

## KS3 Knowledge & Skills Overview (2 lessons per fortnight) 2020 -21

2020 – 21	Year 7	Year 8	Year 9	
<p>Autumn 1 8 week term WB 7/09 – 19/10</p>	<p style="text-align: center;"><b><u>Topic: How do we express meaning?</u></b> <b>(1a. Creativity)</b></p> <p><b><u>Lessons:</u></b></p> <ol style="list-style-type: none"> <li>1 Expressing religion through symbols</li> <li>2 Expressing religious through symbolic actions</li> <li>3 Expressing religious through symbolic clothing</li> <li>4 Expressing religious through symbolic objects</li> <li>5 Expressing meaning through food</li> </ol> <p><b>Sep - Fact test</b> <b>Oct – fact test</b> <b>Skills: (2a)</b> <b>Interrelated topics:</b> 4a. Year 10 Christian beliefs, 4C Islamic Beliefs</p>	<p style="text-align: center;"><b><u>Topic: What makes a good leader?</u></b> <b>(1c. Choice/ 1d. Community)</b></p> <p><b><u>Lessons:</u></b></p> <ol style="list-style-type: none"> <li>1 Introduction to keywords</li> <li>2 Courage (Martin Luther King)</li> <li>3 Courage (Gandhi)</li> <li>4 Just (Guru Nanak)</li> <li>5 Self-Discipline (Siddharta Gotama)</li> <li>6 Selflessness (Mother Theresa)</li> <li>7 Awe-inspiring (Anne Frank)</li> <li>8 Awe-inspiring (Malala)</li> <li>9 Awe-inspiring (Nelson Mandela)</li> </ol> <p><b>1<sup>st</sup> assessment</b> <b>Oct - Fact test/ 5 mark assessment</b> <b>Skills: (2a, 2C)</b></p> <p><b>2nd assessment</b> <b>Dec - 2/4/5 mark assessment:</b> <b>Skills: (2a, 2b, 2C)</b></p> <p><b>Interrelated topics:</b> 4a. Year 10 Christian beliefs</p>	<p style="text-align: center;"><b><u>Topic: How do people show commitment?</u></b> <b>(1e. Commitment)</b></p> <p><b><u>Lessons:</u></b></p> <ol style="list-style-type: none"> <li>1 – Introduction to the 4 Greek Loves</li> <li>2 – 5: Agape, Eros, Storge &amp; Philia</li> <li>6 – What is marriage?</li> <li>7 – Christian marriage</li> <li>8 - Muslim marriage</li> <li>9 - Jewish marriage</li> <li>10 Hindu marriage</li> <li>11 - Celibacy</li> <li>12 - Cohabitation</li> <li>13 – Divorce</li> </ol> <p><b>Oct - Fact test/ 2 mark/ 4 mark assessment</b> <b>Skills : (2a, 2b, 2C)</b> <b>Interrelated topics: 4e. Relationship and Families</b></p>	<p style="text-align: center;"><b>Disposition content:</b></p> <p>1a. Creativity</p> <p>1b. Compassion</p> <p>1c. Choice</p> <p>1d. Community</p> <p>1e. Commitment</p> <p>1f. Contemplation</p> <p><b>2. Skills:</b> <b>Assessments are based on developing skills for GCSE style questions</b> A01: Knowledge and Understanding of religion and beliefs</p> <p>2a. beliefs, practice and sources of authority (fact tests)</p> <p>2b. influence on individuals, communities and societies (4 mark/ 5 mark questions)</p> <p>2c. similarities and differences within and or/ between religion and beliefs (5 mark questions)</p> <p>2d. A02: Analyse and evaluate aspects of religion and belief, including their significance and influence (12 mark questions)</p> <p><b>3. Assessments:</b> <b>Assessments take place in line with whole school assessment and profiles</b></p>
<p>Autumn 2 7 week term WB 2/11 – 14/12</p>	<p style="text-align: center;"><b><u>Topic: What rules do religious believers use?</u></b> <b>(1b. Compassion/1c. Choice)</b></p> <p><b><u>Lessons:</u></b></p> <ol style="list-style-type: none"> <li>1. What are rules?</li> <li>2. The Ten Commandments</li> <li>3. The Beatitudes</li> <li>4. Zakat</li> <li>5. Sawm</li> <li>6. Sewa</li> <li>6 moral precepts</li> </ol>			

