completed with an in-depth study of advent and the story of Jesus and Christmas. Thus,</p>	<p>Sequence – where does this module fit? Links to past and future learning:</p> <p>In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion across six religious traditions.</p> <p>Students from our Catholic feeder schools follow the Come and See frame which is split into the following areas of study:</p> <ul style="list-style-type: none"> <li>- Church</li> <li>- Beliefs and Sacraments</li> <li>- Celebration</li> </ul> <p>Unit one of our SOW focuses on Church, Beliefs and Sacraments. At KS2 students have developed a knowledge of the Domestic Church – the family as the primary teachers of the faith. In Year 7 students build on this knowledge and begin to develop knowledge of the formal Church and how and where the Lasallian family sits within it. At KS2 students’ study two sacraments: Baptism and Confirmation and how they relate to the concept of belonging. The signs and symbols of these two sacraments are studied at an age appropriate level. We build on this and begin our study of beliefs and sacraments with a study of the Trinity developing in to a study of the Seven Sacraments: Initiation, Vocation and Healing. The signs and symbols of all the sacraments are studied giving the student a coherent and in-depth knowledge of the sacramental journey.</p> <p>Pupils from the county sector follow the SCARE Agreed Syllabus’, which take a thematic approach focusing on the following themes:</p> <ul style="list-style-type: none"> <li>- Individual Beliefs</li> </ul>	

developing their Christian knowledge and in keeping with the time of year, ready for unit three.

- Special People
- Special Places
- Special Times
- Special books

Students spend a half-term building up a knowledge of each of the six major faith traditions:

- Christianity
- Judaism
- Islam
- Hinduism
- Sikhism
- Buddhism

KS4: This is unit two of four that students will complete to ensure knowledge for paper one:

**Edexcel Catholic Christianity.** The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

**Catholic Philosophy**

- Catholic Philosophy
- Family and Relationship

**Judaism**

- Beliefs and teachings
- Practices

	<p>Clearly over seven years county pupils have developed an understand of the key element of religious belief and practice, yet no knowledge of Catholic Christianity. Thus, unit two builds on the students' knowledge of Christian people, places, times and books and offers them the chance to build a knowledge of the key people and times within Roman Catholic Christianity.</p> <p>By the end of unit one all pupils will have a knowledge of the key symbols, beliefs and practices of Roman Catholic Christianity and the Lasallain tradition.</p>		
<p>Key words:</p> <p><b>Sacraments</b> - A religious ceremony or ritual regarded as imparting divine grace, such as baptism, the Eucharist</p> <p><b>Prayer</b> – A religious service, especially a regular one, at which people gather in order to pray together.</p> <p><b>Meditation</b> - The action or practice of meditating.</p> <p><b>Preparation</b> - The action or process of preparing or being prepared for use or consideration.</p> <p><b>Incarnation</b> – God revealing himself in human form as Jesus.</p> <p><b>Advent</b> - The first season of the Church year, leading up to Christmas and including the four preceding Sundays.</p> <p><b>Liturgical Calendar</b> – The Church year, an annual cycle of Sundays.</p> <p><b>Immaculate Conception</b> - The doctrine that God preserved the Virgin Mary from the taint of original sin from the moment she was conceived; it was defined as a dogma of the Roman Catholic Church in 1854.</p> <p><b>Devine Nature</b> - A being having <b>divine</b> attributes, ranking below God but above human.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> <li>- Data rich seating plans with a full rational</li> <li>- Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied.</li> <li>- Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place.</li> <li>- The use of knowledge organisers and homework to ensure learning is retained.</li> <li>- Gunning fox index to be applied to reading material to assess its suitability for students.</li> </ul>		
<b>Week number</b>	<b>Learning activity / intention of knowledge</b>	<b>Stretch &amp; Support activities</b>	<b>Homework</b>
	<p style="text-align: center;"><b><u>Lesson One – Signs and Symbols</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- The knowledge of what a symbol is</li> <li>- The knowledge to know what a sign is</li> <li>- To understand the difference between a sign and a symbol</li> <li>- The ability to understand Christian symbols</li> </ul>	<p>Students will be given the following:</p> <p>Extra Time to write down the answers if needed.</p> <p>Pictures to aid their learning.</p>	<p><b>Knowledge Organiser</b> –</p> <p>Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p style="text-align: center;"><b>1</b></p>	<p><b>Learning Tasks:</b> The task the students are to complete is to fill in the shield with symbols that represent different things that are important to their life. For example, music notes could mean that you like listening to music or you can play an instrument.</p> <p><b>Learning Tasks:</b> Students are to be given different symbols from the adverts and they must match them up.</p> <p><b>Learning Tasks:</b> After they have completed the shield, they must write down what symbols they use and explain why.</p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Student will be able to describe the difference between a sign and a symbol and also describe what each of them means.</li> <li>- Students will be able to identify the different symbols and signs in our own school.</li> </ul>	<p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be</p>	<p>Create a poster that explains to 5 – 7 year old students what the trinity is. It must use language that 5-7 years could understand and be decorated and coloured in.</p>
<p style="text-align: center;"><b>2</b></p>	<p style="text-align: center;"><b><u>Lesson Two – What is a Sacrament?</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will have a good knowledge of the meaning of a sacrament and why they are important for Catholics.</li> <li>- Students can identify a number of the sacraments and the importance of significance of each sacrament alone.</li> </ul> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What is a sacrament</li> <li>- The seven different sacraments</li> <li>- Why each sacrament is important</li> </ul>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p>	<p><b>Knowledge Organiser</b> - Students will learn the second line of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p><b>Learning Tasks:</b> Demonstrate your learning from your previous lessons by creating an acrostic poem of the word using any religious terms.</p> <p><b>Learning Tasks:</b> As a table you will work together to draw the sacraments in your books. One person from each table must come up to the front and read from the sheet. Tell everyone on your table what is written on the sheet.</p> <p><b>Resources</b> <a href="https://www.youtube.com/watch?v=qmfSwi3ZKH4">https://www.youtube.com/watch?v=qmfSwi3ZKH4</a></p> <p style="text-align: center;"><b><u>Lesson Three – Baptism</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to describe the reasons why Christians get Baptised and what happens at a Baptism ceremony.</li> </ul> <p>Students can confidently write an extended piece of work on what happens during a Baptism ceremony. By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- The baptism of Jesus</li> <li>- Who baptised Jesus and why</li> <li>- Why Christians still get baptised today</li> <li>- The importance of baptism</li> </ul> <p><b>Learning Tasks:</b> Students to watch a video and answer questions: <b>Learning Tasks:</b> Write a letter that explains to Christian parents what happens at a Baptism ceremony and why this takes place. <b>Learning Tasks:</b> design a Baptism Candle that could be given to parents.</p> <p style="text-align: center;">-</p>	<p>Quizzes will have sentence starters and key words for the lower ability students.</p> <p>Stretch and challenge questions will be available throughout the lesson:</p> <ol style="list-style-type: none"> <li>1. Should people have the choice to be baptised later in life rather than as a child?</li> </ol>	<p>Create a leaflet that could be given to Catholic parents to explain to them what will happen at their child’s Baptism. It must use keywords.</p>
<b>3</b>	<p style="text-align: center;"><b><u>Lesson Four – The Eucharist</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students can describe what the Eucharist is and how it is used within a Catholic mass</li> </ul>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p>	<p><b>Knowledge Organiser</b> - Students will learn the third row of five key words on the knowledge</p>

