

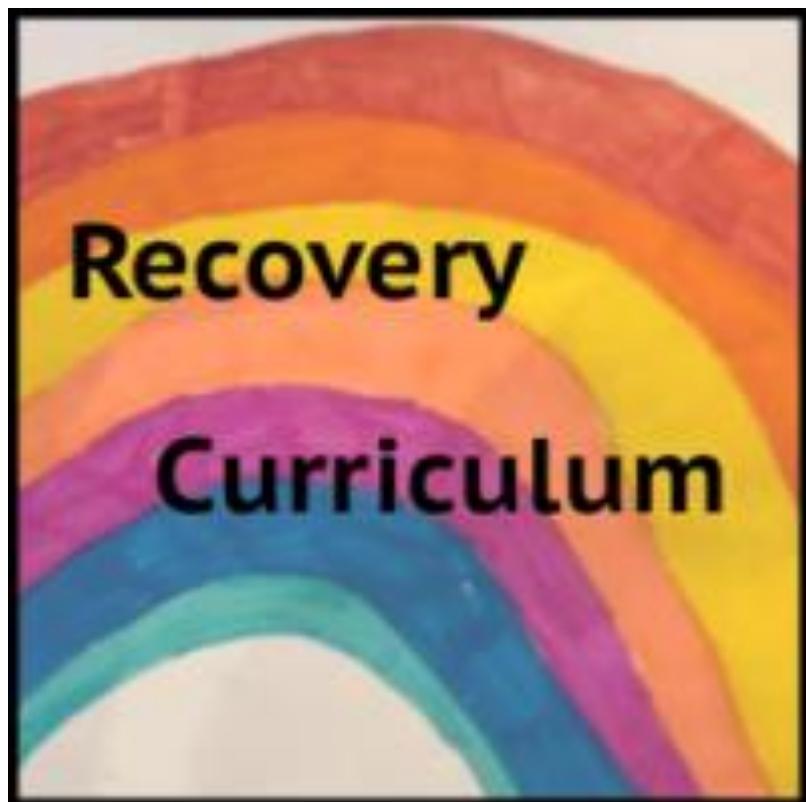
RECOVERY CURRICULUM

Subject: Religious Studies

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Created: 10/07/20

Updated: 13/07/20



Subject:	Religious Studies	Teacher:	Shace Allcock
Year:	7	Class:	
Unit title:	Key Religious Figures		
Duration:	6 weeks		

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.

Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?

Pupils will know Key Religious Figures, some of the things those key figures did, how they have impacted people at the time and now. Pupils will also begin to develop a knowledge of the six key religions overall by exploring key figures for each and being introduced to key terms/concepts. Pupils will also gain Knowledge of the main beliefs and practises of the main religions in the world today, an understanding of the importance and influence of religion in society, build tolerance and respect for people who do not share the same beliefs or outlook on life, develop an understanding of the values and traditions of other cultures and develop an enquiring mind able to make reasoned decisions and informed judgements about religious and moral issues.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

The Key Religious Figures PoS highlights individuals who all showed our key values of ambition, bravery and kindness. For example students will look at some of Jesus miracles of healing a leper (this shows students that you should always be kind despite what others may say) a further example is the Prophet Mohammad who despite being cast out of his home continued to share the message of Allah (this shows students to be both ambitious and brave in the face of adversity). The main principle of this PoS is to show pupils some of the amazing things that key figures have done in the name of religion whilst also introducing them to all 6 of the major religions we study in RS.

It will also allow student to be Ambitious by developing a critical analysis of challenging world views, be Brave by Encountering challenging approaches to issues that they do not agree with and be kind by Promoting mutual respect and kindness towards those different from ourselves.

