



<p align="center">Religious Studies 3. Expressions of Belief: Rituals and Practices How and in what forms, humans express their understanding of who they are, their beliefs about God and life. Brazil and Italy</p>					
	Week 1	Week 2	Week 3	Week 4	Week 5
RE	<p>Objective: To discuss our own special occasions.</p> <p>Success Criteria: To be able to: Support: P7 communicate their feelings about what is special to them. P8 begin to reflect on what makes them happy, sad, excited or lonely. AT2 L1 ask questions about things they may find puzzling and talk about them. AT2 L2 talk about what is important to them and others with respect for their feelings. Core: AT2 L3: identify similarities and differences about things that influence them and others. AT2 L4 ask questions about the meaning and purpose of life and moral decisions and suggest answers which take into account the views of religious believers and those who hold a world view. Extension: AT2 L5 give reasons for more than one point of view, providing evidence to these views e.g. a quotation, personal experience. AT2 L6 Use evidence from statistics, science, religion, media, history, world affairs or personal experience to support a particular view and to counter this view.</p> <p>LOtC: SMSC considering personal experiences and how they shape us. Using IT: students could conduct research on religious festivals around the world.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Talk about the festivals we celebrate together as a school. Are there any special events that students celebrate out of school? How does celebrating make us feel? Do we all feel the same way? Draw a picture of a special occasion that students have celebrated and write key words about it. 	<p>Objective: To be able to retell a story with meaning.</p> <p>Success Criteria: To be able to: Support: 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. Core: 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. Extension: 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.</p> <p>LOtC: SMSC to have opportunities to develop insight as well as knowledge and reason.</p> <p>Using IT: Suggested Activities:</p> <ul style="list-style-type: none"> Read the story of 'The Magic Pool' (see attached story). What do we think is the meaning of the story? Do we think that the story is really true? Can we learn anything from the story even if it isn't true? Draw a storyboard of the story to help us remember it. Discuss whether we can learn important truths from stories, even if the stories are not true. 	<p>Objective. To discuss why religious artefacts are important to some people.</p> <p>Success Criteria: Support: 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. Core: 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. Extension: 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.</p> <p>LOtC: SMSC Why are some objects precious to religious believers? Using IT: research special objects in world religions.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Recap the story of TMP. What special objects do we know about that some religions use? Could look at images. What makes some artefacts special to some people? Imagine that there is only about a bucket full of water left of the pool. Design and annotate a diagram of a container to protect the water. It needs to keep the water safe in case the people find a way to restore the magic in the future. It also needs to show how special the water is so that if future generations remember the story and look after the container. Think about the materials you use (perhaps precious metals/jewels etc.). Make containers for the water. Explain the design features. 	<p>Objective. To discuss why religious buildings are important to some people.</p> <p>Success Criteria: To be able to: Support: P7 communicate their feelings about what is special to them. P8 begin to realize the significance of religious artefacts, symbols and places. AT2 L1 ask questions about things they may find puzzling and talk about them. AT2 L2 talk about what is important to them and others with respect for their feelings. Core: AT2 L3: identify similarities and differences about things that influence them and others. AT2 L4 ask questions about the meaning and purpose of life and moral decisions and suggest answers which take into account the views of religious believers and those who hold a world view. Extension: AT2 L5 give reasons for more than one point of view, providing evidence to these views e.g. a quotation, personal experience. AT2 L6 Use evidence from statistics, science, religion, media, history, world affairs or personal experience to support a particular view and to counter this view.</p> <p>LOtC: visit a local place of worship or ancient building and see how light and symbolism are used there. SMSC to have opportunities to understand human feelings and emotions. Using IT: research places of worship around the world. Using communicate and print.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Quick recap of TMP. Do we know any of places of worship? Could look at images. The container we made last week needs to be kept in a special building so that it is safe. The building needs to last for a very long time as the people may not be able to restore the magic for a very long time and the building needs to tell the story in case future generations forget it. Consider building materials and visual symbols e.g. hieroglyphics or communicate and print. Talk about buildings that have been around for a long time. Draw and annotate a design or make a model of the building. 	<p>Objective: To discuss why religious festivals are important to some people.</p> <p>Success Criteria: To be able to: Support: P7 communicate their feelings about what is special to them. P8 begin to realize the significance of religious artefacts, symbols and places. AT2 L1 ask questions about things they may find puzzling and talk about them. AT2 L2 talk about what is important to them and others with respect for their feelings. Core: AT2 L3: identify similarities and differences about things that influence them and others. AT2 L4 ask questions about the meaning and purpose of life and moral decisions and suggest answers which take into account the views of religious believers and those who hold a world view. Extension: AT2 L5 give reasons for more than one point of view, providing evidence to these views e.g. a quotation, personal experience. AT2 L6 Use evidence from statistics, science, religion, media, history, world affairs or personal experience to support a particular view and to counter this view.</p> <p>LOtC: SMSC to develop opportunities to think in terms of the 'whole' e.g. concepts such as harmony and interdependence. Using IT: Suggested Activities:</p> <ul style="list-style-type: none"> Quick recap of TMP. The people have decided that they need to have an annual celebration to remember the story of TMP. What form would this celebration take? Would they visit the special building and container for the water? Would they parade through the streets or remember the story quietly at home? Would they eat special (symbolic) food? Wear special clothes? Send cards? Etc. Role play the celebration that students designed. Could possibly make cards. Talk about why celebrations help us remember events that happened a long time ago.
		Week 6	Week 7	Week 8	Week 9