	<ul style="list-style-type: none"> <li>- Students can perform the acceptance of the Eucharist if they choose to accept it. Those who don't choose to accept or have not at their 'Holy Communion' can also accept the Eucharist without taking it.</li> </ul> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What the bread and wine represent</li> <li>- Why we complete the Eucharist in Church</li> <li>- What happened at the last supper</li> <li>- Why Jesus was a servant to the world</li> </ul> <p><b>Learning Tasks:</b> Watch the video and answer the questions</p> <p><b>Learning Tasks:</b> Question for students to think and write and extended piece about. 'Why are people who are not Baptised and confirmed allowed to take the Eucharist in a Catholic Church?'</p> <p><b>Learning Tasks:</b> Do you think they should be allowed? [ Think, Pair, Share] - Why do Catholics eat the bread and drink wine in Mass?</p> <p><b>Resources:</b>  <a href="https://www.youtube.com/watch?v=997ni1xcmKw">https://www.youtube.com/watch?v=997ni1xcmKw</a>  <a href="https://www.youtube.com/watch?v=SigoALSS1R8">https://www.youtube.com/watch?v=SigoALSS1R8</a></p> <p style="text-align: center;"><b><u>Lesson five – The Rosary</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students can recall what a Rosary is and how they are used during worship.</li> <li>- Students can describe why the Rosary is used and the different parts to the Rosary beads.</li> </ul> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What is the Rosary</li> <li>- How people celebrate the Rosary</li> <li>- Why it is an important aspect of worship</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Lower ability students will be given a worksheet that has the prayers on there and for them to fill in the blanks as we work along.</p> <p>Stretch and challenge questions will be available throughout the lesson:</p> <ol style="list-style-type: none"> <li>1) Praying with a Rosary is much stronger than without. Do you agree with this statement?</li> </ol>	<p>organiser. This will then be tested in the PFL during the next lesson.</p> <p>Design a Rosary that could be used by either</p> <ol style="list-style-type: none"> <li>1) Very young child</li> <li>2) A person who is unable to hold things in their hand (amputee)</li> </ol>
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	<ul style="list-style-type: none"> <li>- Students can confidently describe the different reasons why Christians celebrate Easter, Advent, Lent and Christmas.</li> <li>- Students can understand the importance of each of the celebrations.</li> <li>- Students can evaluate the reasons why Christians organise their celebrations into a liturgical year.</li> </ul> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- The Christian calendar and how it is used</li> <li>- The different stages of a Christian year</li> <li>- The colours and their meanings</li> </ul> <p><b>Learning Tasks:</b> Students to create their own liturgical calendar in their books</p> <p><b>Learning Tasks:</b> Questions students will need to answer by the end of the lesson.</p> <p>1) Briefly describe why Christians celebrate</p> <ul style="list-style-type: none"> <li>• Easter</li> <li>• Advent</li> <li>• Lent</li> </ul> <p>2) Explain why the Church organises its worship into a Liturgical year</p> <p>3) Do you think certain seasons are more important than the others? Explain why you think this.</p>	<p>Stretch and challenge questions will be available throughout the lesson:</p> <ol style="list-style-type: none"> <li>1) The most important time of the liturgical calendar is Christmas. Do you agree with this statement?</li> <li>2) Should Easter be considered more important?</li> </ol> <p>Images will be used to aid students.</p>	<p>Design a Priest's vestment that could be worn at the festival of Christmas.</p>
5	<p style="text-align: center;"><b><u>Lesson Eight – Advent</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students can relate Christmas and Advent and understand how they are linked.</li> <li>- Students can also recall simple facts about advent that include how many days it lasts for and how many candles are used during advent.</li> <li>- Students will be able to analyse and evaluate if the meaning of Advent has changed from getting ready for the birth of Jesus, to a more modern approach to chocolate and presents.</li> </ul>	<p>Weaker students to be given information sheets.</p> <p>Structure led answers for weaker English writing students.</p> <p>Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Students who are lower ability will have less to fill in, whilst the</p>	<p><b>Knowledge Organiser</b> – Students are to now re-learn all of the words in the knowledge organiser because they can be tested on each word at random during the Prepare for Learning (PFL)</p>

	<p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- Why advent is a celebration for Christians</li> <li>- How long advent lasts for and why</li> <li>- Where the celebration began</li> <li>- Why it is still celebrated today</li> </ul> <p><b>Learning Tasks:</b> You need to read your information sheet about the advent wreath to correctly colour your template in.</p> <p><b>Learning Task:</b> You then need to explain each different section, what the colours/shapes mean.</p> <p><b>Learning Tasks:</b> Students will complete a reflection task: “Advent is more about chocolate, it’s no longer about the Birth of Jesus” Do you agree with the statement?</p> <p style="text-align: center;"><b><u>Lesson Nine – Advent Candle</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to identify each candle, the colours, the week they are lit and they meaning of each candle.</li> </ul> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- The importance of light in darkness</li> <li>- What an advent candle is</li> <li>- The different colours and what they represent</li> </ul> <p><b>Learning Tasks:</b> Students are going to use the sheet in front of you to design the candle you would like to make.</p> <p><b>Learning Tasks:</b> The candles must be colourful and have patterns. It must have their name on it and either the word Hope or Love written on there.</p>	<p>higher ability students will have larger gaps to fill as a stretch and challenge.</p> <p>Weaker students to be given information sheets. Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Students who are lower ability will have less to fill in, whilst the higher ability students will have larger gaps to fill as a stretch and challenge.</p>	<p>Design an advent calendar that could be used by Catholic Children to prepare them for a Christian celebration of Christmas</p>
6	<p style="text-align: center;"><b><u>Lesson Ten – Celebration of Knowledge</u></b></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p>		<p><b>Knowledge Organiser</b> – Students revise everything from this term in their knowledge organiser.</p>

	<p style="text-align: center;"><b><u>Lesson Eleven – DIRT Feedback</u></b></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	<p>DIRT feedback is to differ depending on each student and the work that they have completed.</p>	
<b>7</b>	<p style="text-align: center;"><b><u>Lesson Eleven – Reteach Lesson</u></b></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><b><u>Lesson Twelve– Reteach lesson Two</u></b></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

**Subject: Religious Education  
Half Term Three**

**Core skill focus**

**Year group: Year 7**

**Module title: Jesus and his Early Life**

**Length of module: 6 weeks**

Module intent / knowledge to be gained

**Intent:**

Students are going to continue their foundational knowledge of Jesus by studying his early life and the parables that he taught to his followers. We use each parable to teach students about the moral of each parable and how we can use them in our own lives. This module builds upon the knowledge gained from the first two units about Christianity and the importance of community. Thus, developing it further

**Knowledge:**

In this unit there is a particular focus upon Jesus. For students from a Catholic or Christian school background this unit will further develop and deepen their knowledge whilst for those who are learning for the first time, it will provide challenge and understanding as to who he was and why he is the son of God. For example, the Baptism of Jesus is theologically significant as it is the moment of revelation, and outlines the Trinity, the calling of his disciples and reflects mission and ministry. This knowledge will be needed for most units within the learning journey even studying other religions it is important to be able to contrast this to Catholic belief. There is a focus upon Jesus and his early life and the miracles that he performed. This will be further

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion across six religious traditions.

Students from our Catholic feeder schools follow the Come and See frame which is split into the following areas of study:

- Church
- Beliefs and Sacraments
- Celebration

Unit three of our SOW focuses on Jesus, parables and the early life of Christianity. At KS2 students have developed a knowledge of the Domestic Church – the family as the primary teachers of the faith. In Year 7 students build on this knowledge and begin to develop knowledge of the formal Church and how and where the Lasallian family sits within it. At KS2 students’ study the life of Jesus, and the parables that he taught. We continue to develop their foundational knowledge on the topic.

Pupils from the county sector follow the SCARE Agreed Syllabus’, which take a thematic approach focusing on the following themes:

- Individual Beliefs
- Special People
- Special Places
- Special Times

developed within year 11 unit one when students will study miracles and the miracles of Jesus at GCSE level.

- Special books

Students spend a half-term building up a knowledge of each of the six major faith traditions:

- Christianity
- Judaism
- Islam
- Hinduism
- Sikhism
- Buddhism

KS4: **Edexcel Catholic Christianity**. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

#### **Catholic Philosophy**

- Catholic Philosophy
- Family and Relationship

#### **Judaism**

- Beliefs and teachings
- Practices

Clearly over seven years county pupils have developed an understanding of the key elements of religious belief and practice, yet no knowledge of Catholic Christianity. Thus, unit two builds on the students' knowledge of Christian people, places, times and books and offers them the chance to build a knowledge of the key people and times within Roman Catholic Christianity.

Key words:

**Incarnation** – God coming down in human form as Jesus.

**Messiah** - A leader regarded as the saviour of a particular country, group, or cause

**Warrior** – A brave or experienced soldier or fighter.

Staff to follow the following principles when teaching SEN students

- Data rich seating plans with a full rationale
- Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied.