Content – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?
<p>Students will study Key Religious Figures such as Jesus, Moses, Muhammad, Buddha, Guru Nanak, Vyasa. Whilst looking at these key figures students will be introduced to the 6 major faiths we study and key concepts within each of those religions. Pupils will also be introduced to specific examples of each key figures work and life. Pupils will also begin to explore how these key figures have influenced whole religions and people's lives.</p>	<p>Unlike most subjects RS has never had specified contents from a National Curriculum but only guidelines published both on an LA/National level. This PoS aims to include major beliefs, practices and key figures from the '6 major' world religions with a focus on Christianity as the 'major religious tradition in Britain today' following this guidance and in preparation for the AQA GCSE course undertaken by our students.</p>
<p>Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?</p> <p>This SoW will give pupils an introductory knowledge of the central figures behind major world traditions so that they are able to understand the history/philosophies that still permeate through modern societies. Britain is now a very diverse society; finding out about the beliefs and lifestyles of all people makes us think about what we believe and reflect on our own choices. This helps us to develop our own ideas and opinions, and ultimately shapes who we are. Learning to express our own beliefs and to listen to the views of others is an important life skill and this is something that Religious Studies staff have a passion for. This SoW will allow our students to go out into the wider world with a key understanding and awareness of people's beliefs, which in turn will promote a mutual respect, tolerance of different cultures and communities within our pupils.</p>	

Implementation

GAPS	
<p>Identification – how are you going to identify the gaps in knowledge/skills?</p>	<p>Triage – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?</p>
<p>Students will start each lesson with a DNA recall quiz of the previous lesson and lesson taught prior in the SoW, this will allow for key gaps in knowledge and concepts to be identified. This data of student retiral will then be used to inform the next stage of teaching and planning.</p> <p>Students will also complete two assessments points, one in the middle of the SoW and one at the end again allowing for</p>	<p>From the students DNA quiz starter tasks, key misconceptions and gaps in knowledge can be identified which will inform planning of the next lesson and teaching within that lesson.</p> <p>The two assessment points in the SoW will also allow key gaps in knowledge to be identified and filled along with weaknesses in skills which will be worked on in future lessons.</p>

<p>understanding to gaged but also how students are able to apply the knowledge and concepts from the SoW. The middle assessment point will ensure any misconceptions or weaknesses in skills are identified and revisited within the next stage of the SoW. The end assessment point will inform the planning for the next Sow ensuring key areas of knowledge and concepts are revisited and key skills are focussed upon.</p>	
KEY CONCEPTS	
<p>Key Concepts – what are the key concepts being taught?</p>	<p>Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?</p>
<p>Who Jesus, Moses, Muhammad, Buddha, Guru Nanak and Vyasa are. How compassion, kindness, bravery and ambition can be found in all 6 of the major world faiths. Key events that happened within the 6 major religions e.g. Jesus healed the sick as he was both fully man and God Key beliefs that the 6 major religions hold e.g. In Islam the Qur'an is the direct word of God that was revealed to the prophet Mohammad. How each key figure still impacts believers of that religion today and also how these people have impacted wider society. To explore the idea of why it is important to learn about other religions and cultures, why this is such a key idea for the society that we live in today.</p>	<p>Through studying these key concepts that include major beliefs, practices and key figures from the '6 major' world religions with a focus on Christianity as the 'major religious tradition in Britain today' pupils will be prepared for next stage of learning within these concepts and eventually the AQA GCSE course. Pupils will also begin to explore the skills needed to answer GCSE questions by learning how to develop an argument that looks at both sides whilst also exploring their own opinion.</p>
WELLBEING	
<p>Lockdown – how will students share their experiences of lockdown?</p>	<p>Social and Emotional – how will student social and emotional health be supported?</p>
<p>Key discussion task will be included within each lesson to ask students to reflect upon their own experiences, the experiences of others and the experience of society as whole</p>	<p>Students will see examples of people who in despite often being in unfortunate circumstances and people being against them were</p>

<p>of lockdown, whilst linking back to the key figures and how lockdown may of impacted them and their work.</p> <p>Through exploring the key beliefs of the 6 major faiths lesson will also raise the issue of how people who belong to those faiths may of impacted and again how they think it may of impacted the key religious figure of that lesson.</p>	<p>still able to make a change and have an ever lasting impact upon their religion/ the world.</p> <p>It will allow students to explore a range of beliefs from the lens of other cultures allowing students to explore their own beliefs and experiences. This will support both social and emotional development in pupils as it will allow them to build a key understanding and awareness of people's beliefs. I will also help pupils to develop their own ideas and opinions, and ultimately shapes who they are as people.</p>
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RE-ESTABLISH

