

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn Term – Half Term 1 and 2	<p>What is good and what is challenging about being a believer in Britain today?</p> <p>Religion in Tameside Benefits & Challenges of following a faith Multi-Faith Society Growing up Muslim; Christian; Humanist Multi-Cultural UK Windrush Generation Eruvs</p>	<p>Pupils will complete an extended piece of writing responding to the key question of the unit of work for Key Topic Test 1. This will enable pupils to demonstrate their knowledge and understanding against key criteria.</p> <p>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</p> <p>Knowledge of this is checked with Knowledge Expert Quizzes part way through the unit.</p>	<p>This unit of work aims to explore the benefits and challenges of following a faith, validating those who do and offering context for those who don't. We also explore the non-religious worldview of Humanism to promote understanding of different viewpoints in the world. The unit begins with a study of religion in Tameside using census data, which grounds their studies firmly in the girls' experiences. A key skill which is developed in this unit is using sources of authority to show why people do what they do.</p>	<p>Each starter/recall slide has key vocab for the lesson on it and this is also provided on a glossary sheet.</p> <p>Pupils will discuss their perception of the religious make up of Tameside.</p> <p>Pupils complete an extended piece of writing about the benefits and challenges of belonging to a faith.</p>

<p>Spring Term – Half Term 3</p>	<p>What difference does pilgrimage make?</p> <p>What is pilgrimage? Hajj Pilgrimage Vatican City Lourdes Walsingham, Taizé & Iona Independent Research on Pilgrimage</p>	<p>Pupils will complete an extended piece of writing responding to the key question of the unit of work in Key Topic Test 2. This will enable pupils to demonstrate their knowledge and understanding against key criteria.</p> <p>Knowledge of this is checked with Knowledge Expert Quizzes part way through the unit.</p> <p>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</p>	<p>This unit of work allows pupils to explore questions around pilgrimage including an in-depth study on the Hajj, building on their learning in Year 7 and consolidating their understanding of a topic that they will revisit at GCSE.</p>	<p>Each starter/recall slide has key vocab for the lesson on it and this is also provided on a glossary sheet.</p> <p>Pupils will complete an extended piece of writing about the Hajj.</p> <p>Oracy – choral reading & a built in discussion around the importance of pilgrimage</p>
<p>Spring Term – Half Term 4</p>	<p>How can people express the spiritual through the arts?</p> <p>Topics will be taught from the Spirited Arts: <i>Themes for 2025/26 are yet to be determined – (released in early in the new academic year):</i></p>	<p>Pupils will complete a piece of art work and a piece of writing around it. This will be peer assessed to provide WWW/Next Steps feedback for the pupils.</p>	<p>This unit is largely based around the themes of the Spirited Arts competition, which is run annually by NATRE.</p> <p>It allows pupils to explore five themes and then select one of them to explore further.</p> <p>This is a very different unit of work consisting not only of the academic study of the themes, but giving the opportunity for creativity and to explore their own sense of spirituality.</p>	<p>This unit of work provides opportunities for oracy as pupils choose a theme and produce a piece of artwork, articulating the choices they have made.</p> <p>They also have to produce a written piece of work explaining their work and rationale behind what they have done.</p>

<p>Summer Term – Half Term 5 and 6</p>	<p>Why is there suffering? Are there any good solutions?</p> <p>What is suffering? Problem of Evil & Suffering Siddhartha & 4 Noble Truths Eightfold Path Kisagotami Non-religious views Responses to suffering Is suffering necessary? Life after Death</p>	<p>Pupils will complete an extended piece of writing responding to the key question of the unit of work for their Key Topic Test 3. This will enable pupils to demonstrate both their knowledge and understanding with learning from and about religion.</p> <p>Pupils will complete their KSA in RS in half term 5.</p>	<p>This unit of work is our second in the Key Stage where we focus on a non-Abrahamic faith. It enables pupils to explore a very different worldview which contains all the features of a religion, except a deity.</p>	<p>Each starter/recall slide has key vocab for the lesson on it and this is also provided on a glossary sheet.</p> <p>Oracy lesson – is suffering necessary – lesson is a debate lesson where Oracy is the main focus for pupils</p>
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