<p><b>Zealot</b> - A person who is fanatical and uncompromising in pursuit of their religious, political, or other ideals.</p> <p><b>Baptism</b> - The Christian religious rite of sprinkling water on to a person's forehead or of immersing them in water, symbolizing purification or regeneration and admission to the Christian Church.</p> <p><b>The River Jordan</b> – The river where Jesus was Baptised by John the Baptist</p> <p><b>Parable</b> – A short easily remembered story told by Jesus.</p> <p><b>Miracles</b> - An extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to a divine agency.</p> <p><b>Revelation</b> - The divine or supernatural disclosure to humans of something relating to human existence.</p> <p><b>Scripture</b> - The sacred writings of Christianity contained in the Bible.</p>		<ul style="list-style-type: none"> <li>- Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place.</li> <li>- The use of knowledge organisers and homework to ensure learning is retained.</li> <li>- Gunning fox index to be applied to reading material to assess its suitability for students.</li> </ul>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p style="text-align: center;"><b><u>Lesson One – Introduction to Jesus</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to recall some basic facts about Jesus and his life</li> <li>- Students can describe the work Jesus completed during his ministry.</li> </ul> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- Who Jesus was</li> <li>- The early life of Jesus</li> <li>- Basic facts that Christians believe about Jesus</li> <li>- Why Christians worship Jesus</li> </ul> <p><b>Learning Tasks:</b> [Think, Pair, Share] answer the following question: 'What did Jesus actually do?'</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should</p>	<p><b>Knowledge Organiser –</b> Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p><b>Learning Tasks:</b> In pairs, write down as many facts as you can about Jesus.</p> <p><b>Learning Tasks:</b> The students will then complete a gap fill exercise.  <a href="https://www.youtube.com/watch?v=2mgUPt2KI08">https://www.youtube.com/watch?v=2mgUPt2KI08</a>  <a href="https://www.youtube.com/watch?v=vci5QPRvSQk">https://www.youtube.com/watch?v=vci5QPRvSQk</a></p> <p style="text-align: center;"><b><u>Lesson Two - Historical Jesus</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students can decide for themselves whether the evidence proves Jesus did exist and create an argument for it.</li> <li>- Students will have the knowledge of the time at which Jesus lived and the historical context of his life.</li> </ul> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- The historical teachings of Jesus</li> <li>- The proof of Jesus</li> <li>- Facts about Jesus</li> </ul> <p><b>Learning Tasks:</b> Evaluate whether you think there was enough historical evidence to prove in the Historical Jesus.</p> <p><b>Learning Tasks:</b> Students have been given a collection of statements; some are facts and some are beliefs. Put “Fact” or “Belief” in the box next to the statement.</p> <p><b>Learning Tasks:</b> Students to create their own argument as to whether Jesus existed or not and why</p>	<p>never be a time when a student is not writing or completing a task.</p> <p>Students will be given the following:          Extra Time to write down the answers if needed.          Pictures to aid their learning.</p> <p>Students with any dyslexia will be</p>	<p><b><u>Create/Design</u></b> a Facebook profile for Jesus as if he lived in modern day GB.</p>
	<p style="text-align: center;"><b><u>Lesson Three – Jesus in the Temple</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will have a good knowledge of what happened in the temple when Jesus was a young child.</li> <li>- Students will also have a good knowledge of the impact this had not only on Jesus but on the people around him moving forward.</li> </ul> <p>By the end of this lesson the students will have the following knowledge:</p>	<p>Students will be given the following:          Extra Time to write down the answers if needed.          Pictures to aid their learning.</p>	<p><b>Knowledge Organiser</b> - Students will learn the second line of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>



2

- What happened at the temple with Jesus
- Why was Jesus at the temple?
- What did the people there think of the incident?
- How did people react to Jesus?

**Learning Tasks:** Students are to create a storyboard of Jesus in the temple.

**Learning Tasks:** They will use an online video to aid them and their knowledge.

Explain what happened in the story of Jesus in the Temple

- Jerusalem
- Nazareth
- Temple

**Resources**

[https://www.youtube.com/watch?v=ho\\_3gvlWzbw](https://www.youtube.com/watch?v=ho_3gvlWzbw)

**Lesson Four – The Baptism of Jesus**

**Intention of Knowledge:**

- Students will have the confidence to describe what happened at the River Jordan and the Baptism of Jesus.

Students will also be able to recall basic facts about his Baptism and how this links to the Trinity learnt during unit two of year 7.

By the end of this lesson the students will have the following knowledge:

- What happened at the baptism of Jesus
- Who baptised Jesus
- Why it is still important today

**Learning Tasks:** Students will begin with a recap quiz to test their knowledge from the first half term when the Baptism of Jesus was first covered in some detail.

Students with any dyslexia will be given the opportunity of an overlay.

Quizzes will have sentence starters and key words for the lower ability students.

Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task. The questions will vary on the ability of the students. Baptism storyboard for low ability students.

Stretch and Challenge:

- 1) How do we follow in the footsteps of Jesus?

**Create** a finger puppet of one of the characters from the Baptism story to be used in a class finger puppet retelling of the Baptism story in the next lesson.

	<p><b>Learning Tasks:</b> Imagine you were walking past the River Jordan the day that Jesus was Baptised. Write an account of what you saw</p> <p><b>Must include</b></p> <ol style="list-style-type: none"> <li>1) Description of what Jesus and John looked like</li> <li>2) What John said and did at Jesus' Baptism</li> <li>3) What the Father said</li> <li>4) How the Holy Spirit came down</li> </ol> <p><a href="https://www.youtube.com/watch?v=9_dr9njVzKM">https://www.youtube.com/watch?v=9_dr9njVzKM</a></p>		
3	<p style="text-align: center;"><b><u>Lesson Five – Jesus and the Disciples</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students can describe the role of team and the importance of being a team</li> <li>- Students can develop their thinking on what makes a good and successful team and how this relates to Jesus and his disciples</li> <li>- Students can recall the names of some of his disciples.</li> </ul> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- Who were the disciples of Jesus</li> <li>- Why did they follow him</li> <li>- Why was Peter the fisherman important</li> <li>- How did Jesus lead his disciples</li> </ul> <p><b>Learning Tasks:</b> Can you think of a team that you have been part of or when you have had to work together to achieve something</p> <ul style="list-style-type: none"> <li>• Explain when this was</li> <li>• How working in a team made you feel</li> </ul> <p><b>Learning Tasks:</b> Imagine you were a journalist (a news reporter) while Jesus was alive Pretend you wanted to write a report about Jesus and his 12 disciples.</p> <p style="text-align: center;"><b><u>Lesson Six – The Wedding at Cana</u></b></p> <p><b>Intention of Knowledge:</b></p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Lower ability students will be given a worksheet that has the prayers on there and for them to fill in the blanks as we work along.</p>	<p><b>Knowledge Organiser</b> - Students will learn the third row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p><b>Write/create</b> a first person account of the events that took place as though you were a servant at the wedding at Cana.</p>