<p>Learning Skills – how are you going to re-establish the skills for learning?</p>	<p>Relationships – how are you going to re-establish classroom relationships?</p>
<p>Lessons will be well structured with opportunities to write, listen and discuss. Lessons will start with a DNA that will take the same structure each lesson of a short quiz, this will get students in the habit of reviewing their learning and getting used to low stakes quizzing.</p> <p>Lessons will have opportunities for students to work in pairs to discuss key concepts and to also discuss them as whole class this will enable students to get into the habit of listening to others share their views. It will also allow pupils to hear views they may of never encountered before and sharing their own views which is a key skill for learning in RS.</p> <p>Pupils will also have the opportunity to answer questions that will assess knowledge of key concepts and build the skill of arguing contrasting vies whilst also sharing their own views.</p>	<p>Relationships will be re-established by creating learning environments that allow pupils to discuss freely and explore new concepts and explore what we have all been through in the recent months.</p> <p>The aim is to create an environment that is safe, positive, allows students to be heard and mindful in order to re-establish strong classroom relationships between staff and pupils but also amongst pupils. By introducing pupils to new concepts, religions and key religious figures it will allow them to all have a shared experience in an new environment.</p>

OPPORTUNITIES

<p>Discussion – what are the discussion based opportunities?</p>	<p>Group – what are the group work based opportunities (while still ensuring social distancing)?</p>
<p>Pupils will have plenty of opportunities to discuss throughout this SoW, they will be encouraged to share their own views, listen to the views of their peers and also here the views of</p>	<p>Students will have ample opportunities to discuss in pairs and to also work in smaller groups when looking at key figures. Students will use whiteboards to share ideas and use IT services to create shared resources/presentations within some lessons.</p>

<p>religious believers who have been influenced by the key religious figures.</p> <p>Pupils will also be encouraged to discuss how they feel about the key figures and the impact they feel they have made.</p> <p>Key discussion task will also be included within each lesson to ask students to reflect upon their own experiences, the experiences of others and the experience of society as whole of lockdown, whilst linking back to the key figures and how lockdown may of impacted them and their work.</p>	
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Delivery						
Number of lessons in		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed) <input checked="" type="checkbox"/>	Blended (live and remote as independent study) <input type="checkbox"/>	1. What is the name of a Christian place of worship? 2. Who is Jesus? 3. Name two religions people practice in the UK. 4. What is the name of the Jewish place of worship? 5. Give a quality that Christians believe God has.	What	Who was Jesus and why is he so important to some people?
					Why	To explain the impact the Jesus had on Christianity and why he is still such a key figure today.
					How	I will be able to describe who Jesus was and state why he is important to some people.
Number of lessons in		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		
		Introduce pupils to different images of Jesus from around the world ask them to think about why Jesus has been displayed in so many different ways and what image they think he actually looked the most like.	Key pupils (target groups such as HA or LA) will be asked about key concepts asking them to explain it in their own words. This will also be done through cold calling so students get used to the idea of being active learners who can	Sentence starters will be given for any written answers in order to support weaker pupils and to scaffold answers. All written task will be broken down into clear steps so that pupils are clear of what they need within their answers and know the success criteria before starting.		
						Synchronous (live)

	<p>Introduce students to the concept of incarnation of Jesus being both fully God and human.</p> <p>Introduce Pupils to Jesus teachings emphasising the vast difference to the custom teachings of the time, giving pupils examples of Jesus miracles linking back to the concept of incarnation.</p>	<p>be asked to give an answer at any point.</p> <p>Pupils will also ask a short mark GCSE style question that will refer back to they How element of the lesson.</p>		
	<p>7) Deliberate Practice (guided/ independent)</p> <p>Pupils will be given opportunities to plan and write a response to a question that has been asked to whole class, that will be shared later in through whole class discussion. This allows pupils to have the opportunity to have an organised and developed response before discussion. This should in turn avoid the common phrase 'I don't know'. This would allow everyone is able to contribute and benefit from the answers of other pupils. It would also allow pupils to develop their responses when answering the question at the end of the class. Pupils could underline where they have developed their answer in green pen, showing Staff a clear learning process.</p> <p>Stamina will also be worked upon throughout the SoW, with students</p>	<p>8) Feedback (light/deep)</p> <p>During discussion students will be given light feedback will be given throughout the lesson, this will identify strengths within the piece of work and will narrate the positives. Light feedback will also identify errors & misconceptions, allowing you to make them clear to pupils and it will identify areas for improvement. It will also allow students the opportunity to annotate work. This light feedback will be recorded in feedback books.</p> <p>Deep feedback will be given to individual students in books at the mid assessment point and final assessment. Pupils will be given the opportunity to act on feedback given in green pen.</p>	<p>9) Review (daily/monthly)</p> <p>Pupils learning will be reviewed at the start of each lesson within the DNA quiz, this will also encompass show me as students will put their answers on white boards or in the back of books showing each answer as it is revealed on the board.</p> <p>Pupils learning will also be reviewed on a deeper level at two assessment points. The mid assessment point in week 3 will use an exam question to assess understanding and skills of supporting arguments which will have been worked upon throughout the SoW. The final assessment point will take the format of a mini assessment that looks at student understanding of key concepts delivered throughout the weeks of the Sow and also looking at this key skill of forming and supporting an argument.</p>	Asynchronous (remote)

