

## Overview: KS3 Year 7 for 'World Religions.'

Topic / Unit:	Lessons (how many)	Skills Indicators	Essential Knowledge
Introduction to Religious Studies Hinduism	1 6	<p><b>Rather than levels we will use the following descriptors</b></p> <p>➤ <b>Excellence</b> The student has a thorough understanding of the subject. They can extend and apply ideas and have a high level of subject thinking and reasoning.</p> <p>➤ <b>Secure</b> The student has a good all-round basis in the subject. They can link and relate ideas and concepts, and have shown strategies for thinking and reasoning.</p> <p>➤ <b>Developing</b> The student has grasped many of the basic ideas and concepts of the subject which have been assessed so far. They can link different skills and concepts together.</p> <p>➤ <b>Foundation</b> The student is starting to grasp some of the basic content of the subject in areas which have been assessed and can recall and reproduce basic content and single ideas.</p>	<p>Why do we study Religious Studies in schools</p> <p>What is the purpose of religion?</p> <p>For different parts of the years pupils will be focussing on the following topics for each religion:</p> <ul style="list-style-type: none"> <li>• Origins</li> <li>• Basic beliefs and values</li> <li>• Prophets and messengers</li> <li>• Holy scriptures</li> <li>• Symbols and stories</li> <li>• Festivals</li> <li>• Beliefs and practices</li> <li>• Places of worships</li> <li>• Beliefs about life after death and purpose of life</li> </ul> <p>Pupils will also be doing a comparative study on all these aspects.</p> <p>Pupils will learn how to justify their point of views on different beliefs in all the six religions</p>
<b>Half term</b>			
Christianity	7		
<b>Christmas holidays</b>			
Judaism	6		
<b>Half term</b>			
Islam	6		
<b>Easter</b>			
Sikhism	7		
<b>Half term</b>			
Buddhism	7		
<b>End of year exam</b>			
<b>Summer holidays</b>			

## Scheme of Learning KS3 Year 7 for 'Introduction to RS / Hinduism'

Topic / Unit: Hinduism	Year 7	No. of lessons: 7
<p><b>Key Concept:</b></p> <ul style="list-style-type: none"> <li>• Understand the significance of studying Religious Studies in school</li> <li>• Understand the reasons why some people follow religion</li> <li>• A detailed study of Hinduism</li> <li>• Reflect upon some of the beliefs in Hinduism and identify those beliefs and values which can benefit us in today's life</li> <li>• How can beliefs and values serve as a guide for moral decision making?</li> </ul>		
<b>Progress Area: Knowledge</b>		
K1		K2
<p><i>To understand and define the keywords from religion 'Hinduism'</i>  <i>To know about:</i></p> <ul style="list-style-type: none"> <li>• Origins</li> <li>• Basic beliefs and practices</li> <li>• Gods: Krishna, Rama, Shiva, Durga</li> <li>• Holy scriptures: Gita and Ramayan</li> <li>• Symbols and Stories</li> <li>• Festivals</li> <li>• Places of worships</li> <li>• Beliefs about life after death and purpose of life</li> </ul> <p>Keywords: Ahimsa, Ashram, Atman, Avatar, Brahma, Brahmin, Castes, Mandir, Satya, Shiva, Swastika, Untouchable, Varna, Vishnu</p> <p>Artefacts: Murtis of Ganesha, Krishna, Shiva, Hanuman, Om signs, Swastika, Divali cards, Krishna's flute, Prayer Thaali(Plate) Model of a Mandir</p>		<p><i>To understand the significance of learning RS in school</i>  <i>To identify and appreciate different purposes of following a religion in life.</i></p> <p><i>Looking at the origins of Hinduism and understand the cultural/regional influence on beliefs and practices in Hinduism</i></p> <p><i>Know the attributes of Gods and Goddesses and see why people would worship them. What can we learn from their life stories?</i></p> <p><i>Where do the holy scriptures come from? Why are they considered as holy? What was the purpose behind compilation of these scriptures? Study a few parts of these scriptures and understand the implications in today's world.</i></p> <p><i>Study/Recall/Tell some of the stories related to Hindu festivals and analyse their contents in order to achieve better understanding of beliefs and practices.</i></p>