	<ul style="list-style-type: none"> <li>- Students will be able to describe what happened at the wedding of Cana.</li> </ul> <p>Students will have a good knowledge of the importance of Mary in the story and why Jesus was not ready to show off his powers to people just yet.</p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- How Jesus turned the water into wine</li> <li>- Why did he do it</li> <li>- Why Jesus didn't want to do it at first</li> </ul> <p><b>Learning Tasks:</b> Imagine you were one of the Wedding Servants at the wedding of Cana. Explain what you saw at the Wedding.</p> <p><u>Must include</u></p> <ol style="list-style-type: none"> <li>1) What Mary and Jesus said to each other (grade1/1+)</li> <li>2) What Jesus did (grade1/1+)</li> </ol> <p>-</p>		
4	<p style="text-align: center;"><b><u>Lesson Seven – Feeding the 5000</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students can retell the story of the feeding of the 5000</li> <li>- Students will develop understanding by analysing how this story can still be used and relevant in today's society.</li> <li>- Students will understand the meaning of the parable and how it relates to poverty today.</li> </ul> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- Understand how Jesus fed the 5000</li> <li>- The morale of the story</li> <li>- How we can use this today</li> <li>- What did everyone around Jesus think at the time</li> </ul> <p><b>Learning Tasks:</b> Students to answer the following question:  What did this event tell the huge crowd about Jesus?  What happened in this section of the story?  Students to create a feeding the 5000 storyboards</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made.</p>	<p><b>Knowledge Organiser</b> - Students will learn the fourth row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p><b>Learning Tasks:</b> Students to create their own menu of food that they would give out to poor people.</p> <p style="text-align: center;"><b><u>Lesson Eight – Jesus in Art and Scripture</u></b></p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students can identify the different types of artwork and the different types of portrayals of Jesus that have been used in artwork.</li> <li>- Students can compare and contrast the differences between the different versions of artwork.</li> </ul> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- Identify famous paintings, frescos and statues of Jesus.</li> <li>- How artwork can be used to express Catholic belief.</li> <li>- How to Judge which piece of artwork you think best expresses your own belief about Jesus.</li> </ul> <p><b>Learning Tasks:</b> Students to assess different interpretations of Jesus in art work compared to that of scripture and Science.</p> <p><b>Learning Tasks:</b> They will create their own drawing of Jesus in their books.</p> <p><b>Learning Tasks:</b> Students to be given examples of artwork they can compare and contrast</p>	<p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made</p> <p>Students will be given historical questions to stretch and challenge.</p> <p>Images will be used to aid students.</p>	<p><b>Research</b> a CAFOD initiative that has been set up to help feed people in a LEDC. Explain what it is and how it is helping people</p>
5	<p style="text-align: center;"><b><u>Lesson Ten – Celebration of Knowledge</u></b></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p style="text-align: center;"><b><u>Lesson Eleven – DIRT Feedback</u></b></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	<p>DIRT feedback is to differ depending on each student and the work that they have completed.</p>	<p><b>Knowledge Organiser</b> – Students revise everything from this term in their knowledge organiser.</p>

<p><b>6</b></p>	<p style="text-align: center;"><b><u>Lesson Eleven – Reteach Lesson</u></b></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future.  This should be the first half of the half term condensed into the main points you want the students to re learn.  Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><b><u>Lesson Twelve– Reteach lesson Two</u></b></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future.  This should be the second half of the half term condensed into the main points you want the students to re learn.  Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress.  Word banks, sentence starters will be available to those students who need them.  Students who need to be stretched and challenged will be done so by outcome also.  Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress.  Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>
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**Subject: Religious Education  
Half Term Four**

**Core skill focus**

**Year group: Year 7**

**Module title: The Kingdom of God and Holy Week**

**Length of module: 7weeks**

Module intent / knowledge to be gained

**Intent**

Students are going to continue their foundational knowledge of Jesus by studying his early life and the parables that he taught to his followers. A development of knowledge will come from learning about the kingdom of God and how this belief impacts the life of a Christian. This will continue the learning journey by following the life of Jesus up to his sacrifice on the cross. Thus, leading to teaching about Easter and its importance.

**Knowledge**

Students will continue to gain knowledge about Jesus. They will use the knowledge gained from unit 3 and develop this further with an in depth look at the Kingdom of God and the parables that Jesus taught. Students are now developing knowledge not only of simple facts about Jesus and his life but also the impact he had on those around him and how this laid the foundations for Christianity moving forward. Students will also continue their learning from unit 2 and the liturgical year by studying about Easter and its significance for Catholic Christians.

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion across six religious traditions.

Students from our Catholic feeder schools follow the Come and See frame which is split into the following areas of study:

- Church
- Beliefs and Sacraments
- Celebration

Unit three of our SOW focuses on Jesus, parables and the early life of Christianity. At KS2 students have developed a knowledge of the Domestic Church – the family as the primary teachers of the faith. In Year 7 students build on this knowledge and begin to develop knowledge of the formal Church and how and where the Lasallian family sits within it. At KS2 students’ study the life of Jesus, the kingdom of God and the parables that Jesus taught. We continue to develop their foundational knowledge on the topic.

Pupils from the county sector follow the SCARE Agreed Syllabus’, which take a thematic approach focusing on the following themes:

- Individual Beliefs
- Special People
- Special Places
- Special Times

- Special books

Students spend a half-term building up a knowledge of each of the six major faith traditions:

- Christianity
- Judaism
- Islam
- Hinduism
- Sikhism
- Buddhism

KS4:: **Edexcel Catholic Christianity.** The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

#### **Catholic Philosophy**

- Catholic Philosophy
- Family and Relationship

#### **Judaism**

- Beliefs and teachings
- Practices

Clearly over seven years county pupils have developed an understand of the key element of religious belief and practice, yet no knowledge of Catholic Christianity. Thus, unit two builds on the students' knowledge of Christian people, places, times and books and offers them the chance to build a knowledge of the key people and times within Roman Catholic Christianity.

<p>Key words:</p> <p><b>Golden Rule</b> - The biblical rule of 'do as you would be done by' (Matt. 7:12).</p> <p><b>Beatitudes</b> - The blessings listed by Jesus in the Sermon on the Mount (Matt. 5:3–11).</p> <p><b>Parable</b> – A short story told by Jesus.</p> <p><b>Samaritan</b> – A charitable or helpful person (with reference to Luke 10:33).</p> <p><b>Ascension</b> - The ascent of Christ into heaven on the fortieth day after the Resurrection.</p> <p><b>Holy Week</b> - The week before Easter, starting on Palm Sunday</p> <p><b>Easter</b> - The most important and oldest festival of the Christian Church, celebrating the resurrection of Christ</p> <p><b>The Last Supper</b> - In the New Testament, the final meal shared by Jesus and his disciples in an upper room in Jerusalem</p> <p><b>Paschal</b> - The word <b>paschal</b> is the equivalent of Greek pascha and is derived from Aramaic pashā and Hebrew pesah, <b>meaning</b> "the passing over".</p> <p><b>Sacrifice</b> - An act of slaughtering an animal or person or surrendering a possession as an offering to a deity.</p>		<p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> <li>- Data rich seating plans with a full rational</li> <li>- Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied.</li> <li>- Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place.</li> <li>- The use of knowledge organisers and homework to ensure learning is retained.</li> <li>- Gunning fox index to be applied to reading material to assess its suitability for students.</li> </ul>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p><b><u>Lesson One – What is the Kingdom of God</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What the kingdom of God is</li> <li>- How everything that surrounds us is the kingdom of God</li> <li>- How Christians can enter the kingdom of God.</li> </ul> <p><b>Learning Tasks:</b> Students are to understand what the Kingdom of God is by first understanding what a King and a kingdom is.</p> <p><b>Learning Tasks:</b> They will then watch a clip from the Lion King and answer the questions referring to a kingdom.</p> <p>A small report explaining what the Kingdom of God is.</p> <p><b>Intention of Knowledge:</b></p>	<p>Students will be given the following:</p> <p>Extra Time to write down the answers if needed.</p> <p>Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p><b>Stretch and challenge:</b></p>	<p><b>Knowledge Organiser –</b></p> <p>Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>



