



Churchill Park School
Medium Term Plan – Key Stage 3 – 7/8- Books and Authors

Religious Studies					
6. Ethics and Relationships: questions and influences that inform people’s ethical and moral choices including Forgiveness, justice and issues of good and evil.					
	Week 1	Week 2	Week 3	Week 4	Week 5
RE	<p>Objective: To discuss what is special to us and to others and give reasons for our ideas.</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. LOtC: visit a local charity. SMSC considering personal values and how they are similar and different to others. Using IT: students could conduct research on charities that are particularly relevant at Christmas.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Students could consider their personal important values – fairness, forgiveness etc. • Students could watch the beginning of the film/read book to the conversation between Scrooge and Marley. What are Scrooge’s values? • Draw Scrooge’s chain weighted down with boxes labeled with his values. 	<p>Objective: To discuss how our experience affect our behaviours and attitudes.</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. LOtC: visit a local place of worship and see how light is used there. SMSC considering personal experiences and how they shape us.</p> <p>Using IT: Suggested Activities:</p> <ul style="list-style-type: none"> • Students could discuss whether our experiences have an impact on the people we are. • Students could watch the film/read book to the end of the scene with the Ghost of Jacob Marley. • Discuss what happened to Scrooge and what had made him become the person he was. What choices did he make? What might have happened if he made different choices? 	<p>Objective. To discuss what happened to Scrooge.</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. 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Which charities do student think are important and why? 	<p>Objective. To discuss why/how light is used as a symbol in world religions.</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. LOtC: visit a local place of worship and see how light is used there. SMSC considering light as a symbol in religions.</p> <p>Using IT: research the theme of light in world religions. Suggested Activities:</p> <ul style="list-style-type: none"> • Students could look at a variety of still film images of the Ghost of Christmas Past and discuss what the light symbolizes. • Students could develop the theme of light in the story further and research examples of light and symbolism in world religions e.g. Jesus light of the world. • Light a candle/small torch in a darkened room – talk about how this makes us feel. 	<p>Objective: To discuss the choices we make and how we make our choices.</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. LOtC: SMSC considering the impact of our world views on our choices.</p> <p>Using IT: students could make a poster contrasting colour images of Christmas with black and white newspaper headings of events from Christmas. Suggested Activities:</p> <ul style="list-style-type: none"> • Students could talk about what they did at Christmas – if appropriate. • Students could talk what factors they considered when they made their choices about Christmas and whether our decisions are rooted in our belief systems.



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Week 6	Week 7	Week 8	Week 9	Week 10
<p>Objective: To discuss the choices Scrooge made and how they impacted on his life.</p> <p>Success Criteria: To be able to:</p> <p>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.</p> <p>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.</p> <p>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 the impact of our world views on our choices.</p> <p>Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Students could watch film/read book to end of scene with Ghost of Christmas present. Students could pretend that Scrooge is an old friend that they haven't seen for a while – what advice would they give him? 	<p>Objective: To discuss whether it is possible for a person to change.</p> <p>Success Criteria:</p> <p>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.</p> <p>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.</p> <p>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 whether a person can change.</p> <p>Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Students could watch film/read book through to end. Students could discuss whether it is really possible for a person to change. Discuss how Scrooge might change. Discuss how Scrooge's life might be different after he had seen the ghosts. 	<p>Objective: To discuss whether Willy Wonka created a perfect world inside the chocolate factory. To draw parallels to religious ideas of a creator god.</p> <p>Success Criteria:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>LOtC: SMSC giving students the opportunity to explore values and beliefs, including religious beliefs and the ways in which they affect peoples' lives.</p> <p>Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> View the excerpt of the film in the factory where you can eat the grass etc. How did the visitors react? Did they all react in the same ways? Was there anything that was surprising in a 'perfect' world? Anything that we would not want in a perfect world? Many religious believers believe in a creator god who made the world. Is everything in the world perfect? Is there anything that we find surprising? Retell religious stories about the creation of the world from a variety of perspectives.. 	<p>Objective: To draw parallels between the Seven Deadly Sins and the characters in CatCF.</p> <p>Success Criteria:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>LOtC: SMSC giving students the opportunity to explore values and beliefs, including religious beliefs and the ways in which they affect peoples' lives.</p> <p>Using IT: https://prezi.com/gbaidiitnk/biblical-references-in-charlie-and-the-chocolate-factory/</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> What are the Seven Deadly Sins? Make a bubble chart to illustrate the key words and what they mean. Look at some excerpts from the film when we are introduced to the characters. What are they like? Which of the 7DS do they represent? 	<p>Objective: To draw parallels between the Seven Deadly Sins and the characters in CatCF.</p> <p>Success Criteria:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>LOtC: SMSC giving students the opportunity to explore values and beliefs, including religious beliefs and the ways in which they affect peoples' lives.</p> <p>Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Look at the remaining characters and consider which of the 7DS they represent.



	Week 11				Suggested Home Learning
	<p>Objective: To consider whether people always get what they deserve?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>LOtC: SMSC giving students the opportunity to explore values and beliefs, including religious beliefs and the ways in which they affect peoples' lives.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> At the end of the story, Charlie was given the chocolate factory. Was he the most deserving character? Had Charlie made any mistakes? Did he say sorry for them? Is this how God is with people? 				<p>Talk about things that we use every day and probably take for granted, such as clean water and electricity.</p>