	<p><b>Jan – fact test/ 4 mark/ 4 mark</b>  <b>Skills: (2a, 2C, 2B)</b>  <b>Interrelated topics:</b> 4B Year 10 Christian beliefs, 4D Islamic Practices</p>		
<p>Spring 1  6 week term  WB 4/01 – 8/02</p>	<p><b>Topic: What is the nature of God? (1f. Contemplation)</b></p> <p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1 Belief in God – Definition</li> <li>2 Christian beliefs in God – Trinity</li> <li>3 Muslim beliefs in God – Tawhid</li> <li>4 Sikh beliefs about God – Mul Mantar</li> <li>5 Hindu Understanding of God</li> <li>6 Rastafarian views about God</li> <li>7 Jain views about God</li> </ol> <p><b>April - Fact test/4 mark assessment</b>  <b>Skills : (2a, 2b)</b>  <b>Interrelated topics:</b> 4a. Year 10 Christian beliefs, 4c. Islamic Beliefs</p>	<p><b>Topic: What does it mean to be Christian/ Muslim? (1b. Compassion/ 1f. Contemplation)</b></p> <p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1 How did Christianity begin?</li> <li>2 Do all Christians have the same beliefs?</li> <li>3 Christian worship</li> <li>4 Christian festivals</li> <li>5 Famous Christians</li> <li>6 Muslims in the UK – Origins of Islam</li> <li>7 Do all Muslims have the same beliefs</li> <li>8 Muslim worship</li> <li>9 Muslim festivals</li> <li>10 Famous Muslims</li> </ol> <p><b>Feb - Fact test/5 mark assessment</b>  <b>Skills : (2a, 2c)</b>  <b>Interrelated topics:</b> 4a. Year 10 Christian beliefs, 4c. Islamic Beliefs</p>	<p><b>Topic: How do religion explain and respond to suffering (1b. Compassion/1f. Contemplation)</b></p> <p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1. What is suffering?</li> <li>2. Why does God allow suffering?</li> <li>3. Good Through Suffering in Christianity</li> <li>4. Suffering in Islam</li> <li>5. Buddhist view on suffering</li> <li>6. Religious Responses to suffering</li> </ol> <p><b>Jan - Fact test/ 12 mark essay</b>  <b>Skills : (2a, 2d)</b>  <b>Interrelated topics:</b> 4a. Year 10 Christian beliefs, 4c. Islamic Beliefs</p>
<p>Spring 2  6 week term  WB 22/02 – 29/3</p>	<p><b>Topic: Why are pilgrimages important? (1f. Contemplation)</b></p> <p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1 Christian Pilgrimage</li> <li>2 Sikh Pilgrimage</li> <li>3 Jewish Pilgrimage</li> <li>4 Stories behind Hajj</li> <li>5 Muslim Pilgrimage Hajj</li> <li>6 Hindu Pilgrimage</li> </ol>	<p><b>Topic: What is life after death? (1f. Contemplation)</b></p> <p><b>Lessons:</b></p>	<p><b>Topic: How can we respond to persecution? (1c. Choice 1d. Community)</b></p> <p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1 What is persecution</li> <li>2 Holocaust Lesson 1 &amp; 2</li> <li>3 Sikh Massacre</li> </ol>
<p>Summer 1  5 week term  WB 19/04 – 24/05</p>			

**4. Interrelated topics:**  
**KS3 POS are designed to introduce key concepts and vocabulary to students to prepare for AQA GCSE content.**