	<p><i>Study the architect of Mandir and analyse the features which reflect on beliefs and practices in Hinduism.</i></p> <p><i>Study the beliefs about life and death in Hinduism and appreciate how these beliefs help Hindus in living a good life.</i></p>
<b>Progress Area: Skills</b>	
<i>S1</i>	<i>S2</i>
<p><b>Question about importance of Religious Studies in the academy.</b></p> <p><b>Identify the reasons why some people may or may not choose to follow a religion.</b></p> <p><i>Use IT skills to research about the key beliefs in Hinduism</i></p> <p><i>Investigate the life stories of Krishna, Rama, Shiva, Durga and identify the features and attributes that show divinity and spirituality</i></p> <p><i>Explore how symbols and stories within Hinduism help people to understand God</i></p> <p><i>Interpret Hindu views on life after death and meaning of life.</i></p> <p><i>Illustrate the main features of a mandir and explain their significance</i></p>	<p><b>Determine the factors that make it essential to study different beliefs and practices of people around the globe</b></p> <p><i>Interpret some parts of holy scriptures and describe the use of teachings and beliefs in today's world</i></p> <p><i>To analyse the story behind the origins of Diwali festival and recognise significance of the celebration in modern society</i></p> <p><i>Express your opinion on Hindu beliefs on life after death and meaning of life. Justify your reasons to agreeing or disagreeing with these beliefs.</i></p> <p><i>Evaluate your learning on Hinduism and identify the areas which can be most useful in today's world.</i></p>
<p><b>Application – Activities / Tasks</b>  <b>Include reference to class and homework activities:</b></p>	<p><b>Differentiation: suggested activities for HAPs / LAPs:</b></p>
<p><i>Week 1: Beliefs about God.</i>  By the end of the lesson we will:  - Have set out class expectations  - Have reflected on our own beliefs about God</p>	

<p>LP Starter: What do you think we should expect to learn in RE?          What behaviour/attitudes should we expect as a class?          Teacher to liaise with class to ensure communal agreement on class rules.          Teachers to ensure British values and respect highlighted.</p> <p>Main: Superpowers          If you could have any super powers in the world what would they be?          How does this exercise link to God?          What powers does God have?          Plenary: Exit Tickets: God is ...          Students to reflect on what God is to them write down on post it to be stuck on reflection wall for display. Possible use later in SOL what do you think about God now? How does this compare to other religions you have studied?</p> <p>HW: Ask 2 family members/friends to make their own God is statement.</p>	
<p><i>Week 2: Introduction to Hinduism</i>          By the end of the lesson we will have:</p> <ul style="list-style-type: none"> <li>- Reflected on our beliefs about God</li> <li>- Compared these beliefs to Hindu beliefs about God</li> </ul> <p>LP          Starter: God is statements from HW          Main: BBC Bitesize video, Tree drawing activity, Trimurti highlighted.          Plenary: How do Hindu beliefs about God compare to your own? Similarity and difference table?          HW: Research 3 more gods/goddesses and add them to the tree with name, picture and role.</p>	