Medium Term Plan – Key Stage 3 – 7/8- Food and Festivals

<p>Objective: To describe the Christian festivals of Shrove Tuesday and Lent. Success Criteria: To be able to: Support: P7 communicate their ideas about religion, life events and experiences in simple phrases. P8 begin to understand that religious and other stories carry moral and religious meaning. 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. Core: AT1 L3 use some words and symbols from religions and beliefs appropriately and independently. AT1 L4 use words and symbols from religions and beliefs correctly when providing descriptions and explanations. Extension: AT1 L5 Use and increasingly wide vocabulary and symbolism from different religions and world views when providing explanations. AT1 L6 use a comprehensive vocabulary and expression from different religions and worldviews to provide detailed explanations. LOtC: make pancakes. SMSC discuss whether it is important to share with others. Using IT: Suggested Activities:</p> <ul style="list-style-type: none"> • What do we already know about Shrove Tuesday and Lent? Who celebrates it, why and what do they do? • How do people get ready for Easter? • Talk about Shrove Tuesday, what happens and why. Talk about Lent, why some people give something up for Lent. What would students give up? Would it be easy or difficult? • View: https://www.youtube.com/watch?v=UAFO61FRV9I 	<p>Objective: To describe the Christian festival of Easter. Success Criteria: Support: P7 communicate their feelings about what is special to them. P8 begin to realize the significance of religious artefacts, symbols and places. AT2 L1 ask questions about things they may find puzzling and talk about them. AT2 L2 talk about what is important to them and others with respect for their feelings. Core: AT2 L3: identify similarities and differences about things that influence them and others. AT2 L4 ask questions about the meaning and purpose of life and moral decisions and suggest answers which take into account the views of religious believers and those who hold a world view. Extension: AT2 L5 give reasons for more than one point of view, providing evidence to these views e.g. a quotation, personal experience. AT2 L6 Use evidence from statistics, science, religion, media, history, world affairs or personal experience to support a particular view and to counter this view. LOtC: make hot cross buns. SMSC developing awareness of their own and others beliefs. Using IT: Suggested Activities:</p> <ul style="list-style-type: none"> • What do we already know about Easter? Who celebrates it, why and what do people do? • View: https://www.youtube.com/watch?v=MK2o-mhBfuc • Make a guidebook explaining what happens during Easter and why. 	<p>Objective: To describe how and why some people in Brazil celebrate Mardi Gras Success Criteria: Support: P7 communicate their ideas about religion, life events and experiences in simple phrases. P8 begin to understand that religious and other stories carry moral and religious meaning. 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. Core: AT1 L3 use some words and symbols from religions and beliefs appropriately and independently. AT1 L4 use words and symbols from religions and beliefs correctly when providing descriptions and explanations. Extension: AT1 L5 Use and increasingly wide vocabulary and symbolism from different religions and world views when providing explanations. AT1 L6 use a comprehensive vocabulary and expression from different religions and worldviews to provide detailed explanations. LOtC: SMSC giving students the opportunity to explore values and beliefs, including religious beliefs and the ways in which they affect peoples' lives. Using IT: Suggested Activities:</p> <ul style="list-style-type: none"> • How is Mardi Gras celebrated in Brazil? • Work through attached powerpoint discussing slides. • View: http://www.bbc.co.uk/news/world-latin-america-21421812 	<p>Objective: To describe some ways that people in Brazil celebrate Mardi Gras. Success Criteria: Support: P7 communicate their ideas about religion, life events and experiences in simple phrases. P8 begin to understand that religious and other stories carry moral and religious meaning. 