		starting with lower mark smaller questions before moving onto larger questions towards the end of the SoW. This should build confidence within pupils as they can clearly see that they have achieved an extended piece of writing. EBI will also be shared with pupils through the Sow. This will allow pupils to see common errors and misconceptions, allowing them to avoid it within their own work.			
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Number of	1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
			What	Why	How	
2	Classroom (whole sequence completed)	X	1. What is the name of a Christian place of worship? 2. Who is Jesus? 3. Name two of Jesus miracles. 4. What is the name of the Jewish place of worship? 5. Who is Moses?	Who was Moses and why is important to some people? To be able explain why Moses is important to some people and the impact he has had.	I will be able to describe who Moses was and state why he is important to some people.	
	Blended (live and remote as independent study)	<input type="checkbox"/>				
Number of	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		
	Introduce pupils to the concept of prophets. Give students a brief history of what was and had happened to the Jewish people at		Key Students (target groups such as HA or LA) will be asked about key concepts asking them to explain it in their own words. This will also be done	Sentence starters will be given for any written answers in order to support weaker pupils and to scaffold answers. All written task will be broken down into		

Synchronous (live)

	<p>the time- briefly explain the covenant between God and Abraham.</p> <p>Introduce students to Moses giving an overview of his life before the burning bush.</p> <p>Introduce students to the miracles that Moses performed and the revelation of the 10 commandments.</p> <p>Allow students to discuss the impact of the commandments and how they have shaped wider society.</p>	<p>through cold calling so students get used to the idea of being active learners who can be asked to give an answer at any point.</p> <p>Students will also ask a short mark GCSE style question that will refer back to they How element of the lesson.</p>	<p>clear steps so that students are clear of what they need within their answers and know the success criteria before starting.</p>	
7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		
Pupils will be given opportunities to plan and write a response to a question that has been asked to whole class, that will be shared later in through whole class discussion. This allows pupils to have the opportunity to have an organised and developed response before discussion. This should in turn avoid the common phrase 'I don't know'. This would allow everyone is able to contribute and benefit from the answers of other pupils. It would also allow pupils to develop their responses when answering the question at the end of the class. Pupils could underline where they have developed their answer in green	<p>During discussion students will be given light feedback will be given throughout the lesson, this will identify strengths within the piece of work and will narrate the positives. Light feedback will also identify errors & misconceptions, allowing you to make them clear to pupils and it will identify areas for improvement. It will also allow students the opportunity to annotate work. This light feedback will be recorded in feedback books.</p> <p>Deep feedback will be given to individual students in books at the mid assessment point and final assessment. Students will be given the opportunity to act on feedback given in green pen.</p>	<p>Pupils learning will be reviewed at the start of each lesson within the DNA quiz, this will also encompass show me as students will put their answers on white boards or in the back of books showing each answer as it is revealed on the board.</p> <p>Pupils learning will also be reviewed on a deeper level at two assessment points. The mid assessment point in week 3 will use an exam question to assess understanding and skills of supporting arguments which will have been worked upon throughout the SoW. The final assessment point will take the format of a mini assessment that looks at student understanding of key concepts delivered throughout the weeks of the</p>		Asynchronous (remote)

	<p>pen, showing Staff a clear learning process.</p> <p>Stamina will also be worked upon throughout the SoW, with students starting with lower mark smaller questions before moving onto larger questions towards the end of the SoW. This should build confidence within pupils as they can clearly see that they have achieved an extended piece of writing.</p> <p>EBI will also be shared with pupils through the Sow. This will allow pupils to see common errors and misconceptions, allowing them to avoid it within their own work.</p>		Sow and also looking at this key skill of forming and supporting an argument.	
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3	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
	Classroom (whole sequence completed)	X	1. What is the name of a Christian place of worship? 2. Who is Jesus? 3. Name two of Jesus miracles. 4. What is the name of the Jewish holy book? 5. Who is Moses?	What	Who was Muhammad and why is important to some people?	Syncron
	Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To be able explain why Muhammad is important to some people and the impact he has had.	
		<input type="checkbox"/>		How	I will be able to describe who Muhammad was and state why he is important to some people.	
4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Syncron