<p><i>Week 3: Place of Worship</i></p> <p>By the end of the lesson we will:</p> <ul style="list-style-type: none"><li>- Know the layout of a Mandir</li><li>- Predict how the features of a Mandir can help Hindus to connect to God</li></ul> <p>Starter: Match the keywords with their picture.</p> <p>Main: Students create their own Mandir using the keywords and pictures. They must be able to explain why they have picked their particular layout, and how they think each feature can help Hindus connect to God.</p> <p>Plenary: Groups present, students question each others choices, <b>justify</b> their opinions.</p> <p><b>HW: Set up assessment:</b></p> <p><b>Imagine you are a tour guide showing people around the Mandir. You must use keywords and expand on 2 of the following topics:</b></p> <ul style="list-style-type: none"><li>• <b>Hindu beliefs about God</b></li><li>• <b>Music in Hinduism</b></li><li>• <b>Puja</b></li><li>• <b>Festivals</b></li><li>• <b>Pilgrimage</b></li></ul>	
<p><i>Week 4: Puja - How do Hindus worship?</i></p> <p>By the end of this lesson we will:</p> <ul style="list-style-type: none"><li>- Have explored how puja takes place both privately and communally.</li><li>- Understand why the puja ritual takes place.</li></ul> <p>Starter: Key words spelling test.</p> <p>Main: Groups of 4/5. Artefacts, fact files handed around students to make notes on all. Artefacts and fact files passed around each group, students talk about and research why each objects is used and make notes.</p>	

<p>Plenary: Pictionary. One student draws the part of the puja set he/she is thinking of. The team to buzz first and guess correctly gets a point. Winner – merits.</p>	
<p>Week 5:  Music in worship.  By the end of the lesson we will:  - Know how the Ohm symbol is significant in worship  - Compare the use of music in Hindu worship to our own experiences of music</p> <p>LP  Starter: students enter classroom to meditation playing on YouTube of Ohm. Ohm symbol on board.  How does this make you feel?  Do you feel like this could help you connect with God? Why?</p> <p>Main: What is Ohm discussion, notes made by students in books in a brainstorm around their own illustration of Ohm.  Think back to the beginning of the lesson - How do you think we can make this meditation more effective?  Meditation is led by teacher taking into account the students suggestions about how to make the meditation more effective. Allow time to move the classroom about if this is what the students suggest.</p> <p>Plenary: How important is music to worship? Reflective sentence/post it note/Graffiti Wall.</p>	
<p>Week 6: Festivals  By the end of the lesson we will:  - Know the story of Diwali  - Be able to relate our knowledge of Hindu worship and beliefs about God to this festival.</p>	

Starter: To read the story of Diwali – Popcorn activity possible.

Main: Students to draw one picture to summarise the story and add keywords underneath this. Discussion over what the story teaches Hindus today. How do Hindus celebrate this festival? (video)

Plenary: Why are religious festivals important to believers?

Plenary: Students to present their partners research.

Assessment:	
Progress Descriptors: Knowledge	Progress Descriptors: Skills
<p><b>Excellence:</b> I am able to give the full explanations of the key religious words and ideas. I can answer all the questions related to all the studied areas on Hinduism. I can recall few teachings from Geeta and Ramayana. I can translate their meanings and apply the understanding to fit to the lifestyle of a British society. I can retell some life stories of Rama, Krishna, Shiva and Durga. When I do my tasks I include detailed explanation, keywords and examples from the topic with excellent effort in presentation</p> <p><b>Secure:</b> I am able to give fairly full explanations of the key words and ideas. I am able to answer all the knowledge based questions correctly. I am working on justifying my own point of view as well as showing understanding to some alternatives to that. I can recall some teachings from Geeta and Ramayana. I can describe their translation and meaning and explain how it could be useful for my life. When I do my tasks I include some detail with good use of keywords and examples.</p> <p><b>Developing:</b> I can remember and define briefly some keywords and ideas from Hinduism. I can answer most of the knowledge based answers correctly. I am working on expressing my opinion on the studied beliefs and ideas. I can recall one or two teachings from Geeta and Ramayana. I can try to describe the meaning of these teachings. When I do my tasks I include very few details with minimum use of keywords and examples</p> <p><b>Foundation:</b> I can remember some facts on Hinduism and give brief explanations of key religious words and ideas. I attempt most of the questions, writing answers that briefly cover the topic. I did my tasks but with brief or few explanations.</p>	<p><b>Excellence:</b> I can understand and interpret a few parts of Gita and Ramayana and write a description on how they can be useful to me and others in today's world. I can recall the whole story of Diwali and explain in detail the significance of Diwali festival in life of a Hindu family living in Britain. I can give few examples of teachings from Hinduism and justify my opinions upon those teachings by giving strong reasons. I can consider/acknowledge and appreciate the opinions that may differ from mine.</p> <p><b>Secure:</b> I can understand and interpret a few parts of Gita and Ramayana and write a description on how they can be useful to me and others in today's world. I can recall the whole story of Diwali and explain in detail the significance of Diwali festival in life of a Hindu family living in Britain. I can develop full answer and give few examples of teachings from Hinduism and justify my opinions upon those teachings by giving strong reasons</p> <p><b>Developing:</b> I can interpret some parts of Gita and Ramayana and write a description on how they can be useful to me. I can recall most of the parts of story of Diwali and explain the significance of Diwali in my life. I can give some examples of teachings from Hinduism and express my point of view on them</p> <p><b>Foundation:</b> I can try to interpret one or two parts of Gita and Ramayana and describe very briefly how they could be useful to any one. I can retell some parts of story of Diwali. I can give one or two examples of teachings from Hinduism without expressing my point of view.</p>