	<ul style="list-style-type: none"> <li>- Students will be able to describe what the Kingdom of God is and how it surrounds us all the time.</li> <li>- Students will be able to write an extended piece of work on the importance of the Kingdom of God and how it influences the lives of Catholics.</li> </ul> <p><b>Resources</b>  <a href="https://www.youtube.com/watch?v=K5IEJlbEgz4">https://www.youtube.com/watch?v=K5IEJlbEgz4</a></p> <p style="text-align: center;"><b><u>Lesson Two – The Sermon on the Mount</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What a sermon is</li> <li>- Who told the sermon</li> <li>- Why was it told at this time</li> <li>- What did the people there think of it</li> </ul> <p><b>Learning Tasks:</b> Students to begin {PFL} with a bingo game involving the parables of Jesus.</p> <p><b>Learning Tasks:</b> They will then watch the video on the presentation and answer the questions following that.</p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to describe what a sermon is and who they were told by.</li> <li>- Students will be able to visually identify what a sermon looks like historically and today.</li> </ul>	<ol style="list-style-type: none"> <li>1) Should everyone be allowed into the kingdom of God?</li> <li>2) The kingdom of God cannot exist in our modern society. Do you agree with this statement?</li> </ol> <p>Students will be given the following:  Extra Time to write down the answers if needed.  Pictures to aid their learning.</p> <p>Students with any dyslexia will be</p>	<p>Draw a picture to illustrate what Catholics think the Kingdom of God could be like.</p>
	<p style="text-align: center;"><b><u>Lesson Three – The Parable of the Good Samaritan</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What a parable is</li> <li>- Why Jesus told them</li> <li>- What the parable of the good Samaritan is</li> </ul>	<p>Students will be given the following:  Extra Time to write down the answers if needed.  Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p>	<p><b>Knowledge Organiser</b> - Students will learn the second line of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>2</p>	<ul style="list-style-type: none"> <li>- How the moral of the story is still relevant today</li> </ul> <p><b>Learning Tasks:</b> Students will examine what they have to do in order to be nice to one another.</p> <p><b>Learning Tasks:</b> They will also explain the quote ‘Treat others how you would expect to be treated’.</p> <p><b>Learning Tasks:</b> They will watch a video and read the Parable of the Good Samaritan and then answer questions based on them.</p> <p><b>Intention of Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to describe what a parable is and who they were told by.</li> <li>- Students will be able to retell the story of the ‘Good Samaritan’.</li> <li>- Students will be able to evaluate what the moral of the story is and how it can still be relevant today.</li> </ul> <p style="text-align: center;"><b><u>Lesson Four – The Parable of the Prodigal Son</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- They will learn about the parable of the prodigal son</li> <li>- Why the son ran away</li> <li>- Why his father was not mad with him and his brother was</li> <li>- How the moral of this story is still relevant today</li> </ul> <p><b>Learning Tasks:</b> Students will watch a video and read the Parable of the Prodigal Son and then answer questions based on them.</p> <p>Small report What happens in the parable What it means</p> <p><b>Intention of Knowledge:</b></p>	<p>Quizzes will have sentence starters and key words for the lower ability students.</p> <p><b>Stretch and challenge:</b></p> <ol style="list-style-type: none"> <li>1) It is much harder to be nicer to everyone now. Do you agree with this statement?</li> </ol> <p>Students who struggle with their literacy and writing will be given extra support, and writing frames.</p>	<p>Students will create a film poster for the story to show their understanding.</p>
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	<ul style="list-style-type: none"> <li>- Students will be able to retell the story of the prodigal son who ran away.</li> <li>- Students will be able to understand why his father was not mad with him and looked after him when he returned although though he had spent all of his money.</li> <li>- Students will be able to evaluate what the moral of the story is and how it can still be relevant today.</li> </ul> <p><a href="https://www.youtube.com/watch?v=BTiiJVt_Qek">https://www.youtube.com/watch?v=BTiiJVt_Qek</a></p>		
3	<p style="text-align: center;"><b><u>Lesson Five – The Parable of the Lost Sheep</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- Students will have the knowledge of what happened in the parable</li> <li>- How the sheep become lost</li> <li>- How the Shepard found the sheep</li> <li>- How the moral of the story is relevant today</li> </ul> <p><b>Learning Tasks:</b> Students will watch a video and read the Parable of the Lost Sheep and then answer questions based on them.</p> <p>Small report  What happens in the parable  What it means  How this influences a Christians actions</p> <p><b><u>Resources</u></b>  <a href="https://www.youtube.com/watch?v=tyWZeOlaRo4">https://www.youtube.com/watch?v=tyWZeOlaRo4</a></p> <p style="text-align: center;"><b><u>Lesson Six – Holy Week and Palm Sunday</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What is holy week</li> </ul>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Lower ability students will be given a worksheet that has the prayers on there and for them to fill in the blanks as we work along.</p>	<p><b>Knowledge Organiser</b> - Students will learn the third row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p><b>Knowledge Organiser</b> - Students will learn the third row of five key words on the knowledge</p>

	<ul style="list-style-type: none"> <li>- What are the different days in holy week</li> <li>- What happened on each day</li> <li>- Why each day is as important as the other</li> </ul> <p><b>Learning Tasks:</b> Students are to begin by learning about each day in Holy Week and what makes each day important.</p> <p><b>Learning Tasks:</b> Students will then use the knowledge they have gained in order to answer the questions at the end.</p> <p><b>Learning Tasks:</b> Eyewitness account of the events that took place on Palm Sunday.</p> <p><b>Intended Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to describe the different days in Holy Week and why each day is important for Catholics.</li> <li>- Students will be able to distinguish each day and describe facts from each day.</li> </ul>	<p>The questions will be levelled so they students can attempt the questions they feel are at their level</p> <p><b>Stretch and Challenge:</b></p> <ol style="list-style-type: none"> <li>1) Each day in Holy week is as important as the other. Do you agree with this statement?</li> <li>2) Why is the sacrifice of Jesus on the cross still important today?</li> </ol>	<p>organiser. This will then be tested in the PFL during the next lesson.</p>
4	<p style="text-align: center;"><b><u>Lesson Seven – Maundy Thursday</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What happened on Maundy Thursday</li> <li>- Why the last supper is important</li> <li>- What happened at the last supper</li> </ul> <p><b>Learning Tasks:</b> Storyboard of the events that took place on Maundy Thursday.</p> <p><b>Learning Tasks:</b> Students are to watch the animation about the Last Supper and take down the key facts.</p> <p><b>Learning Tasks:</b> They will also analyse the painting of the Last Supper and why it’s significant for Catholic Christians.</p> <p><b>Intended Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to describe what happened on Maundy Thursday.</li> </ul>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made.</p>	<p><b>Knowledge Organiser</b> - Students will learn the fourth row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<ul style="list-style-type: none"> <li>- Students will evaluate the importance of the Last Supper and how that set up the events on Good Friday.</li> </ul> <p><b>Recourses:</b>  <a href="https://www.youtube.com/watch?v=997ni1xcmKw">https://www.youtube.com/watch?v=997ni1xcmKw</a></p> <p><b><u>Lesson Eight – Good Friday and Easter Sunday</u></b>  By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What happened on each day</li> <li>- Why they are linked together</li> <li>- How did everyone feel on each of these days and why they feel so different?</li> </ul> <p><b>Learning Tasks:</b> Describe the main events that took place on Easter Sunday in the correct sequence.</p> <p><b>Learning Tasks:</b> Compare the four Gospel accounts of the resurrection to identify the similarities and differences and conclude what this means for the reliability of their accounts. Students to read about the resurrection of Jesus and how it came about.</p> <p>Intended Knowledge:</p> <ul style="list-style-type: none"> <li>- Students will be able to describe what happened on both days.</li> <li>- Students will be able to analyse why the Romans treated Jesus the way that they did.</li> </ul>	<p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made</p> <p>Students will be given historical questions to stretch and challenge.</p> <p>Images will be used to aid students.</p>	<p>Newspaper article about the resurrection of Jesus set at the time.</p>
5	<p><b><u>Lesson Ten – Celebration of Knowledge</u></b>  Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p><b><u>Lesson Eleven – DIRT Feedback</u></b></p>		<p><b>Knowledge Organiser</b> – Students revise everything from this term in their knowledge organiser.</p>

	Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.	DIRT feedback is to differ depending on each student and the work that they have completed.	
6	<p style="text-align: center;"><b><u>Lesson Eleven – Reteach Lesson</u></b></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><b><u>Lesson Twelve– Reteach lesson Two</u></b></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

**Subject: Religious Education  
Half Term Five**

**Core skill focus**

**Year group: Year 7**

**Module title: Challenges of Life**

**Length of module: 6 weeks**

Module intent / knowledge to be gained

**Intent**

The intent of this unit is to allow the students to examine the different types of evil within our world and how a Catholic will defend the idea of God existing at the same time as evil. Students will also learn about a Bible story that relates to the problem of evil and how this can relate to their own lives. It is important for students to learn how to deal with difficult times in their life and to give them ideas of how to deal with it using the examples of famous Catholics who put their faith into action.

**Knowledge**

Students will gain a foundation on why humans face challenges in their own lives and how they will be able to overcome it in the future. They have learnt about the challenges of Jesus in unit 4 and this is then taken into their own lives within this unit 5. Specifically students will gain the following knowledge about the different types of evil and this will be backed up by the story of Job in the Bible. This allows students to understand how Catholics defend the idea of evil. The lives of Martin Luther King, Nicky Cruz and Nelson Manella will be studied and the way they lived their faith will be investigated. It is important for students

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion across six religious traditions.