	<p>Go over the concept of prophethood, introduced pupils to interlinking of the Abrahamic faiths through prophethood.</p> <p>Discuss the role of Jesus and Moses in Islam and emphasise how they are also key religious figures within Islam not just Christianity and Judaism.</p> <p>Introduce the Prophet Muhammad giving an overview of his life and the qualities he had. – allow students to discuss how this links to him being the seal of the prophets.</p> <p>Give a brief overview of Mecca at the time and the difference between people and Muhammad.</p> <p>Introduce how the Qur'an was revealed to Muhammad and how he spread the word to the people and how they should worship God.</p> <p>Overview of the life of Muhammad and his work.</p>	<p>Key Students (target groups such as HA or LA) will be asked about key concepts asking them to explain it in their own words. This will also be done through cold calling so students get used to the idea of being active learners who can be asked to give an answer at any point.</p> <p>Students will also ask a short mark GCSE style question that will refer back to the How element of the lesson.</p>	<p>Sentence starters will be given for any written answers in order to support weaker pupils and to scaffold answers. All written task will be broken down into clear steps so that students are clear of what they need within their answers and know the success criteria before starting.</p>	
	<p>7) Deliberate Practice (guided/ independent)</p>	<p>8) Feedback (light/deep)</p>	<p>9) Review (daily/monthly)</p>	Asynchronous (remote)

		<p>response before discussion. This should in turn avoid the common phrase 'I don't know'. This would allow everyone is able to contribute and benefit from the answers of other pupils. It would also allow pupils to develop their responses when answering the question at the end of the class. Pupils could underline where they have developed their answer in green pen, showing Staff a clear learning process.</p> <p>Stamina will also be worked upon throughout the SoW, with students starting with lower mark smaller questions before moving onto larger questions towards the end of the SoW. This should build confidence within pupils as they can clearly see that they have achieved an extended piece of writing.</p> <p>EBI will also be shared with pupils through the Sow. This will allow pupils to see common errors and misconceptions, allowing them to avoid it within their own work.</p>	<p>areas for improvement. It will also allow students the opportunity to annotate work. This light feedback will be recorded in feedback books.</p> <p>Deep feedback will be given to individual students in books at the mid assessment point and final assessment. Students will be given the opportunity to act on feedback given in green pen.</p>	<p>Pupils learning will also be reviewed on a deeper level at two assessment points. The mid assessment point in week 3 will use an exam question to assess understanding and skills of supporting arguments which will have been worked upon throughout the SoW. The final assessment point will take the format of a mini assessment that looks at student understanding of key concepts delivered throughout the weeks of the Sow and also looking at this key skill of forming and supporting an argument.</p>	
4		<p>1) Lesson Type (classroom or blended for remote homework)</p>	<p>2) DNA (Do Now Activity/Reading)</p>	<p>3) Learning Intentions (what, why & how)</p>	

