

RELIGIOUS STUDIES - Term 5

Year: 7 Subject: Religious Studies				
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 Islam will help students to develop:</p> <ul style="list-style-type: none"> • a knowledge of the foundations of Islam • religious language specific to Islam • an awareness of how Islam has developed into a worldwide religion • knowledge of the key beliefs and practices of Islam. <p><u>They will be able to:</u></p> <ul style="list-style-type: none"> • recognise some of the diversity that makes up Islam • understand that Islam is a religion of duty <p>explore and present different points of view.</p> <p><u>At the end students will know:</u></p> <ul style="list-style-type: none"> • about the life of Muhammad • about how Muslims demonstrate their beliefs through their practices and behaviours • how and where Muslims worship. 	<ul style="list-style-type: none"> • Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). • PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision. • Paper-based provision alternatives available 	<ul style="list-style-type: none"> • Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). • PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision. • Paper-based provision alternatives available 	<ul style="list-style-type: none"> • Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. • Weekly Live TEAMS KS3 clinic slot. • PowerPoint narration added to resources where appropriate. 	<ul style="list-style-type: none"> • Recall test completed using Microsoft Forms Quiz functionality or Class Charts • Depth test – modified single task assessment • TEAMS assignments question paper

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Year: 9				
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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 unit gives students a first opportunity to study philosophy, and to think and argue philosophically, focusing on the philosophy of religion. This thematic study will help your students to develop:</p> <ul style="list-style-type: none"> • curiosity about ideas • critical thinking • respect for opinions they disagree with. <p><u>They will be able to understand:</u></p> <ul style="list-style-type: none"> • reason logically • present cogent arguments • evaluate arguments. <p><u>At the end students will know:</u></p> <ul style="list-style-type: none"> • some arguments for the existence of God and counter-arguments • arguments against the existence of God • differences between knowledge and belief. 	<ul style="list-style-type: none"> • Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). • PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision. • Paper-based provision alternatives available 	<ul style="list-style-type: none"> • Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). • PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision. • Paper-based provision alternatives available 	<ul style="list-style-type: none"> • Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. • Weekly Live TEAMS KS3 clinic slot. • PowerPoint narration added to resources where appropriate. 	<ul style="list-style-type: none"> • Recall test completed using Microsoft Forms Quiz functionality or Class Charts • Depth test – modified single task assessment • TEAMS assignments question paper

Year: 10				
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<p><u>COMPONENT 2: Thematic Studies</u></p> <ul style="list-style-type: none"> In Term 5, students will complete Theme B 'Religion and Life'. Students will explore a range of contested issues around the theme of life and will further their understanding of religious perspectives on this issues – particularly in Christianity and Islam Examples of some of the contested issues covered include animal experimentation, abortion and euthanasia 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. Paper-based provision alternatives available 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. Paper-based provision alternatives available 	<ul style="list-style-type: none"> Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. Weekly Live TEAMS KS3 clinic slot. PowerPoint narration added to resources where appropriate. 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 as per the 'Individual Self-Isolation Process'. 	<ul style="list-style-type: none"> Students to be assessed on their performance on semi-structured exam questions (1, 2, 4, 5 and 12 mark mark questions). These focus on the recall of knowledge as well as explaining specific beliefs. 12 mark questions assess students' ability to evaluate a contested statement.