Students from our Catholic feeder schools follow the Come and See frame which is split into the following areas of study:

- Church
- Beliefs and Sacraments
- Celebration

Unit five of our SOW focuses on the challenges that we have in our lives and the challenges that famous historical figures have also gone through. At KS2 students have developed a knowledge of the Domestic Church – the family as the primary teachers of the faith. In Year 7 students build on this knowledge and begin to develop knowledge of the formal Church and how and where the Lasallian family sits within it. At KS2 students’ study the life of Jesus, the kingdom of God and the parables that Jesus taught. We continue to develop their foundational knowledge on the topic. This continues on from unit 4 which looks at the challenges that Jesus went through when he was crucified.

Pupils from the county sector follow the SCARE Agreed Syllabus’, which take a thematic approach focusing on the following themes:

- Individual Beliefs
- Special People
- Special Places

to understand how different people have taken their faith and managed to make a change in the world.

- Special Times
- Special books

Students spend a half-term building up a knowledge of each of the six major faith traditions:

- Christianity
- Judaism
- Islam
- Hinduism
- Sikhism
- Buddhism

KS4: **Edexcel Catholic Christianity**. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

#### **Catholic Philosophy**

- Catholic Philosophy
- Family and Relationship

#### **Judaism**

- Beliefs and teachings
- Practices

Clearly over seven years county pupils have developed an understanding of the key elements of religious belief and practice, yet no knowledge of Catholic Christianity. Thus, unit two builds on the students' knowledge of Christian people, places, times and books and offers them the chance to build a knowledge of the key people and times within Roman Catholic Christianity.



<p>Key words:</p> <p><b>Joy</b> - A feeling of great pleasure and happiness.</p> <p><b>Challenge</b> – A call to someone to participate in a competitive situation or fight to decide who is superior in terms of ability or strength.</p> <p><b>Moral Evil</b> – Evil caused by humans that can be done to other humans. This includes, murder and violence.</p> <p><b>Natural Evil</b> – Evil that is caused by nature. This includes, hurricanes and Tsunamis.</p> <p><b>Equality</b> - The state of being equal, especially in status, rights, or opportunities.</p> <p><b>Stewardship</b> - The job of supervising or taking care of something like the world God created for us.</p> <p><b>Racism</b> - prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.</p> <p><b>Apartheid</b> - A policy or system of segregation or discrimination on grounds of race.</p> <p><b>Story of Job</b> – The story of a man who had everything. Later lost everything and was tested by God to prove his love for God.</p> <p><b>Protest</b> - A statement or action expressing disapproval of or objection to something.</p>		<p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> <li>- Data rich seating plans with a full rational</li> <li>- Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied.</li> <li>- Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place.</li> <li>- The use of knowledge organisers and homework to ensure learning is retained.</li> <li>- Gunning fox index to be applied to reading material to assess its suitability for students.</li> </ul>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p><b><u>Lesson One – The Joys and Challenges in Our Own Lives</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What joy is</li> <li>- What a challenge is</li> <li>- The challenges that we face daily</li> <li>- How to overcome challenges and how to look at them</li> </ul> <p><b>Learning Tasks:</b> Students will analyse what makes them happy in their own lives and create a list of the positives and the negatives.</p> <p><b>Learning Tasks:</b> They will write down the challenges of believing in God but also how that can bring joy.</p> <p><b>Intended Knowledge:</b></p>	<p>Students will be given the following:</p> <p>Extra Time to write down the answers if needed.</p> <p>Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p><b>Stretch and challenge:</b></p> <ol style="list-style-type: none"> <li>1) Can joy be found in every single situation?</li> <li>2) What will be the biggest challenge in your life?</li> </ol>	<p><b>Knowledge Organiser –</b></p> <p>Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<ul style="list-style-type: none"> <li>- Students will be able to describe and understand what the term joy means and how we feel joy in our own lives.</li> <li>- Students will be able to retell a challenge they have faced in their life.</li> <li>- Students will give examples of ways in which people are able to overcome challenges in their own lives.</li> </ul> <p style="text-align: center;"><b><u>Lesson Two – Evil and Suffering</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What do the terms evil and suffering mean</li> <li>- The different ways in which people can suffer</li> <li>- How to overcome suffering</li> <li>- Why suffering may be a challenge sent by God</li> </ul> <p><b>Learning Tasks:</b> Students will analyse the case of the murder of James Bulger and why that is evil.</p> <p><b>Learning Tasks:</b> Students will create a list for each moral and natural evil.</p> <p>They will answer a question about the problem of evil.</p> <p><b>Intended Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will be able formulate reasons why Christians still suffer despite believing in God</li> <li>- Students will be able to describe what evil and suffering is.</li> <li>- Students will be able to identify evil and suffering in the world.</li> </ul> <p><b><u>Resources</u></b>  <a href="https://www.youtube.com/watch?v=TrkQe4tyJnQ">https://www.youtube.com/watch?v=TrkQe4tyJnQ</a></p>	<p>Students will be given the following:  Extra Time to write down the answers if needed.  Pictures to aid their learning.</p> <p>Students with any dyslexia will be</p>	<p><b>Research</b> a piece of artwork.  Song, piece of music that makes you fill up with Joy</p> <p>Bring into lesson to create a class Joy montage</p>
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	<p style="text-align: center;"><b><u>Lesson Three – The Story of Job</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- Who Job was and why he was God’s favourite</li> <li>- Why he was punished for doing nothing wrong</li> <li>- The morale of the story and why it is relevant to the topic of evil and suffering</li> </ul> <p><b>Learning Tasks:</b> Students will complete the worksheet on Job after using the information during the lesson.</p> <p><b>Learning Tasks:</b> Students will read the story of Job and create their own evaluations based upon that.</p> <p><b>Learning Tasks:</b> ‘Was God right to challenge Job just to make a bet with Satan’? A question for students to test themselves with.</p> <p><b>Intended Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Retell the story of Job</li> <li>- To be able to describe the meaning of the story of Job</li> <li>- To be able to evaluate how that relates to the previous lesson in the unit on evil and suffering.</li> </ul> <p style="text-align: center;"><b><u>Lesson Four – Martin Luther King</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- Who Martin Luther King was</li> <li>- The impact he had on the civil rights movement</li> <li>- Why his impact is still just as important today</li> <li>- Historical context of the time</li> </ul> <p><b>Learning Tasks:</b> Students will describe why a peaceful protest is better than a violent protest and evaluate why people like Malcolm X would hold violent protests.</p> <p><b>Learning Tasks:</b> Listen and Watch the YouTube presentation about Martin Luther King and what Black people were facing in</p>	<p>Students will be given the following:          Extra Time to write down the answers if needed.          Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.          Quizzes will have sentence starters and key words for the lower ability students.</p> <p>Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task. The questions will vary on the ability of the students.          Baptism storyboard for low ability students.          Students who struggle with their literacy and writing will be given extra support, and writing frames.</p> <p><b>Stretch and Challenge:</b></p> <ol style="list-style-type: none"> <li>1) Nonviolence is a much better form of protest. Do you agree with this statement?</li> </ol>	<p><b>Knowledge Organiser</b> - Students will learn the second line of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p><b>Research</b> Martin Luther Kings “I have a dream speech” Imagine he was coming to visit our school. How many different ways could we show Martin Luther King that his dream came true in our school</p>
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	<p>America at the time. Write down words that describe what you see.</p> <p><b>Intended Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to describe who Martin Luther King was and the impact he made on the civil rights movement.</li> <li>- Students will be able to understand what the civil rights movement was.</li> </ul> <p>Resources:  <a href="https://www.youtube.com/watch?v=vP4iY1TtS3s">https://www.youtube.com/watch?v=vP4iY1TtS3s</a>  <a href="https://www.youtube.com/watch?v=PyurjhRNOmw">https://www.youtube.com/watch?v=PyurjhRNOmw</a></p>		
3	<p style="text-align: center;"><b><u>Lesson Five – Nicky Cruz</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- Who Nicky Cruz was</li> <li>- Why his story is important</li> <li>- The lessons his life can teach us</li> </ul> <p><b>Learning Tasks:</b> Students will re-tell the story of his life and create a diagram to portray this.</p> <p><b>Learning Tasks:</b> They will also create a mind map showing the similarities between Jesus and Nicky Cruz.</p> <p><b>Intended Learning:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to describe who Nicky Cruz was and his historical background.</li> <li>- Students will about to evaluate how the life of Nicky Cruz is still relevant today.</li> </ul> <p style="text-align: center;"><b><u>Lesson Six – Nelson Mandela</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- Who was Nelson Mandela</li> </ul>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Lower ability students will be given a worksheet that has the prayers on there and for them to</p>	<p><b>Knowledge Organiser</b> - Students will learn the third row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p><b>Imagine</b> we could send letters back in time. Write a letter from yourself in our present time to Nelson Mandela when he was</p>