4a. Year 10 Christian beliefs

4b Christian Practices

4c. Islamic Beliefs

4d. Islamic Practices

4e. Yr11 – Thematic studies – Religion, Relationships and Families

4f Religion and Life

4g. Religion, Peace and Conflict

4h. Religion, Crime and Punishment

**5. Closing the Word Gap:**  
**Practical classroom ideas for closing the word gap with strategies to develop students' understanding of the words they read, hear and speak.**

5a. Creating word banks

5b. Making links between key terms

5c. Avoiding common mistakes and misunderstandings (Confusing noun and verb forms: prayer and pray/ belief and believe)

5d. Understanding vocabulary for exams/assessments

5e Vocabulary to improve students' writing (Modelling/ Learning key word definitions/ Making foreign language key words a challenge)

	<p>7 Design your own board game  <b>Assessment see below</b>  <b>Skills assessed – see below</b>  <b>Interrelated topics:</b> 4B. Year 10 Christian Practice., 4D Islamic Practice</p>	<ol style="list-style-type: none"> <li>1 Can we live on after death?</li> <li>2 Definitions of resurrection, legacy and memory</li> <li>3 Heaven and Hell</li> <li>4 Reincarnation and rebirth</li> <li>5 Scriptural evidence of immortality</li> <li>6 Alternative beliefs- The Day of the Dead</li> <li>7 Ghosts, Channelling and NDE's</li> <li>8 Arguments from science and atheism</li> <li>9 Do you believe in the Afterlife – review</li> </ol>	<ol style="list-style-type: none"> <li>4 Rwandan Genocide</li> <li>5 Have we learnt from the past</li> <li>6 Making a stand student project</li> </ol> <p><b>March - 2 mark/ 4 mark 5 mark assessment:</b>  <b>Skills : (2a, 2b, 2c)</b>  <b>Interrelated topics:</b> 4g. Religion, Peace and Conflict</p>
<p>Summer 2  7 week term  WB 7/06 – 12/07</p>	<p><b><u>Topic What is the impact of religious festivals and celebrations?</u></b>  <b>(1d. Community 1e. Commitment)</b></p> <p>Lessons:</p> <ol style="list-style-type: none"> <li>1. Judasim – Hanujkah</li> <li>2. Christianiy – Ester</li> <li>3. Islam – Eid</li> <li>4. Buddhism – Wesak</li> <li>5. Hindu Diwali</li> <li>6. Sikhism – Vaisakhi</li> </ol> <p><b>June - fact test/4 mark/ 12 mark essay:</b>  <b>Skills : (2a, 2b, 2d)</b></p> <p><b>Interrelated topics:</b> 4b Christian practices 4C Islamic practices</p>	<p><b>1<sup>st</sup> assessment</b>  <b>May - Fact test/ 4 marks/12 mark essay</b>  <b>Skills : (2a, 2b, 2d)</b></p> <p><b>2<sup>nd</sup> assessment</b>  <b>July - Fact test 12 marks</b>  <b>Skills : (2a)</b></p> <p><b>Interrelated topics:</b> 4a. Christian beliefs., 4C Islamic beliefs</p>	<p><b><u>Topic: GCSE content</u></b></p> <p><b>June - Fact test/ 5 mark assessment</b>  <b>Skills : (2a, 2c)</b></p>

## 6. Individual year overview of knowledge and skills/ GAP filling

### Year 7:

Students will be taught the Program of Study with an emphasis on developing knowledge and understanding of the different world faiths. A thematic approach has been adopted for this year to enable all students to grasp an understanding of the main faith groups in the UK.

### Year 8:

Due to lockdown, work was set online for students to complete on Pilgrimage and Religious Festivals.

Teachers will plan recall questions and knowledge retrieval in lessons.

There will also be a greater focus on evaluation-based questions.

### Year 9:

Students have an understanding of the structure and format of examination style questions. To develop this further, teachers will embed these questions regularly into lessons to help prepare for class assessments.

Teachers will plan recall questions and knowledge retrieval in lessons.