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| **Learning Plan** | ***Subject:* Religious Studies - “Religion helps Society.”** | ***Year:* 7** | | | |  | |
| *Knowledge focus/What matters:*  The focus of this unit of work is to explore where religion began. Students will look at how humanity developed and progressed through religion. Students will engage with an experiential learning environment to fulfil the progression steps. This unit will explore the following statements of what matters:  •Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.  •Events and human experiences are complex, and are perceived, interpreted and represented in different ways.  •Our natural world is diverse and dynamic, influenced by processes and human actions.  •Human societies are complex and diverse, and shaped by human actions and beliefs.  •Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action. | | | **4 Purposes:** *Ambitious Capable Learners, Enterprising Creative, Contributors, Ethical Informed Citizens, Healthy Confident Individuals* | | |
| ***Our Vision:*** *At Prestatyn High School, we are creating learners who:*  **ASPIRE** to great things;  Have a desire to **CREATE** and be enterprising;  Are inspired to **LEARN** new and interesting things;  **THINK** for themselves and make good choices;  Are encouraged to **GROW** in confidence, health and understanding;  **ACHIEVE** goals which will set them up for their whole lives;  **ENJOY** learning, now and through the rest of their lives. | | |
| **Learning Objective/Big Question** | **Learning activities** | | | **I can…** | **Skills**  (Integral, Literacy, Numeracy, Digital Competency) | | **Homework** |
| **Week 1, 2 & 3** | * Explore identity and what makes people. * Discuss beliefs within society. * Explore what the term religious means. * Identify religious beliefs. | | | * understand concepts of religion, worldviews, secularity, spirituality, life stance, identity and culture to develop learners’ well-rounded understanding of religious and non-religious worldviews * develop an understanding of lived religion and belief through the exploration of the key concepts | *Lit*  *Digital*  *Team work*  *Problem solving*  *Planning and organising* | | **Forms Quiz** – Leadership |
| **Week 4 & 5**  *Mid-term Formative Feedback point* | * Discuss actions and behavior acceptable on the island. * Explain whether there is a need for a code of law. * Research religious views and laws of the land. * Create a list of rules for the island and an explanation as to why they have been chosen. | | | * discuss positive and negative behaviours * identify the importance of rules and create a list of rules based on research * independently create rules and guidance for rues for their island | *Lit*  *Digital*  *Team work*  *Problem solving*  *Planning and organising*  *Creativity* | | **Forms Quiz** –  Laws/Code of conduct |
| **Week 6 & 7** | * Discuss how events are recorded over time. * Explain how sacred books become a record of history and document what happened. * Explore sacred books and identify the benefits of them. | | | * explore religious texts and their usefulness in modern society * discuss the importance of sacred texts and written laws * explain the impact sacred texts can have on a believers life * debate what would happen without sacred books within society | *Lit*  *Numeracy*  *Team work*  *Problem solving*  *Planning and organising* | | **Forms Quiz** – Sacred Texts |
| **Week 7 & 8:** | * Identify a leader and other roles needed within a society. * Discuss what makes a good leader. * Identify examples of leaders and their characteristics. * Explore religious leaders and what they did for their religion/society. | | | * identify characteristics that make a good leader * identify characteristics that make a bad leader * research leaders that have existed, these can be both secular and religious | *Lit*  *Team work*  *Problem solving*  *Planning and organising* | | **Creative** -  Research and create an information page on a religious/non-religious leader |
| **Week 9** | * Identify the importance of caring for the environment. * Discuss ways to care for the environment and responsibilities on the island. * Explore religious traditions and their teachings on caring for the environment. * Define key terms: Stewardship and Khalifah. | | | * define key terms such as stewardship and khalifah * explain how to care for the environment * discuss religious attitudes towards looking after the environment | *Lit*  *Numeracy*  *Team work*  *Problem solving*  *Planning and organising* | | **Forms Quiz** – Environmental Responsibility |
| **Week 10** | * Justify why it is important for religious believers and secular people to give to charity. * Outline the benefits of charity. * Discuss the importance of charity. | | | * define charity * identify the benefits of charity and charitable actions * name charities that support society both religious and secular | *Lit*  *Numeracy*  *Digital*  *Planning and organising* | | **Forms Quiz** – Charity |
| **Week 11 & 12** | * Debate reasons why religion causes conflict. * Explore religious teachings on conflict, war and extremism. * Discuss what makes people follow extremist views/opinions | | | * debate arguments for and against war and conflict * explain how people can turn to extremism * explore religious teachings on war and conflict | *Lit*  *Numeracy*  *Digital*  *Planning and organising* | | **Forms Quiz** – War & Conflict |
| **Week 13 & 14**    *Learning Progress Assessment* | * Complete the summative assessment * DIRT Time – ensure that work and feedback are all up to date. Set targets for the coming term | | | * assess their knowledge and understanding of the unit * reflect over the topic and discuss strengths and weaknesses * complete any reflection/feedback activities | *Lit*  *Numeracy*  *Digital*  *Planning and organising* | |  |