

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<p>Autumn Half Term 1 and 2</p>	<p>What is good and what is challenging about being a believer in Britain today?</p> <ul style="list-style-type: none"> • Religion in Tameside • Challenges of following a faith • Features of a religious upbringing • Introduction to Humanism • Sunday Assembly • Eruv – should they happen? 	<p>Pupils will complete an extended piece of writing responding to the key question of the unit of work. This will enable pupils to demonstrate their knowledge and understanding against key criteria.</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>Knowledge of this is checked with a Teams quiz part way through the unit.</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>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</p>
<p>Spring Half Term 3</p>	<p>What difference does pilgrimage make?</p> <p>What is pilgrimage? What difference does it make to go on the Hajj? Christian Pilgrimage – Iona. Taizé & Walsingham Lourdes</p>	<p>Pupils will complete an extended piece of writing responding to the key question of the unit of work. This will enable pupils to demonstrate their knowledge and understanding against key criteria.</p>	<p>This unit of work allows pupils to explore questions around pilgrimage including the importance of Jerusalem to three faiths, thus providing cultural capital. It also includes 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>Knowledge of this is checked with a Teams quiz part way through the unit.</p> <p>Pupils will complete an extended piece of writing about the Hajj.</p> <p>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</p>

<p>Spring Half Term 4</p>	<p>How can people express the spiritual through the arts?</p> <p>Topics will be taught from the Spirited Arts themes for 2024:</p> <ul style="list-style-type: none"> • Faith in humanity: "No to racism, yes to respect" • Looking beyond • Where is God today? • Wise words? Holy words? Green faith, green future? ['God's good earth'] • Why do Animals Matter? 	<p>Pupils will complete a piece of art work and a piece of writing around it. This will be peer assessed to provide WWW/EBI 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. It allows pupils to explore five themes (which will be confirmed early in the school year) and then select one of them to explore further. 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.</p> <p>Prior to the assessment, pupils will have the opportunity to discuss the art work they have created.</p>
<p>Summer Half Term 5 and 6</p>	<p>Why is there suffering? Are there any good solutions?</p> <p>What is suffering and how do religions respond to it?</p> <p>Founding of Buddhism Key Teachings Worship Life After Death</p>	<p>Pupils will complete an extended piece of writing responding to the key question of the unit of work. This will enable pupils to demonstrate their knowledge and understanding against key criteria.</p> <p>Pupils will also sit a knowledge based exam during the exam window.</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>Knowledge of this is checked with a Teams quiz part way through the unit.</p> <p>Pupils will complete an extended piece of writing exploring the impact Buddhist teachings have on a follower.</p> <p>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</p>