

Religious Studies – Term 1

| <b>Term: 1</b><br><b>Year: 7</b><br><b>Subject: Religious Studies</b>   |   |   |  |  |
|---|---|---|--|--|
| WHAT?   | HOW?  |   |  | HOW WELL?  |
| Curriculum Content/LO   | In the event of a localised lockdown  | In the event of a bubble being unable to attend school  | In the event of individual students who are shielding  | Assessment   |
| <p>This thematic study will help students to develop:</p> <ul style="list-style-type: none"> <li>academic and intellectual rigour</li> <li>an understanding of the prehistory and development of religion through the ages</li> <li>an understanding of common features of religions</li> <li>an appreciation and respect for religious teachings, beliefs and believers</li> </ul> <p><u>They will be able to:</u></p> <ul style="list-style-type: none"> <li>compare features of religions</li> <li>analyse religious themes</li> <li>evaluate the importance of religion in the modern world.</li> </ul> <p><u>At the end students will know:</u></p> <ul style="list-style-type: none"> <li>how religion developed and spread</li> <li>what religion is about</li> <li>what religions have in common</li> </ul> | <ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision.</li> <li>Paper-based provision alternatives available</li> </ul> | <ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision.</li> <li>Paper-based provision alternatives available</li> </ul> | <ul style="list-style-type: none"> <li>Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>Weekly Live TEAMS KS3 clinic slot.</li> <li>PowerPoint narration added to resources where appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>Recall test completed using Microsoft Forms Quiz functionality or Class Charts</li> <li>Depth test – modified single task assessment</li> <li>TEAMS assignments question paper</li> </ul> |

| Term: 1/2<br>Year: 8<br>Subject: Religious Studies   |  |  |  |  |
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| WHAT?  | HOW?   |  |  | HOW WELL?  |
| Curriculum Content/LO  | In the event of a localised lockdown   | In the event of a bubble being unable to attend school   | In the event of individual students who are shielding  | Assessment   |
| <p>This study of Christianity will help students to develop:</p> <ul style="list-style-type: none"> <li>• a knowledge of the foundations of Christianity</li> <li>• religious language specific to Christianity</li> <li>• an awareness of how Christianity has developed into a worldwide religion</li> <li>• knowledge of the key beliefs and practices of Christianity.</li> </ul> <p><u>They will be able to:</u></p> <ul style="list-style-type: none"> <li>• recognise some of the diversity that makes up Christianity</li> <li>• understand that beliefs influence behaviours</li> <li>• explore and present different points of view</li> </ul> <p><u>At the end students will know:</u></p> <ul style="list-style-type: none"> <li>• about the life of Jesus</li> <li>• about how Christians demonstrate their beliefs through their practices and behaviours</li> </ul> | <ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</li> <li>• Paper-based provision alternatives available</li> </ul> | <ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</li> <li>• Paper-based provision alternatives available</li> </ul> | <ul style="list-style-type: none"> <li>• Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>• Weekly Live TEAMS KS3 clinic slot.</li> <li>• PowerPoint narration added to resources where appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>• Recall test completed using Microsoft Forms Quiz functionality or Class Charts</li> <li>• Depth test – modified single task assessment</li> <li>• TEAMS assignments question paper</li> </ul> |

**Remote Learning Contingency Plan – 2020-21**



**Religious Studies – Term 1**

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| <ul style="list-style-type: none"><li>• how and where Christians worship.</li></ul> |  |  |  |  |
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Religious Studies – Term 1

| Term: 1/2<br>Year: 9<br>Subject: Religious Studies  |   |   |  |  |
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| WHAT?   | HOW?  |   |  | HOW WELL?  |
| Curriculum Content/LO   | In the event of a localised lockdown  | In the event of a bubble being unable to attend school  | In the event of individual students who are shielding  | Assessment   |
| <p>This study of Ethics will help students to develop:</p> <ul style="list-style-type: none"> <li>• an understanding of the idea of right and wrong</li> <li>• religious and technical language specific to Ethics</li> <li>• their own attitude to different issues</li> </ul> <p><u>They will be able to:</u></p> <ul style="list-style-type: none"> <li>• describe some of the issues faced in today's world</li> <li>• understand that beliefs influence attitudes and behaviours</li> <li>• explore and present different points of view.</li> </ul> <p><u>At the end students will know:</u></p> <ul style="list-style-type: none"> <li>• about some current ethical issues/debates</li> <li>• about some religious attitudes to ethical issues/debates</li> </ul> <p>the importance of listening to others</p> | <ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision.</li> <li>• Paper-based provision alternatives available</li> </ul> | <ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision.</li> <li>• Paper-based provision alternatives available</li> </ul> | <ul style="list-style-type: none"> <li>• Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>• Weekly Live TEAMS KS3 clinic slot.</li> <li>• PowerPoint narration added to resources where appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>• Recall test completed using Microsoft Forms Quiz functionality or Class Charts</li> <li>• Depth test – modified single task assessment</li> <li>• TEAMS assignments question paper</li> </ul> |

Religious Studies – Term 1

| <p><b>Term: 1</b></p> <p><b>Year: 10</b></p> <p><b>Subject: Religious Studies</b></p>  |   |   |   |   |
|--|---|---|---|---|
| WHAT?  | HOW?  |   |   | HOW WELL?   |
| Curriculum Content/LO  | In the event of a localised lockdown  | In the event of a bubble being unable to attend school  | In the event of individual students who are shielding   | Assessment  |
| <p><b><u>Christianity – Beliefs and Teachings</u></b></p> <p>. Develop knowledge of the specific beliefs and teachings in Christianity to include the following</p> <ul style="list-style-type: none"> <li>• God as omnipotent, loving and just, and the problem of evil and suffering</li> <li>• the oneness of God and the Trinity: Father, Son and Holy Spirit.</li> <li>• Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</li> <li>• Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.</li> </ul> | <p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p> | <p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p> | <p>. Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</p> <p>. Weekly Live TEAMS KS3 clinic slot.</p> <p>. PowerPoint narration added to resources where appropriate.</p> <p>. 48 hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL</p> | <p>. Students to be assessed on their performance on semi-structured exam questions (1, 2, 4 and 5 mark questions). These focus on the recall of knowledge as well as explaining Christian beliefs/teaching and their importance to Christians today.</p> |

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|  |  |  | as per the 'Individual Self-Isolation Process'. |  |
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