

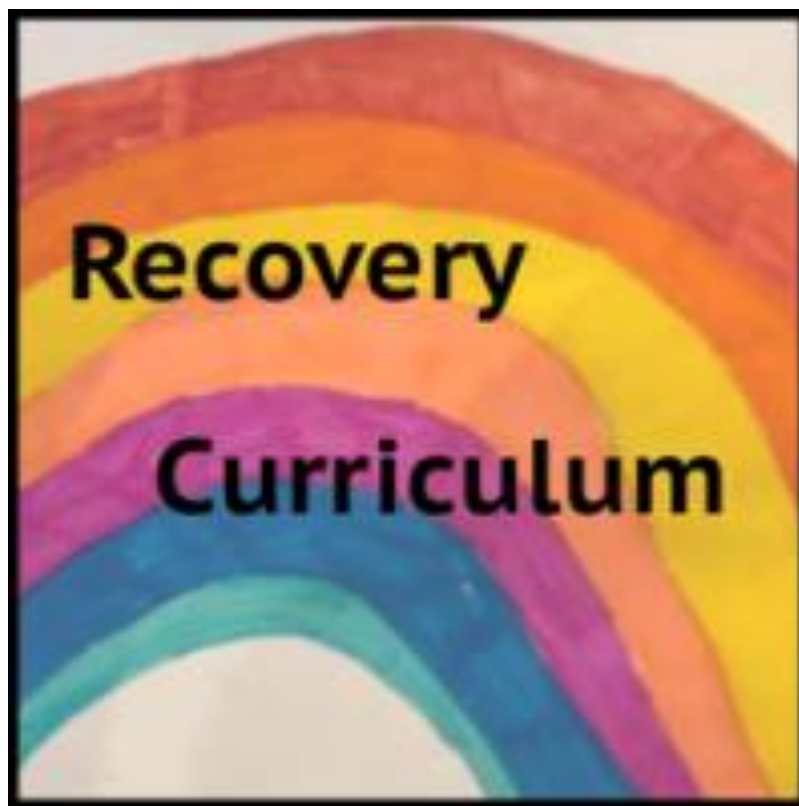
# RECOVERY CURRICULUM

Subject: Religious Studies

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Updated:



Subject:	Religious Studies	Teacher:	DRH/SMA
Year:	Y8	Class:	8...
Unit title:	Hinduism and Islam – Beliefs during Co-Vid		
Duration:	6 sessions		

## 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?

Key beliefs about Hinduism and Islam and how these religions have adapted to the Co-Vid 19 Pandemic.

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

- Ambitious – Critical analysis of challenging world views.
- Brave – Encountering challenging approaches to issues that they do not agree with.
- Kind – 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?

Key Hindu and Muslim Beliefs – How Hindu's and Muslims have adapted to the Co-Vid 19 Pandemic.

N/A but in line with local Sacre Guidance

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?

- Introduction to a religious tradition in British society. Engaging with people from different religions
  - To understand modern religious beliefs and practices.
- To introduce the conflicts that often exist within modern religious thinking.

## Implementation

### GAPS

**Identification** – how are you going to identify the gaps in knowledge/skills?

**Triage** – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?

**Gaps in knowledge will be identified through DNA knowledge tests and an early baseline assessment from remote learning.**

- **Loss of learning habits.**
- **Consolidating lost learning from Y7.**
- **Introducing new concepts for Y8.**

### KEY CONCEPTS

**Key Concepts** – what are the key concepts being taught?

**Progression** – how will studying these key concepts support progression to the traditional curriculum that has been planned?

- **Re-learning learning habits.**
- **Learning about Religion – Key subject knowledge.**
- **Learning from Religion – identifying and evaluating different and personal beliefs about religious ideas.**

**This curriculum should ensure that all students are able to access key learning sent out during lockdown to 'even the playing field' for the start of Y8.**

### WELLBEING

**Lockdown** – how will students share their experiences of lockdown?

**Social and Emotional** – how will student social and emotional health be supported?

**Discussion about how different people have adapted during lockdown will open up the potential to share their own experiences.**

**Staff will be aware of the social and emotional implications that lockdown has had and keep in touch with pastoral and safeguarding colleagues where required.**

### RE-ESTABLISH

**Learning Skills** – how are you going to re-establish the skills for learning?

**Relationships** – how are you going to re-establish classroom relationships?

<ul style="list-style-type: none"> <li>• Re-iterating the classroom habits from the outset!</li> <li>• Following the session structure that the academy has been working towards.</li> </ul>	Focussing on the ACE lesson plan and promoting discussion of relevant personal experiences during Lockdown.
<b>OPPORTUNITIES</b>	
<b>Discussion</b> – what are the discussion based opportunities?	<b>Group</b> – what are the group work based opportunities (while still ensuring social distancing)?
<b>Class discussion on different ideas introduced by the stimulus material.</b>	<b>Class quizzes e.g. Kahoot, working collaboratively using MS Teams</b>