	<p>Classroom (whole sequence completed)</p> <p>Blended (live and remote as independent study)</p>	X <input type="checkbox"/>	<p>1. What is the name of a Muslim place of worship? 2. Who is Jesus? 3. Name two of Jesus miracles. 4. What is the name of the Jewish holy book? 5. Who is Muhammad?</p>	What Why How	<p>Who was Buddha and why is important to some people?</p> <p>To be able explain why Buddha is important to some people and the impact he has had.</p> <p>I will be able to describe who Buddha was and state why he is important to some people.</p>	
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	
	<p>Introduce the Buddha giving an overview of his life and the qualities he had. – allow students to discuss how this links to him being the founder of Buddhism.</p> <p>Introduce the four sights how this changed the Buddha, how this shaped his world view and teachings.</p> <p>Introduce how the Buddha found enlightenment and the teachings he taught.</p>		<p>Key Students (target groups such as HA or LA) will be asked about key concepts asking them to explain it in their own words. This will also be done through cold calling so students get used to the idea of being active learners who can be asked to give an answer at any point.</p> <p>Students will also ask a short mark GCSE style question that will refer back to they How element of the lesson.</p>		<p>Sentence starters will be given for any written answers in order to support weaker pupils and to scaffold answers. All written task will be broken down into clear steps so that students are clear of what they need within their answers and know the success criteria before starting.</p>	Synchronous (live)
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	
	<p>Pupils will be given opportunities to plan and write a response to a question that has been asked to whole class, that will be shared later in through whole class discussion. This allows pupils to have the opportunity to have an organised and developed response before discussion. This</p>		<p>During discussion students will be given light feedback will be given throughout the lesson, this will identify strengths within the piece of work and will narrate the positives. Light feedback will also identify errors & misconceptions, allowing you to make them clear to pupils and it will identify areas for improvement. It will also allow</p>		<p>Pupils learning will be reviewed at the start of each lesson within the DNA quiz, this will also encompass show me as students will put their answers on white boards or in the back of books showing each answer as it is revealed on the board.</p> <p>Pupils learning will also be reviewed on a deeper level at two assessment points.</p>	Asynchronous (remote)

		<p>should in turn avoid the common phrase 'I don't know'. This would allow everyone is able to contribute and benefit from the answers of other pupils. It would also allow pupils to develop their responses when answering the question at the end of the class. Pupils could underline where they have developed their answer in green pen, showing Staff a clear learning process.</p> <p>Stamina will also be worked upon throughout the SoW, with students starting with lower mark smaller questions before moving onto larger questions towards the end of the SoW. This should build confidence within pupils as they can clearly see that they have achieved an extended piece of writing.</p> <p>EBI will also be shared with pupils through the Sow. This will allow pupils to see common errors and misconceptions, allowing them to avoid it within their own work.</p>	<p>students the opportunity to annotate work. This light feedback will be recorded in feedback books. Deep feedback will be given to individual students in books at the mid assessment point and final assessment. Students will be given the opportunity to act on feedback given in green pen.</p>	<p>The mid assessment point in week 3 will use an exam question to assess understanding and skills of supporting arguments which will have been worked upon throughout the SoW. The final assessment point will take the format of a mini assessment that looks at student understanding of key concepts delivered throughout the weeks of the Sow and also looking at this key skill of forming and supporting an argument.</p>	
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		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
5		Classroom (whole sequence completed)	X	

	Blended (live and remote as independent study)	<input type="checkbox"/>	1. What is the name of a Muslim place of worship? 2. Who is Moses? 3. Name two of Jesus miracles. 4. What religion did Guru Nanak found? 5. Who is Muhammad?	What Why How	Who was Guru Nanak and why is important to some people? To be able explain why Guru Nanak is important to some people and the impact he has had. I will be able to describe who Guru Nanak was and state why he is important to some people.	
Number of lessons in cycle:	4) New Material (previous learning/ new material) Introduce Guru Nanak giving an overview of his life and the qualities he had. – allow students to discuss how this links to him being the founder of Sikhism Give an overview of religion at the time – conflict between Islam and Hinduism. Introduce students to the teachings of the Guru and the miracles he performed, how this links to principles of Sikhism.	5) Check for Understanding (questioning/checking) Key Students (target groups such as HA or LA) will be asked about key concepts asking them to explain it in their own words. This will also be done through cold calling so students get used to the idea of being active learners who can be asked to give an answer at any point. Students will also ask a short mark GCSE style question that will refer back to they How element of the lesson.	6) Prepare for Practice (model/ scaffold)	Synchronous (live)		
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)		
	Pupils will be given opportunities to plan and write a response to a question that has been asked to whole class, that will be shared later in through whole class discussion. This allows pupils to have the opportunity to	During discussion students will be given light feedback will be given throughout the lesson, this will identify strengths within the piece of work and will narrate the positives. Light feedback will also identify errors & misconceptions, allowing you to make	Pupils learning will be reviewed at the start of each lesson within the DNA quiz, this will also encompass show me as students will put their answers on white boards or in the back of books showing each answer as it is revealed on the board.			