	<ul style="list-style-type: none"> <li>- Why was he important in South Africa</li> <li>- The historical context of South Africa</li> <li>- How he overcame suffering to be president of South Africa</li> <li>- The suffering he was put through</li> </ul> <p><b>Learning Tasks:</b> Students will research why and how Nelson Mandela ended up in prison and his subsequent release and time in charge of the country.</p> <p><b>Learning Tasks:</b> Students will also create a mind map showing the similarities between Jesus and Nelson Mandela.</p> <p><b>Intended Learning:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to explain who Nelson Mandela was and how he influenced the future of South Africa and become the president</li> <li>- Students will be able to evaluate how Nelson Mandela overcame the suffering to become the president.</li> </ul>	<p>fill in the blanks as we work along.</p> <p>The questions will be levelled so they students can attempt the questions they feel are at their level</p>	<p>imprisoned telling him what South Africa will be like in the future.</p>
4	<p style="text-align: center;"><b><u>Lesson Seven – Mother Teresa</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- Who was Mother Teresa</li> <li>- Why was she so important to the Catholic faith</li> <li>- What does it mean to be a nun</li> <li>- How did she live her life for the benefit of others</li> </ul> <p><b>Learning Tasks:</b> Students to create a fact file on Mother Teresa and her life</p> <p><b>Learning Tasks:</b> Students to write an extended piece of writing as if they are writing a letter to tell Mother Teresa how special she is.</p> <p><b>Intended Learning:</b></p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made.</p>	<p><b>Knowledge Organiser</b> - Students will learn the fourth row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p><b>Research</b> a saint that overcame a challenge in their life.</p>

	<ul style="list-style-type: none"> <li>- Students to be able to describe who Mother Teresa and the impact she made on the plant.</li> </ul> <p style="text-align: center;"><b><u>Lesson Eight Research on Saints</u></b></p> <ul style="list-style-type: none"> <li>• To describe a Saint and why they have been.</li> <li>• To evaluate the different Saints and there qualities.</li> <li>• To create a piece of work depicting what they have learnt about that specific Saint.</li> </ul> <p style="text-align: center;">Lessons 10+11 require teacher to book a computer room Students research a Catholic Saint of their choice and create a small information sheet about the saint and the challenges that they overcame in their lives.</p>	<p>Differentiated questioning and outcomes for higher ability students. Worksheets with images will be made</p> <p>Students will be given historical questions to stretch and challenge.</p> <p>Images will be used to aid students.</p>	
<b>5</b>	<p style="text-align: center;"><b><u>Lesson Ten – Celebration of Knowledge</u></b></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p style="text-align: center;"><b><u>Lesson Eleven – DIRT Feedback</u></b></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	<p>DIRT feedback is to differ depending on each student and the work that they have completed.</p>	<b>Knowledge Organiser –</b> Students revise everything from this term in their knowledge organiser.
<b>6</b>	<p style="text-align: center;"><b><u>Lesson Eleven – Reteach Lesson</u></b></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><b><u>Lesson Twelve– Reteach lesson Two</u></b></p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be</p>	Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.

	<p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future.</p> <p>This should be the second half of the half term condensed into the main points you want the students to re learn.</p> <p>Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>done so by outcome also.</p> <p>Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress.</p> <p>Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>
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**Subject: Religious Education  
Half Term Six**

**Core skill focus**

**Year group: Year 7**

**Module title: Hinduism**

**Length of module: 6 weeks**

Module intent / knowledge to be gained

**Intent:**

The intent of this unit is to give the students a different perspective by teaching them about another Religion. The reason why Hinduism was chosen was because it is so drastically different from the Catholic Christianity they have done in the previous five units.

**Knowledge:**

Students are to begin by understanding the concept and basic ideology of Hinduism. Students must be able to recall the basic beliefs of Hinduism are. They will first study the three main deities within Hinduism known as the Trimurti. This will give the students the ability to reflect on units one, two and three and understand how Hinduism is both different and similar to Christianity. Students will then develop a deeper knowledge of the many different deities that include, Ramayana, Ganesha and Hanuman. Students will then learn about the festival of Diwali and relate this back to unit two and the study of the Christian celebration of Christmas.

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion across six religious traditions.

Students from our Catholic feeder schools follow the Come and See frame which is split into the following areas of study:

- Church
- Beliefs and Sacraments
- Celebration

Unit 6 of the scheme of work will focus upon another Religion. That religion is Hinduism. Students are already aware from unit 1 the symbol's in Hinduism and are aware it is one of the major six religious' faiths in the UK. The students will use knowledge gained about Christianity to help compare and contrast two different religions. This will be an excellent opportunity to develop their knowledge away from a traditional monotheistic religion to a more unfamiliar polytheistic religion. The unit will allow studies to be a lot more creative, with their thinking and their work. This unit should open their eyes and minds to a different type of religious faith, one they may not have every studied before.

Students spend a half-term building up a knowledge of each of the six major faith traditions:

- Christianity
- Judaism
- Islam



<p>They will identify the similarities and differences. The students will then learn about Puja and the five senses before finishing the year off with an end of year assessment that will include information from all six units.</p>	<ul style="list-style-type: none"> <li>- Hinduism</li> <li>- Sikhism</li> <li>- Buddhism</li> </ul> <p><b>KS4: Edexcel Catholic Christianity.</b> The four units are called:</p> <ul style="list-style-type: none"> <li>• Beliefs and teachings</li> <li>• Practices</li> <li>• Sources of Wisdom and Authority</li> <li>• Forms of Expression.</li> </ul> <p><b>Catholic Philosophy</b></p> <ul style="list-style-type: none"> <li>• Catholic Philosophy</li> <li>• Family and Relationship</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• Beliefs and teachings</li> <li>• Practices</li> </ul> <p>Clearly over seven years county pupils have developed an understanding of the key elements of religious belief and practice, yet no knowledge of Catholic Christianity. Thus, unit two builds on the students' knowledge of Christian people, places, times and books and offers them the chance to build a knowledge of the key people and times within Roman Catholic Christianity.</p>
<p>Key words:</p> <p><b>Polytheistic</b> – The belief in more than one God.</p> <p><b>Trimurti</b> - triad of the three gods Brahma, Vishnu, and Shiva. Each God providing its own purpose for Hindus.</p> <p><b>Brahman</b> – It is the ultimate reality in the universe that underpins all of Hindu scripture.</p> <p><b>Brahma</b> - Brahma is the Hindu creator god. He is also part of the Trimurti.</p> <p><b>Vishnu</b> – Is seen as the protector of the world. Also a key part of the Trimurti.</p> <p><b>Shiva</b> - Shiva is known as "The Destroyer" within the Trimurti, the Hindu trinity that includes Brahma and Vishnu.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> <li>- Data rich seating plans with a full rationale</li> <li>- Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied.</li> <li>- Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place.</li> <li>- The use of knowledge organisers and homework to ensure learning is retained.</li> </ul>

