



**Medium Term Plan – Key Stage 3 Year 9 Food and Festivals**

<p align="center"><b>Food and Festivals: Hinduism and Sikhism</b></p> <p align="center"><b>Expressions of belief: rituals and practices. How, and in what forms, humans express their understanding of who they are their belief about God and life.</b></p> <p align="center"><b>Africa and India</b></p>					
	Week 1	Week 2	Week 3	Week 4	Week 5
Subject RE	<p><b>Objective:</b> To be able to identify some outward expressions of faith.</p> <p><b>Success Criteria:</b> I can:</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><b>LOtC:</b> SMSC are outward expressions of faith important? Using IT:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Do we wear different clothes for special occasions?</li> <li>Can we tell what religion someone is just by looking at them? Discuss outward signs of having a faith e.g. wearing particular clothes or jewelry. Can we link clothes to faiths? Do some people within religions wear different clothes e.g. monks, priests etc.</li> <li>Look at images of religious dress – can we tell the religion from the clothes?</li> <li>Is it important to be able to see what religion a person follows or should it be secret? Can you think of any examples when religious clothes might not be appropriate or when you would expect someone to wear religious clothes?</li> <li>What other outward ways are there of showing a religion – e.g. eating/not eating certain foods, doing/not doing some activities or jobs etc.?</li> </ul>	<p><b>Objective:</b> To be able to describe some of the key beliefs of Hinduism.</p> <p><b>Success Criteria:</b> I can:</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><b>LOtC:</b> SMSC what do other people believe? Using IT:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>What do we already know about Hinduism? Students could write down any questions that they would like to ask about Hinduism.</li> <li>Students could look at the introduction to Hinduism 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 explain how religious stories associated with festivals may impact on the lives of some people.</p> <p><b>Success Criteria:</b> I can:</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><b>LOtC:</b> SMSC are beliefs important? Using IT:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Tell the story of Prahlad and Holika</li> <li>Re-write the story as a cartoon</li> <li>What does the story mean? How might a Hindu apply the meaning of Holika to their lives?</li> </ul>	<p><b>Objective:</b> To be able to describe how some ways some people celebrate Holi.</p> <p><b>Success Criteria:</b> I can:</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><b>LOtC:</b> SMSC is it important to celebrate? Transmission of beliefs/culture, belonging. Using IT:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Show students the clips <a href="https://www.youtube.com/watch?v=O6mahdFNfRU">https://www.youtube.com/watch?v=O6mahdFNfRU</a></li> <li><a href="https://www.youtube.com/watch?v=B07X9K-DOOU">https://www.youtube.com/watch?v=B07X9K-DOOU</a></li> <li>How do Hindus celebrate Holi? Would we like to join in? why/why not? Can a person join in with a festival if they don't believe in the religion that celebrates it?</li> <li>Make a picture by throwing powder paint on black paper.</li> </ul>	<p><b>Objective:</b> To be able to explain why we sometimes eat special food during festivals.</p> <p><b>Success Criteria:</b> I can:</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><b>LOtC:</b> visit a supermarket to SMSC is it important to belong to a group? Is it important for the group to be identifiable? Using IT:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.bbc.co.uk/food/0/21881076">http://www.bbc.co.uk/food/0/21881076</a></li> <li>Taste/make some food eaten at Holi.</li> <li>What do we think of the food eaten during Holi? Why is food during festivals often sweet?</li> </ul>
		<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>