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. Core: AT1 L3 use some words and symbols from religions and beliefs appropriately and independently. AT1 L4 use words and symbols from religions and beliefs correctly when providing descriptions and explanations. Extension: AT1 L5 Use and increasingly wide vocabulary and symbolism from different religions and world views when providing explanations. AT1 L6 use a comprehensive vocabulary and expression from different religions and worldviews to provide detailed explanations. LOtC: SMSC opportunities to develop and expressive or creative impulse. Using IT: research carnival masks. Suggested Activities:</p> <ul style="list-style-type: none"> • Use the template attached to make a Mardi Gras mask. • Why are they part of the celebrations? • How do students feel about hiding one's identity? 	<p>Objective: To describe how and why some people in Italy (particularly Venice) celebrate carnival. Success Criteria: Support: P7 communicate their ideas about religion, life events and experiences in simple phrases. P8 begin to understand that religious and other stories carry moral and religious meaning. 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. Core: AT1 L3 use some words and symbols from religions and beliefs appropriately and independently. AT1 L4 use words and symbols from religions and beliefs correctly when providing descriptions and explanations. Extension: AT1 L5 Use and increasingly wide vocabulary and symbolism from different religions and world views when providing explanations. AT1 L6 use a comprehensive vocabulary and expression from different religions and worldviews to provide detailed explanations. LOtC: SMSC giving students the opportunity to explore values and beliefs, including religious beliefs and the ways in which they affect peoples' lives. Using IT: research Carnival in Venice Suggested Activities:</p> <ul style="list-style-type: none"> • Research to find out what happens during Carnival in Venice. • What are the origins of Carnival in Venice? • How is carnival the same and different to Mardi Gras?
<p>Week 11</p> <p>Objective: To describe some ways that people in Venice celebrate Carnival. Success Criteria: Support: P7 communicate their ideas about religion, life events and experiences in simple phrases. P8 begin to understand that religious and other stories carry moral and religious meaning. 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. Core: AT1 L3 use some words and symbols from religions and beliefs appropriately and independently. AT1 L4 use words and symbols from religions and beliefs correctly when providing descriptions and explanations. Extension: AT1 L5 Use and increasingly wide vocabulary and symbolism from different religions and world views when providing explanations. AT1</p>	<p>Week 12</p> <p>Objective: To review reasons for religious festivals and practices. Success Criteria: Support: P7 communicate their feelings about what is special to them. P8 begin to realize the significance of religious artefacts, symbols and places. AT2 L1 ask questions about things they may find puzzling and talk about them. AT2 L2 talk about what is important to them and others with respect for their feelings. Core: AT2 L3: identify similarities and differences about things that influence them and others. AT2 L4 ask questions about the meaning and purpose of life and moral decisions and suggest answers which take into account the views of religious believers and those who hold a world view. Extension: AT2 L5 give reasons for more than one point of view, providing evidence to these views</p>	<p>Week 13 Activity Week</p>	<p>Week 14 Jump up Week</p>	<p>Suggested Home Learning</p> <p>Talk about celebrations and festivals. Make celebration food.</p>



Medium Term Plan – Key Stage 3 – 7/8- Food and Festivals

	<p>L6 use a comprehensive vocabulary and expression from different religions and worldviews to provide detailed explanations. LOtC: SMSC opportunities to develop and expressive or creative impulse. Using IT: research Venetian carnival masks.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none">• Use the template attached to make a Carnival mask.• Why are they part of the celebrations?	<p>e.g. a quotation, personal experience. AT2 L6 Use evidence from statistics, science, religion, media, history, world affairs or personal experience to support a particular view and to counter this view. LOtC: make hot cross buns. SMSC developing awareness of their own and others beliefs. Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none">• Mind map what we have discovered about religious festivals.• What would the world be like without religious festivals?			
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