



**Medium Term Plan – Key Stage 3 Year 9 Books and Authors**

|         | Week 1   | Week 2  | Week 3  | Week 4   | Week 5   |
|---------|--|---|---|--|--|
| Subject | <p><b>Objective:</b> To be able to describe some of the key beliefs of Judaism. To explain why it is important to keep promises.</p> <p><b>Success Criteria:</b> To be able to:<br/> <b>Support:</b> P6 Listen to, and begin to respond to, familiar religious stories, poems and music and make their own contributions to celebrations and festivals. P7 Find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. P8 Begin to understand that religious and other stories carry moral and religious meaning.<br/> <b>Core:</b> AT1L1 Recall part of a story from a religion or world view and ask a simple question about it. AT1 L2 Use religious words and phrases to identify some aspects of religion and say why they are important to their followers. AT1 L3 Describe simply what a believer might learn from religious stories, practices and worldviews.<br/> <b>Extension:</b> AT1 L4 Describe the impact of religion and belief on peoples' lives. AT1L5 Develop their own lines of enquiry and explain how religious sources and evidences are used to provide answers to questions about life and morality.<br/>                     LOtC:<br/>                     SMSC discuss whether God keeps promises.<br/>                     Using IT:<br/> <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Students could talk about promises they have made and whether they kept them or promises that people have made to them and whether they were kept. Do we sometimes have to break our promises? What if someone breaks their promise?</li> <li>Students could view a clip such as:<br/> <a href="https://www.youtube.com/watch?v=K6LINZo5xLQ">https://www.youtube.com/watch?v=K6LINZo5xLQ</a><br/>                     and discuss contents</li> </ul> | <p><b>Objective:</b> To be able to describe some of the key beliefs of Judaism.</p> <p><b>Success Criteria:</b> To be able to:<br/> <b>Support:</b> P6 respond to others in group situations and cooperate when working in small groups. P7 understand that other people have needs and to respect these. P8 communicate simple facts about religions and important people in religions.<br/> <b>Core:</b> AT1 L1 Pick out religious symbols or words e.g. in a picture or story. AT1 L2 Talk about what some religious words or symbols mean. AT1 L3 Use some words and symbols from religions and beliefs appropriately and independently.<br/> <b>Extension:</b> AT1 L4 Use words and symbols from religions and beliefs correctly when providing descriptions and explanations. AT1 L5 Use and increasingly wide range of vocabulary and symbolism from different religions and world views when providing explanations.<br/>                     LOtC:<br/>                     SMSC what do other people believe?<br/>                     Using IT:<br/> <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>What do we already know about Judaism? Students could write down any questions that they would like to ask about Judaism.</li> <li>Students could look at the introduction to Judaism powerpoint and discuss its contents. Have their questions been answered? Research to find answers to those that haven't been answered.</li> </ul> | <p><b>Objective:</b> To be able to name some of the Ten Commandments and explain why they are important to some people.</p> <p><b>Success Criteria:</b> To be able to:<br/> <b>Support:</b> P6 Listen to, and begin to respond to, familiar religious stories, poems and music and make their own contributions to celebrations and festivals. P7 Find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. P8 Begin to understand that religious and other stories carry moral and religious meaning.<br/> <b>Core:</b> AT1L1 Recall part of a story from a religion or world view and ask a simple question about it. AT1 L2 Use religious words and phrases to identify some aspects of religion and say why they are important to their followers. AT1 L3 Describe simply what a believer might learn from religious stories, practices and worldviews.<br/> <b>Extension:</b> AT1 L4 Describe the impact of religion and belief on peoples' lives. AT1L5 Develop their own lines of enquiry and explain how religious sources and evidences are used to provide answers to questions about life and morality.<br/>                     LOtC:<br/>                     SMSC why are beliefs important?<br/>                     Using IT:<br/> <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>What rules do we have for working together? Why is it important for us to have rules/</li> <li>Students could look at the Ten Commandments powerpoint. How different/similar are they to our rules?</li> <li>Students could view clip of Ten Commandments:<br/> <a href="https://www.youtube.com/watch?v=gs1eop9MNgU">https://www.youtube.com/watch?v=gs1eop9MNgU</a></li> </ul> | <p><b>Objective:</b> To be able to recognize some Jewish artefacts and explain why they are important to some people.</p> <p><b>Success Criteria:</b><br/> <b>Support:</b> P6 respond to others in group situations and cooperate when working in small groups. P7 understand that other people have needs and to respect these. P8 communicate simple facts about religions and important people in religions.