

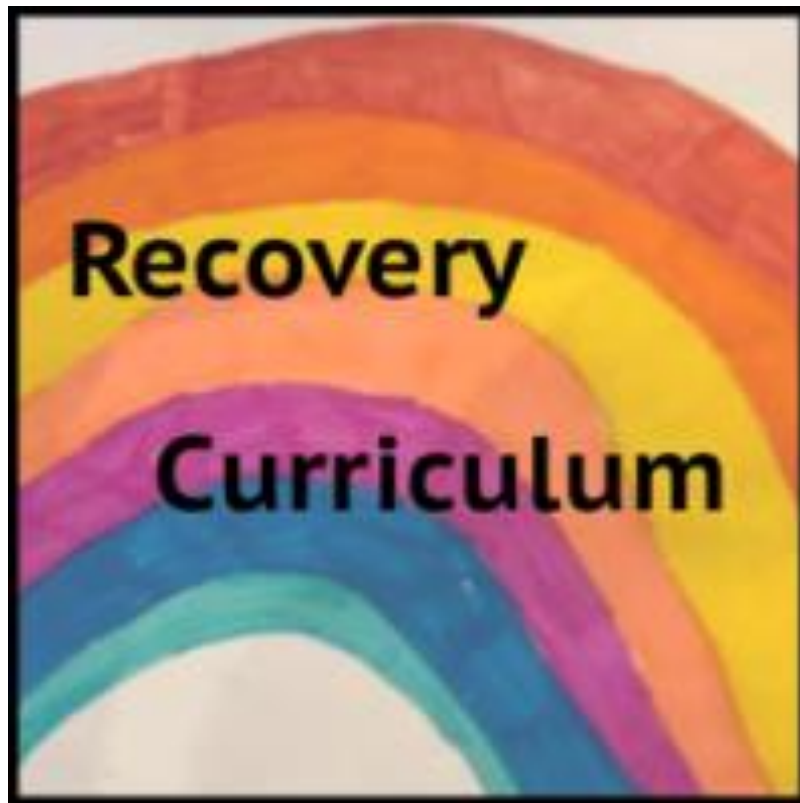
RECOVERY CURRICULUM

Subject: Religious Studies

Author: DRH

Created: June 2020

Updated:



Subject:	Religious Studies	Teacher:	DRH/SMA
Year:	Y9	Class:	9...
Unit title:	Judaism and Sikhism – 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 Judaism and Sikhism 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 Jewish and Sikh Beliefs – How Jews and Sikhs 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 Y8.**
- **Introducing new concepts for Y9.**

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 Y9.

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"> • Re-iterating the classroom habits from the outset! • Following the session structure that the academy has been working towards. 	Focussing on the ACE lesson plan and promoting discussion of relevant personal experiences during Lockdown.
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?
Class discussion on different ideas introduced by the stimulus material.	Class quizzes e.g. Kahoot, working collaboratively using MS Teams

Delivery							
1	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)	X	Short quiz on material covered in lockdown during remote Learning.	What	How has lockdown affected Rites of Passage?	
		Blended (live and remote as independent study)			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)
		Rites of Passage 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.		Class discussion about Rites of Passage and how different people have coped during lockdown.	How do we respond to missed rites of passage? • Impact on individuals and community groups • Importance of following Co-Vid Guidelines		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
	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.		Light feedback – feedback to group		2 ways people responded to missing events during Co-Vid 19.		

2	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)	X	Read article Jewish leaders fear ultra-Orthodox Jews have missed isolation message	What	F a i t h v s L o c k d o w n	
		Blended (live and remote as independent study)			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)		Synchronous (live)
		What is Lag BaOmer? Advice from UK Jewish authorities		<ul style="list-style-type: none">What happened in North London and why?How have people responded	Model response to two different opinions		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		<ul style="list-style-type: none">Response to the article		Individual as homework set on MS Teams	On MS Teams		

3	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)	X	Short response to an opinion	What	How has Sikhism reacted to Co-Vid 19?	
		Blended (live and remote as independent study)			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)		Synchronous (live)
		<ul style="list-style-type: none">Introduce Sikh beliefs about Samsara and the equality of allIntroduce idea of Langar		Video: https://www.bbc.co.uk/news/av/uk-52966810/coronavirus-the-sikh-community-kitchen-feeding-thousands How does this show Sikh beliefs in practise.	Scaffold 2 PEE Paragraphs showing opposing points of view.		

		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
		Guided –'Disasters can provide opportunity as well as hardship' discuss		Peer – check for PEE in paragraphs with highlighters		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)	X	Point based test on sessions 2 and 3	What	Virtual Vaisakhi:			
		Blended (live and remote as independent study)			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)		Synchronous (live)	
		• What is Vaisakhi?		Are Sikhs still able to celebrate Vaishaki under lockdown? Article: "Virtual Vaisakhi"		Model paragraphs on points of view			
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
	Is it possible to hold a religious festival during a lockdown?		Individual as homework set on MS Teams						
	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)	X	Crossword on key words	What	A Rabbinical return from lockdown		
Blended (live and remote as independent study)				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)			
	How are reformed Jews in the UK are returning from lockdown		How would Torah quotes help guide Jewish people returning from lockdown	Model using scripture to explain a point of view - interpretation					
	Using Scripture					Asynchronous (remote)			
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)					
	Interpreted 3 quotes and how Jews might use them for guidance in returning from Lockdown		Class feedback	In next session					
6	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)	X	DNA on sessions 2-5	What	How has Covid 19 affected Jews and Sikhs.			
		Blended (live and remote as independent study)			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		Assessment		N/A			
		Number of lessons in cycle:	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
			Assessment 1 knowledge based Question on both Judaism and Sikhism 1 Opinion based question of Judaism and Sikhism response to Covid		Marked assessment		Throughout following schemes of work.		