<b>Resources:</b>
<b>Smart Boards</b> <b>White boards</b>
<b>Cross-Curricular:</b>
<b>Literacy / Numeracy / IT</b> <i>(add more as required here – e.g. designing / making Technology)</i>
SPaG <b>PEEL</b>

<b>Unit 2: Judaism</b>	
<p><i>Week 1: The Origins of Judaism.</i>          By the end of the lesson we will:  <i>- Have familiarised ourselves with the patriarchs of Judaism and linked these to events that are significant to the formation of Judaism.</i></p> <p>Starter: Keyword Brainstorm. Students to think of names, places, dates, words and images they associate with Judaism. Time for class feedback and discussion.</p> <p>Main: Research 2 key figures who founded Judaism – Abraham and Moses. What promises did God make to these men and what events happened in their lives? Relate to the keywords of covenant,</p>	

<p>Canaan (The Promised Land) and Egyptians. Students' independent skills tested. They must work in pairs to research and make notes.</p> <p>Plenary: Discuss the information collected and summarise on an A3 piece of paper before having a class discussion on how significant the figures and events are to Jews today.</p>	
<p><i>Week 2: Judaism Today</i></p> <ul style="list-style-type: none"> <li>- Know some key words and practises of Judaism</li> <li>- Understand how these practises have an impact on the spiritual beliefs of Jewish people.</li> </ul> <p>Starter/Main: Combined due to length of lesson. Students to look at the question sheets and identify the question they most want the answer to. The students are then sent around the classroom as detectives to research and collect answers to questions.</p> <p>Plenary: Quick Quiz – Students have to hide their resources sheets and answer the questions as a class/group/pair.</p> <p>HW: 3 questions you have as a result of today's lesson. To be used in the student interview with the Rabbi.</p>	
<p><i>Week 3: Place of Worship</i></p> <p>By the end of the lesson we will:</p> <ul style="list-style-type: none"> <li>- Know the layout of a Synagogue</li> <li>- Predict how the features of a Synagogue can help Jews to connect to God</li> </ul> <p>Starter: Where are we today? Why do you think this?</p> <p>Main: Match the keywords to their definition on the sheet as a group. Match the keywords and definitions to the pictures as a group and then read the directions to plan the layout of the Synagogue. Students will have 2 lessons to draw and re-create their own layout of a Synagogue. They will need to make sure they include what each feature does/its role.</p> <p>Plenary: Spelling Test.</p>	