<br/> <b>Core:</b> AT1 L1 Pick out religious symbols or words e.g. in a picture or story. AT1 L2 Talk about what some religious words or symbols mean. AT1 L3 Use some words and symbols from religions and beliefs appropriately and independently.<br/> <b>Extension:</b> AT1 L4 Use words and symbols from religions and beliefs correctly when providing descriptions and explanations. AT1 L5 Use and increasingly wide range of vocabulary and symbolism from different religions and world views when providing explanations.<br/>                     LOtC:<br/>                     SMSC why are some objects precious?<br/>                     Using IT:<br/> <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Students could talk about an object that is special to them and to explain why it is important to them.</li> <li>Handle/look at pictures of Jewish artefacts. What is an artefact? Explain they must be handled with respect. Do students recognize any of them? What are they used for? What do they symbolize?</li> <li>View artefacts powerpoint.</li> <li>Label pictures of artefacts.</li> <li>In small groups make a mini-presentation about their artefact to the rest of the class.</li> </ul> | <p><b>Objective:</b> To be able to recognize the main features of a synagogue.</p> <p><b>Success Criteria:</b><br/> <b>Support:</b> P6 respond to others in group situations and cooperate when working in small groups. P7 understand that other people have needs and to respect these. P8 communicate simple facts about religions and important people in religions.<br/> <b>Core:</b> AT1 L1 Pick out religious symbols or words e.g. in a picture or story. AT1 L2 Talk about what some religious words or symbols mean. AT1 L3 Use some words and symbols from religions and beliefs appropriately and independently.<br/> <b>Extension:</b> AT1 L4 Use words and symbols from religions and beliefs correctly when providing descriptions and explanations. AT1 L5 Use and increasingly wide range of vocabulary and symbolism from different religions and world views when providing explanations.<br/>                     LOtC:<br/>                     SMSC is it important to feel like we belong somewhere?<br/>                     Using IT:<br/> <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Talk about what makes some places special – feel safe, familiar, warm etc.</li> <li>View:<br/> <a href="http://www.bbc.co.uk/education/clips/zcfqkqt">http://www.bbc.co.uk/education/clips/zcfqkqt</a></li> <li>Talk about why a synagogue is special a special place for some people.</li> <li>Draw a diagram of a floor plan of a synagogue.</li> <li>Make a model synagogue.</li> </ul> |
|         |  | <p><b>Week 6</b></p> <p><b>Objective:</b> To be able to describe the historical roots of the celebration of Passover.</p> <p><b>Success Criteria:</b> To be able to:<br/> <b>Support:</b> P6 Listen to, and begin to respond to, familiar religious stories, poems and music and make their own contributions to celebrations and festivals. P7 Find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. P8 Begin to understand that religious and other stories carry moral and religious meaning.<br/> <b>Core:</b> AT1L1 Recall part of a story from a religion or world view and ask a simple question about it. AT1 L2 Use religious words and phrases to identify some aspects of religion and say why they are important to their followers. AT1 L3 Describe</p>  | <p><b>Week 7</b></p> <p><b>Objective:</b> To be able to describe the celebration of Passover and explain why it is important to some people.</p> <p><b>Success Criteria:</b> To be able to:<br/> <b>Support:</b> P6 Listen to, and begin to respond to, familiar religious stories, poems and music and make their own contributions to celebrations and festivals. P7 Find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. P8 Begin to understand that religious and other stories carry moral and religious meaning.<br/> <b>Core:</b> AT1L1 Recall part of a story from a religion or world view and ask a simple question about it. AT1 L2 Use religious words and phrases to identify some aspects of religion and say why they are</p>   | <p><b>Week 8</b></p> <p><b>Objective:</b> To be able to describe what Anne Frank believed.</p> <p><b>Success Criteria:</b> To be able to:<br/> <b>Support:</b> P6 show concern and sympathy for others in distress for example through gestures, facial expressions or by offering comfort. P7 Begin to understand that other people have needs and to respect these. P8 Often be sensitive to the needs and feelings of others and show respect for themselves and others.<br/> <b>Core:</b> AT1 L1 use some correct names for things that are special to religious people. AT1 L2 Talk about things that some religious people have in common and things that are different. AT1 L3 Describe simple some things that are the same and different for people who follow religions and</p>  | <p><b>Week 9</b></p> <p><b>Objective:</b> To be able to describe what Anne Frank believed.</p> <p><b>Success Criteria:</b> To be able to:<br/> <b>Support:</b> P6 show concern and sympathy for others in distress for example through gestures, facial expressions or by offering comfort. P7 Begin to understand that other people have needs and to respect these. P8 Often be sensitive to the needs and feelings of others and show respect for themselves and others.<br/> <b>Core:</b> AT1 L1 use some correct names for things that are special to religious people. AT1 L2 Talk about things that some religious people have in common and things that are different. AT1 L3 Describe simple some things that are the same and different for people who follow religions and</p>  |