Delivery							
		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"/>	<b>Short quiz on material covered in lockdown during remote Learning.</b>	What
		Blended (live and remote as independent study)	<input type="checkbox"/>	Why	To familiarise ourselves with the implications the virus has had on people's daily lives.		
				How	Describe how the Virus has affected different people.		
1	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		
		<b>Rites of Passage</b> Wedding example – have people been getting married or not. New Life – Having a baby during lockdown. Funeral example – how have we coped with loss during lockdown.		<b>Class discussion about Rites of Passage and how different people have coped during lockdown.</b>	<b>How do we respond to missed rites of passage?</b> <ul style="list-style-type: none"> <li>• Impact on individuals and community groups</li> <li>• Importance of following Co-Vid Guidelines</li> </ul>		Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		
		How did Co-Vid 19 affect me – what did I miss, what did my family miss – how did we react to missing important life events.		<b>Light feedback – feedback to group</b>	2 ways people responded to missing events during Co-Vid 19.		Asynchronous (remote)

		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)			
2	Number of lessons in cycle:	Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	<b>Recall – 5 Pillars of Islam</b>	What	Covid and the 5 pillars			
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To familiarise ourselves with the implications the virus has had on people's daily lives.			
		4) New Material (previous learning/ new material)			5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Co-Vid 19 Ramadan Prayer Timetable  Advice from UK Islamic authorities			<ul style="list-style-type: none"> <li>Recall – Five pillars</li> <li>How might Covid affect each Pillar?</li> </ul>		Model and explanation for how Co-Vid 19 affected a Muslim during the lockdown.  Use testimony to present a PEE Paragraph.		
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)			
Write a guide to following the 5 pillars during lockdown  <ul style="list-style-type: none"> <li>Difficulties</li> <li>Opportunities</li> <li>Responses</li> </ul>		<b>Individual as homework set on MS Teams</b>		On MS Teams					
3	z >	Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	<b>Reading article on 'Virus lockdown changes how Hindus celebrate holy period'</b>	What	How might Hindus be affected by Co-Vid 19?			
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To familiarise ourselves with the implications the virus has had on people's daily lives.			
		4) New Material (previous learning/ new material)			5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous

		<ul style="list-style-type: none"> <li>Introduce idea of reincarnation</li> <li>Introduce different forms of Puja</li> </ul>	Is public prayer more important than private prayer?  How might karma affect re-birth?	Scaffold 2 PEE Paragraphs showing opposing points of view.	Asynchronous (remote)			
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)				
		Guided –'Religious people should continue as usual during a lockdown' discuss	<b>Peer – check for PEE in paragraphs with highlighters</b>	At end of term				
4	Number of lessons in cycle:	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"/>	<b>Point based test on sessions 2 and 3</b>	What	Return to the Ganges!		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To familiarise ourselves with the implications the virus has had on people's daily lives.		
					How	Describe how the Virus has affected different people.		
			4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	
			<ul style="list-style-type: none"> <li>Importance of the Ganges</li> <li>News on Return to the Ganges</li> </ul>		<b>How are people getting their lives back?</b> <b>How are communal experience important?</b>		Model paragraphs on points of view	
			7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	
			Should Hindus gather at the Ganges?		<b>Individual as homework set on MS Teams</b>			
5		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"/>	<b>Crossword on key words</b>		What	Ramadan and Eid!	

		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To familiarise ourselves with the implications the virus has had on people's daily lives.		
					How	Describe how the Virus has affected different people.		
Number of lessons in cycle:	4) New Material (previous learning/ new material)			5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
	What is Ramadan? What Happens during Ramadan?			<b>How might Co-Vid 19 affect Ramadan?</b>	How have Muslims responded?  Video Resource			
	7) Deliberate Practice (guided/ independent)			8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)	
	Leaflet on Muslim responses to Co-Vid 19 during Ramadan			<b>light</b>	In next session			
6	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 type="checkbox"/>	<b>DNA on sessions 2-5</b>	What	How has Covid 19 affected Hindus and Muslims		
	Blended (live and remote as independent study)		<input type="checkbox"/>		Why	To familiarise ourselves with the implications the virus has had on people's daily lives.		
					How	Describe how the Virus has affected different people.		
	Number of lessons in cycle:	4) New Material (previous learning/ new material)			5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		N/A			<b>Assessment</b>	N/A		
7) Deliberate Practice (guided/ independent)			8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)		
Assessment  1 knowledge based Question on both Hinduism and Islam			<b>Marked assessmnet</b>	Throughout following schemes of work.				

		1 Opinion based question of Hinduism and Islam response to Covid			
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7	Number of lessons in cycle:	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 type="checkbox"/>			What	
		Blended (live and remote as independent study)	<input type="checkbox"/>			Why	
					How		
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)		
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)		

8	Number of lessons in cycle:	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 type="checkbox"/>			What	
		Blended (live and remote as independent study)	<input type="checkbox"/>			Why	
					How		
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)		
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asyn chro		



9	Number of lessons in cycle:	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 type="checkbox"/>			What			
		Blended (live and remote as independent study)	<input type="checkbox"/>			Why			
	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)				Synchronous (live)
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)				Asynchronous (remote)	
10	Number of lessons in cycle:	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 type="checkbox"/>			What			
		Blended (live and remote as independent study)	<input type="checkbox"/>			Why			
	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)				Synchronous (live)
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)				Asyn chro	