<p><b>Week4: Place of Worship</b>  By the end of the lesson we will:</p> <ul style="list-style-type: none"> <li>- Know the layout of a Synagogue</li> <li>- Predict how the features of a Synagogue can help Jews to connect to God.</li> </ul> <p>Starter: Think of a place special to you and link this to the Synagogue. Justify your connection with evidence.</p> <p>Main: Continue with the design of the Synagogue, information stealers from each group used as self and peer assessment. As a group, pick the most important feature of the Synagogue. Why is this the most important feature? Justify your answer with evidence.</p> <p>Plenary: Class Quiz.</p>	
<p><b>Week 5: The Star of David.</b>  By the end of the lesson we will:</p> <ul style="list-style-type: none"> <li>- Know who King David was and why he was important to Judaism</li> <li>- Understand how King David relates to the symbol of Judaism.</li> </ul> <p>Starter: Revisit the questions we had about Judaism from Lesson 2 HW. Have we answered them? What can we do to get our answers?</p> <p>Main: Market Place activity with events from King David’s life. Students split into groups and learn new pieces of information about David before returning to teach their teachers.</p> <p>Plenary: Decide – was King David flawless? Can we learn from him today? Why is he important to Jews?</p>	
<p><b>Week 6: Hanukah</b>  By the end of the lesson we will:</p> <ul style="list-style-type: none"> <li>- Know why and how Hanukah is celebrated.</li> <li>- Have linked the events of the Hanukah story to events in the world today and evaluated how we feel about these events.</li> </ul> <p>Starter: What do we already know/think?</p>	

Main: Watch the video on Hanukah and summarise the story. Why is this event still celebrated today? Can we link the Maccabees' actions to what we already know about Judaism?  
Topics for discussion: King of Syria is similar to religious extremism today/Courage of the Maccabees fighting for rights to practise religion linked to Sikh Martyrs/How does light link to God in this story and can you think of any other religious stories where this is the case?  
Plenary: Create a chatterbox on Judaism.

## Christianity

# Unit 3: Christianity

*Week 1: Beliefs about God.*

By the end of the lesson we will:

- Know how Judaism and Christianity are linked
- Understand what Christians believe about God

LP Starter: Do you know any keywords we may use in this unit?

Main: Market Place. Slides 4-12 are printed out and put around the classroom. Slides 5+6 are together. Slides 11+12 are together.

Plenary: Class Quiz on PP

*Week 2: Who is Jesus?*

By the end of the lesson we will have:

- Explored who Jesus was and what he looked like
- Understand what he was like as a person

Starter: Worksheet – Look at the image for 30 seconds and close your eyes. Who are you looking at?

Why do you say this? Look at the images on the pp and discuss what appearance Jesus was more likely to have.

Main: Identify the false statements about Jesus. Worksheet.

What was the most important action Jesus took and why?  
What is the Golden Rule of Christianity and how did Jesus display this in his actions?  
Plenary: Write a modern day story that shows Jesus' Golden Rule.

Lessons 3 and 4: What did Jesus teach?

*By the end of the lesson we will have:*

- *Reflected on who Jesus was and what he did.*
- *Understood the morals of 2 parables of Jesus.*

Starter: Reflect on last week's true and false activity – which fact about Jesus was the most important in your opinion?

Main: What is a parable? What are the different ways of learning about God? Encourage students to reflect on their personal experiences of worship/learning about religion/God/school.

Give students 2 parables. Read, **what is the lesson being taught here?**

Students must then re-enact in a modern interpretation of the parable's lesson. This may take up to two lessons in order to fully understand the meaning of the parables.

Plenary: Pledges. Students to write what actions they can start using in their lives as a result of these parables.

HW: Carry out these pledges and record them. Opportunity for display board here.

Lesson 5: Place of Worship

*By the end of the lesson we will have:*

- Explored the layout of the church.
- Understood why the different parts of a church are so important to Christian worship.

Starter:

Look at the trip pictures to Immaculate Heart of Mary Church. What features do you recognise? What questions do you have?

Main: <http://www.bbc.co.uk/education/clips/zkvcd2p> notes.

Watch this video. Plan layout of church. Base this on the students' feedback from the Church trip.

Plenary: What feature of the church do you think is the best at connecting Christians to God? Why? Students pick each other to respond in 'Bounce the Question.'