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<p><b>Objective:</b> To investigate the key beliefs of Sikhism.</p> <p><b>Success Criteria:</b> To be able to:</p> <p><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 communicates their responses. P8 Begin to understand that religious and other stories carry moral and religious meaning.</p> <p><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.</p> <p><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.</p> <p>LOtC: visit a Gurdwara.</p> <p>SMSC to consider a set of values, principles and beliefs.</p> <p>Using IT:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• What is Sikhism? What are the similarities and differences to Hinduism?</li> <li>• View the clip Origins of Sikhism: <a href="http://www.bbc.co.uk/education/clips/zqyr87h">http://www.bbc.co.uk/education/clips/zqyr87h</a></li> <li>• Talk about the things that Guru Nanak said about God.</li> </ul>	<p><b>Objective:</b> To be able to retell and consider the meaning of a Sikh story.</p> <p><b>Success Criteria:</b> To be able to:</p> <p><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 communicates their responses. P8 Begin to understand that religious and other stories carry moral and religious meaning.</p> <p><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.</p> <p><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.</p> <p>LOtC: .</p> <p>SMSC how do we make decisions about right and wrong?</p> <p>Using IT: find other Sikh stories.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Read 'The Story of Bhai Lalo'. <a href="file:///C:/Users/yko.CPS.009/Downloads/TheStoryOfBhaiLalo.pdf">file:///C:/Users/yko.CPS.009/Downloads/TheStoryOfBhaiLalo.pdf</a></li> <li>• Discuss what it means. Retell the story as a cartoon or invent a modern version.</li> </ul>	<p><b>Objective:</b> To be able to describe the Sikh practice of sharing food.</p> <p><b>Success Criteria:</b> To be able to:</p> <p><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 communicates their responses. P8 Begin to understand that religious and other stories carry moral and religious meaning.</p> <p><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.</p> <p><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.</p> <p>LOtC: Visit a supermarket and see what Asian food is available.</p> <p>SMSC do we take our food for granted?</p> <p>Using IT:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Show the clip about the langar and seva: <a href="http://www.bbc.co.uk/education/clips/zvx6yrd">http://www.bbc.co.uk/education/clips/zvx6yrd</a></li> <li>• Students could talk about a time when they shared something with someone. What were their reasons?</li> <li>• Who do we share with? Friends, people we don't know?</li> </ul>	<p><b>Objective:</b> To be able to describe what happens in the langar.</p> <p><b>Success Criteria:</b> To be able to:</p> <p><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.</p> <p><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 worldviews.</p> <p><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.</p> <p>LOtC: share a meal out of school.</p> <p>SMSC how does a faith support some people in the world today?</p> <p>Using IT: research langar.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Watch the clip of the langar: <a href="http://www.bbc.co.uk/education/clips/zmkq6sg">http://www.bbc.co.uk/education/clips/zmkq6sg</a></li> <li>• Role play what happens in the langar.</li> <li>• Sit on the floor and taste some vegetarian food.</li> <li>• How does sitting on the floor represent equality?</li> </ul>	<p><b>Objective:</b> To be able to describe what happens in the langar.</p> <p><b>Success Criteria:</b> To be able to:</p> <p><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.</p> <p><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 worldviews.</p> <p><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.</p> <p>LOtC: have a picnic out of school, sitting on the ground.</p> <p>SMSC how does a faith support some people in the world today?</p> <p>Using IT: research langar.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Make a 3D diagram of the langar.</li> <li>• Write about a visit to the langar.</li> </ul>
<p><b>Week 11</b></p>	<p><b>Week 12</b></p>	<p><b>Week 13</b></p>	<p><b>Week 14</b></p>	<p><b>Suggested Home Learning</b></p>
<p><b>Objective:</b> To be able to describe the Sikh festival of Vaisakhi.</p> <p><b>Success Criteria:</b> I can:</p> <p><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.</p> <p><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.</p> <p><b>Extension:</b> AT1 L4 Describe the impact of religion and belief on peoples' lives. AT1L5 Develop their</p>	<p><b>Objective:</b> To investigate the Guru Granth Sahib.</p> <p><b>Success Criteria:</b> To be able to:</p> <p><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 communicates their responses. P8 Begin to understand that religious and other stories carry moral and religious meaning.</p> <p><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</p>	<p>Activity Week</p>	<p>Jump up Week</p>	<p>Research Hinduism and Sikhism. Visit places of worship.</p>



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	<p>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: visit a place where people volunteer.          SMSC: Opportunities to develop a sense of empathy with others, concern and compassion          Using IT: research the festival.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Watch the clip on Vaisakhi.  <a href="http://www.bbc.co.uk/education/clips/zt86nbk">http://www.bbc.co.uk/education/clips/zt86nbk</a></li> <li>• Talk about the festival. Write a diary imagining students have attended the festival.</li> <li>• Volunteering is a key aspect of the festival and of Sikhism. Why is this important? Do students volunteer for anything?</li> </ul>	<p>their followers. AT1 L3 Describe simply what a believer might learn from religious stories, practices and worldviews.  <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.          LOtC: visit a library to see how the books are treated.          SMSC to consider a set of values, principles and beliefs.          Using IT: find out where the Guru Granth Sahib is kept in the gurdwara.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• View the clip from last week again – pay special attention to how the Guru Granth Sahib is treated. What do students think of this?</li> <li>• Research the Guru Granth Sahib – what is it? Where is it kept? How is it looked after?</li> <li>• <a href="http://www.bbc.co.uk/education/clips/zrmxfg8">http://www.bbc.co.uk/education/clips/zrmxfg8</a></li> <li>• <a href="http://www.bbc.co.uk/education/clips/zcx6yrd">http://www.bbc.co.uk/education/clips/zcx6yrd</a></li> <li>• Do all religious believers look after their holy books in the same way?</li> <li>• How do students look after their books?</li> </ul>			
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