	<p>have an organised and developed response before discussion. This should in turn avoid the common phrase 'I don't know'. This would allow everyone is able to contribute and benefit from the answers of other pupils. It would also allow pupils to develop their responses when answering the question at the end of the class. Pupils could underline where they have developed their answer in green pen, showing Staff a clear learning process.</p> <p>Stamina will also be worked upon throughout the SoW, with students starting with lower mark smaller questions before moving onto larger questions towards the end of the SoW. This should build confidence within pupils as they can clearly see that they have achieved an extended piece of writing.</p> <p>EBI will also be shared with pupils through the Sow. This will allow pupils to see common errors and misconceptions, allowing them to avoid it within their own work.</p> <p>.</p>	<p>them clear to pupils and it will identify areas for improvement. It will also allow students the opportunity to annotate work. This light feedback will be recorded in feedback books.</p> <p>Deep feedback will be given to individual students in books at the mid assessment point and final assessment. Students will be given the opportunity to act on feedback given in green pen.</p>	<p>Pupils learning will also be reviewed on a deeper level at two assessment points. The mid assessment point in week 3 will use an exam question to assess understanding and skills of supporting arguments which will have been worked upon throughout the SoW. The final assessment point will take the format of a mini assessment that looks at student understanding of key concepts delivered throughout the weeks of the Sow and also looking at this key skill of forming and supporting an argument.</p>	
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1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
6		

	<p>Classroom (whole sequence completed)</p> <p>Blended (live and remote as independent study)</p>	X <input type="checkbox"/>	<p>1. What is the name of a Muslim place of worship? 2. Who is JMoses? 3. Name two of Jesus miracles. 4. What religion did Guru Nanak found? 5. Who is Muhammad?</p>	What Why How	<p>Who was Vyasa and why is important to some people?</p> <p>To be able explain why Vyasa is important to some people and the impact he has had.</p> <p>I will be able to describe who Vyasa was and state why he is important to some people.</p>	
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	
	<p>Introduce Vyasa giving an overview of his life and the qualities he had. Give an overview of life at the time. Introduce students to the teachings of the Vyasa and the impact these teaching have had within Hinduism and the wider world.</p>		<p>Key Students (target groups such as HA or LA) will be asked about key concepts asking them to explain it in their own words. This will also be done through cold calling so students get used to the idea of being active learners who can be asked to give an answer at any point.</p> <p>Students will also ask a short mark GCSE style question that will refer back to they How element of the lesson.</p>		<p>Sentence starters will be given for any written answers in order to support weaker pupils and to scaffold answers. All written task will be broken down into clear steps so that students are clear of what they need within their answers and know the success criteria before starting.</p>	Synchronous (live)
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	
	<p>Pupils will be given opportunities to plan and write a response to a question that has been asked to whole class, that will be shared later in through whole class discussion. This allows pupils to have the opportunity to have an organised and developed response before discussion. This should in turn avoid the common</p>		<p>During discussion students will be given light feedback will be given throughout the lesson, this will identify strengths within the piece of work and will narrate the positives. Light feedback will also identify errors & misconceptions, allowing you to make them clear to pupils and it will identify areas for improvement. It will also allow students the opportunity to annotate</p>		<p>Pupils learning will be reviewed at the start of each lesson within the DNA quiz, this will also encompass show me as students will put their answers on white boards or in the back of books showing each answer as it is revealed on the board.</p> <p>Pupils learning will also be reviewed on a deeper level at two assessment points. The mid assessment point in week 3 will</p>	Asynchronous (remote)

	<p>phrase 'I don't know'. This would allow everyone is able to contribute and benefit from the answers of other pupils. It would also allow pupils to develop their responses when answering the question at the end of the class. Pupils could underline where they have developed their answer in green pen, showing Staff a clear learning process.</p> <p>Stamina will also be worked upon throughout the SoW, with students starting with lower mark smaller questions before moving onto larger questions towards the end of the SoW. This should build confidence within pupils as they can clearly see that they have achieved an extended piece of writing.</p> <p>EBI will also be shared with pupils through the Sow. This will allow pupils to see common errors and misconceptions, allowing them to avoid it within their own work.</p> <p>.</p>	<p>work. This light feedback will be recorded in feedback books. Deep feedback will be given to individual students in books at the mid assessment point and final assessment. Students will be given the opportunity to act on feedback given in green pen.</p>	<p>use an exam question to assess understanding and skills of supporting arguments which will have been worked upon throughout the SoW. The final assessment point will take the format of a mini assessment that looks at student understanding of key concepts delivered throughout the weeks of the Sow and also looking at this key skill of forming and supporting an argument.</p>	
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