<p><b>Atman</b> - Atman means 'eternal self'. The atman refers to the real self beyond ego or false self. It is often referred.</p> <p><b>Caste</b> - A division of society based on differences of wealth, inherited rank or privilege, profession, occupation, or race.</p> <p><b>Vedas</b> – A collection of texts that are from divine origin.</p> <p><b>Samsara</b> - The concept of rebirth and "cyclicity of all life, matter, existence", a fundamental belief of most Indian religions. In short, it is the cycle of death and rebirth.</p> <p><b>Yatra</b> - Means a pilgrimage to holy places such as confluences of sacred rivers, places associated with Hindu epics such as the Mahabharata and Ramayana, and other sacred pilgrimage sites.</p>	<ul style="list-style-type: none"> <li>- Gunning fox index to be applied to reading material to assess its suitability for students.</li> </ul>		
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p align="center"><b><u>Lesson One – Introduction to Hinduism</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- The foundational knowledge of beliefs</li> <li>- Key basic beliefs</li> <li>- The historical context of the religion</li> <li>- The key understanding of Polytheism</li> </ul> <p><b>Learning Tasks:</b> Students will be taken through all the basic introductory facts about the religion of Hinduism.</p> <p><b>Learning Tasks:</b> Students will evaluate different images of the Simpsons character of Homer. They must look at the reasons why he wears different costumes for each different task and how that relates to Hinduism and their belief in God.</p> <p><b>Intended Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students to be able to recall simple facts about the Religion of Hinduism.</li> </ul>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p><b>Stretch and challenge:</b></p> <ol style="list-style-type: none"> <li>1) State some similarities between Christianity and Hinduism</li> <li>2) How much does the area of origin affect the practices of the religion?</li> </ol>	<p><b>Knowledge Organiser –</b> Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<ul style="list-style-type: none"> <li>- Students will be able to understand the historical and social context of Hinduism.</li> <li>- Students to be able to describe the term Polytheism and how it is different to Monotheism.</li> </ul> <p style="text-align: center;"><b><u>Lesson Two – The Trimurti</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What is the Trimurti</li> <li>- What individual Gods make up the Trimurti</li> <li>- The individual importance of each God</li> </ul> <p><b>Learning Tasks:</b> Students will develop their knowledge of the Trimurti and why it is important for Hindu's.</p> <p><b>Learning Tasks:</b> Students will use the knowledge gained from this lesson to complete the questions at the end.</p> <p><b>Learning Tasks:</b> Students to use and complete work sheet.</p> <p><b>Intended Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to describe the basic facts about the Trimurti.</li> <li>- Students will be able to recall each of the Gods in the Trimurti</li> </ul>	<p>Use Hinduism to help support your answer.</p> <p>Students will be given the following:          Extra Time to write down the answers if needed.          Pictures to aid their learning.</p> <p>Students with any dyslexia will be</p>	<p>Go home and explain to someone the concept of the Trimurti who did not know about it previously.</p>
	<p style="text-align: center;"><b><u>Lesson Three – Female Deities</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- The importance of female role models within Hinduism</li> <li>- Who are the female deities</li> <li>- What are the different powers of each Avatar</li> </ul> <p><b>Learning Tasks:</b> Students must Think about 2 inspirational people in your lives. People who you look up to or respect</p>	<p>Students will be given the following:          Extra Time to write down the answers if needed.          Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p>	<p><b>Knowledge Organiser -</b>          Students will learn the second line of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>2</p>	<p><b>Learning Tasks:</b> The popular shoe brand converse produced a shoe with female Hindu deities on the side. Should this have been allowed?</p> <p><b>Intended Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students to be able to recall the main female deities in Hinduism</li> <li>- Students to be able to describe the different abilities of each deity.</li> </ul> <p style="text-align: center;"><b><u>Lesson Four – Ganesh</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- Who was Ganesh</li> <li>- How did he come about to become an elephant/man hybrid</li> <li>- The moral of the story for Hindu’s today</li> </ul> <p><b>Learning Tasks:</b> Students to use the game of guess who to understand the deities they have already learnt about.</p> <p><b>Learning Tasks:</b> Students to watch a video about Ganesh and then answer questions about it.</p> <p><b>Intended Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to understand the role Ganesh has within Hinduism.</li> <li>- Students will be able to describe the different roles each Deity has within Hinduism.</li> </ul> <p><b>Resources:</b>  <a href="https://www.youtube.com/watch?v=HDGQ713Zz54">https://www.youtube.com/watch?v=HDGQ713Zz54</a></p>	<p>Quizzes will have sentence starters and key words for the lower ability students.</p> <p><b>Stretch and challenge:</b></p> <ol style="list-style-type: none"> <li>1) Why is it important that both male and female deities are represented correctly?</li> </ol> <p>Students who struggle with their literacy and writing will be given extra support, and writing frames.</p>	<p>Create a drawing of one of the Ramayana characters to create a class collage</p>
	<p style="text-align: center;"><b><u>Lesson Five – The Ramayana</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- The story of the Ramayana</li> </ul>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p>	<p><b>Knowledge Organiser -</b> Students will learn the third row of five key words on the knowledge organiser. This will</p>

<p>3</p>	<ul style="list-style-type: none"> <li>- The issues of light vs dark</li> <li>- Why the story is still important of Hindu's today</li> </ul> <p><b>Learning Tasks:</b> Students begin by answering the following questions:  What is your favourite adventure film/book?  Why do you like it?  Who is your favourite character and why?</p> <p><b>Learning Tasks:</b> Students will then read the story and watch a video on what the Ramayana is and why it is important for Hindu's.</p> <p>Intended Knowledge:</p> <ul style="list-style-type: none"> <li>- Students will be able to retell the story of the Ramayana</li> <li>- Students will be able to discuss the difference between light and dark and how this is relevant today.</li> </ul> <p style="text-align: center;"><b><u>Lesson Six – The Festival of Diwali</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What a festival is</li> <li>- What happens at the festival of Diwali</li> <li>- How it is celebrated today</li> <li>- Why Hindu's celebrate Diwali</li> </ul> <p><b>Learning Tasks:</b> Students to look at the different celebrations around the world.</p> <p><b>Learning Tasks:</b> They will also create a card for Diwali using the information gathered through the lesson.</p> <p>Intended Knowledge:</p> <ul style="list-style-type: none"> <li>- Students will be able to describe what happens at the festival of Diwali</li> <li>- Students will be able to understand how Diwali is celebrated each year by Hindu's.</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Structure led answers for weaker English writing students.  Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Lower ability students will be given a worksheet that has the prayers on there and for them to fill in the blanks as we work along.</p> <p>The questions will be levelled so they students can attempt the questions they feel are at their level</p>	<p>then be tested in the PFL during the next lesson.</p> <p>Create a leaflet to inform non-Hindu teachers about why some students might not be in school to celebrate Diwali</p>
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<p>4</p>	<p style="text-align: center;"><b><u>Lesson Seven – Krishna and Holi</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- Who was Krishna</li> <li>- Who was Holi</li> <li>- Why are they important to Hindu's</li> </ul> <p><b>Learning Tasks:</b> Around the classroom are 8 different facts about Krishna Go around the room and collect all 8 pieces of information about Krishna 9minutes</p> <p><b>Learning Tasks:</b> Extension question Try and explain what sort of person you think Krishna was. Would you like to be his friend?</p> <p><b>Intended Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Students will be able to describe who Krishna and Holi are.</li> <li>- Students will be able to evaluate the importance of these two deities.</li> </ul> <p style="text-align: center;"><b><u>Lesson Eight – Puja</u></b></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> <li>- What is Puja</li> <li>- What are the five senses when they worship</li> <li>- Why is each sense important</li> </ul> <p><b>Learning Tasks:</b> Students must answer questions and complete a worksheet from the knowledge they have learnt from this lesson.</p> <p><b>Learning Tasks:</b> Students to create a poster with all the information they have learnt about Puja.</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> <li>• Extra Time to write down the answers if needed.</li> </ul> <p>Differentiated questioning and outcomes for higher ability students. Worksheets with images will be made.</p> <p>Differentiated questioning and outcomes for higher ability students. Worksheets with images will be made</p> <p>Students will be given historical questions to stretch and challenge.</p> <p>Images will be used to aid students.</p>	<p><b>Knowledge Organiser</b> - Students will learn the fourth row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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5	<p><b><u>Lesson Ten – Celebration of Knowledge</u></b> Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p><b><u>Lesson Eleven – DIRT Feedback</u></b> Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	DIRT feedback is to differ depending on each student and the work that they have completed.	<b>Knowledge Organiser</b> – Students revise everything from this term in their knowledge organiser.
6	<p><b><u>Lesson Eleven – Reteach Lesson</u></b> Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p><b><u>Lesson Twelve– Reteach lesson Two</u></b> Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

		Word banks, sentence starters will be available to those students who need them.	
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