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| <p>simply what a believer might learn from religious stories, practices and worldviews.<br/> <b>Extension:</b> AT1 L4 Describe the impact of religion and belief on peoples' lives. AT1L5 Develop their own lines of enquiry and explain how religious sources and evidences are used to provide answers to questions about life and morality.<br/>         LOtC: visit a local supermarket to find out how easy/difficult it is to buy kosher food in King's Lynn.<br/> <b>SMSC is it important to keep traditions alive?</b><br/>         Using IT:<br/> <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Talk about a special celebration that students have experienced.</li> <li>• View clip – story of the Passover: <a href="http://www.bbc.co.uk/education/clips/zmq6sbkiew">http://www.bbc.co.uk/education/clips/zmq6sbkiew</a></li> <li>• Discuss what was going on in Egypt and why the Hebrews had to leave so quickly.</li> </ul>   | <p>important to their followers. AT1 L3 Describe simply what a believer might learn from religious stories, practices and worldviews.<br/> <b>Extension:</b> AT1 L4 Describe the impact of religion and belief on peoples' lives. AT1L5 Develop their own lines of enquiry and explain how religious sources and evidences are used to provide answers to questions about life and morality.<br/>         LOtC: visit a local supermarket to find out how easy/difficult it is to buy kosher food in King's Lynn.<br/> <b>SMSC do we take our food for granted?</b><br/>         Using IT:<br/> <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Recap the historical reasons for the Passover.</li> <li>• Discuss how some people celebrate the Passover.</li> <li>• Students could use a paper plate to collage the Passover/Seder plate and say what each item on the plate symbolizes. Talk about why some people celebrate the Passover today.</li> <li>• Students could try some of the foods.</li> </ul> | <p>worldviews.<br/> <b>Extension:</b> AT1 L4 Through their own lines of enquiry describe and compare what it is like to belong to different religious groups and worldviews. AT1 L5 Suggest reasons for similarities and differences within religions as well as between religions.<br/>         LOtC:<br/> <b>SMSC how does a faith support some people in the world today?</b><br/>         Using IT:<br/> <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Use the text of the book to find examples of Anne Frank's beliefs. What did Anne believe?</li> <li>• Discuss the powerpoint on Anne Frank.</li> <li>• Did her faith support her during her time in hiding?</li> </ul> | <p>worldviews.<br/> <b>Extension:</b> AT1 L4 Through their own lines of enquiry describe and compare what it is like to belong to different religious groups and worldviews. AT1 L5 Suggest reasons for similarities and differences within religions as well as between religions.<br/>         LOtC:<br/> <b>SMSC do miracles happen?</b><br/>         Using IT:<br/> <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Continue to use the text of the book to find examples of Anne Frank's beliefs. What did Anne believe?</li> <li>• Discuss relevant passages.</li> <li>• Did her faith support her during her time in hiding?</li> </ul> | <p>to them.<br/> <b>Extension:</b> AT2 L4 Give reasons why some people inspire or influence then and others.<br/>         LOtC:<br/> <b>SMSC should we treat everyone equally?</b><br/>         Using IT:<br/> <b>Suggested Activities:</b><br/>         Read the poem by Pastor Martin Niemöller, 'First they came for the Socialists'. Talk about what the poem means. Does it have any relevance in the world today?</p> |                                |
| <b>Week 11</b>  |  |  |  |   | <b>Suggested Home Learning</b> |
| <p><b>Objective:</b> To be able to consider the experiences of people during WWII from another perspective.</p> <p><b>Success Criteria:</b><br/> <b>Support:</b> P6 show concern and sympathy for others in distress for example through gestures, facial expressions or by offering comfort. P7 Begin to understand that other people have needs and to respect these. P8 Often be sensitive to the needs and feelings of others and show respect for themselves and others.<br/> <b>Core:</b> AT2 L1 Ask questions about things they find puzzling and talk about them. AT2 L2 Talk about the questions a story from a religion or world view might make them ask. AT2 L3 Ask questions about religions and belief and explore different answers to them.<br/> <b>Extension:</b> AT2 L4 Give reasons why some people inspire or influence then and others.<br/>         LOtC:<br/> <b>SMSC</b><br/>         Using IT:<br/> <b>Suggested Activities:</b><br/>         Write a modern version of the poem by Pastor Martin Niemöller, 'First they came for the Socialists'. Discuss whether there are groups in society that get scapegoated.</p> |  |  |  | <p>Research Jewish artefacts and places of worship. Visit if possible.</p>  |                                |