

|                           |                              |  |  |   |   |
|---------------------------|------------------------------|--|--|---|---|
| <b>Subject:</b> RS        |                              |  |  |   |   |
| <b>SoW Title:</b> Judaism |                              |  |  |   |   |
| <b>Year:</b> Year 6       |                              |  |  |   |   |
| <b>Date:</b> 2018/2019    |                              |  |  |   |   |
|                           |                              |  |  |   |   |
| <b>Week</b>               | <b>Title</b>                 | <b>Objective</b>   | <b>Key Knowledge/Content</b>   | <b>Assessment and Showcase Pieces (minimum grade 6)</b>                         | <b>Mastery tasks</b>  |
| 1                         | How did Judaism begin?       | To explain when, where and how Judaism began.                                  | <b>How did Judaism begin?</b><br><br><b>Origins of Judaism, denominations</b>  |   | Handed out in class.<br><br><a href="https://docs.google.com/document/d/1XrktFVXQa1eoPjeR4X_xagZUviwe2fdRYbEH7s53hAA/edit">https://docs.google.com/document/d/1XrktFVXQa1eoPjeR4X_xagZUviwe2fdRYbEH7s53hAA/edit</a> |
| 2                         | Who is Yahweh?               | To describe the characteristics of God in Judaism.                             | <b>Who is Yahweh?</b><br><br><b>Jewish beliefs about God and Jewish scriptures</b>   | Option: Is God in Judaism seen as cruel or kind?                                | Handed out in class.  |
| 3                         | Why did God make covenants?  | To explain the purpose and nature of the covenant with Abraham.                | <b>Why did God make covenants?</b><br><br><b>Covenant with Abraham (following breakdown of relationship with Adam and Eve)</b> |   | Handed out in class.  |
| 4                         | Who is Moses?                | To explain who Moses is and the purpose and nature of the covenant with Moses. | <b>Who is Moses?</b><br><br><b>Covenant with Moses and 10 Commandments</b>   | Option: Should God have made covenants with the people?                         | Handed out in class.  |
| 5                         | Where do Jews worship today? | To identify and explain the significance of features of a synagogue.           | <b>Where do Jews worship today?</b><br><br><b>Synagogue and religious leaders</b>  |   | Handed out in class.  |
| 6                         | What do Jews believe?        | To explain the core beliefs in Judaism.  | <b>What do Jews believe?</b><br><br><b>Core beliefs, introduction to the Messiah</b>   |   | Handed out in class.  |
| 7                         | Who will the Messiah be?     | To compare different Jewish beliefs about the Messiah.                         | <b>Who will the Messiah be?</b><br><br><b>Orthodox vs Reform views</b>   | Option: The Messiah will clearly be a real person. To what extent do you agree? | Handed out in class.  |
| 8                         | How do Jews celebrate?       | To explain how and why Jews celebrate 3 festivals / ceremonies.                | <b>How do Jews celebrate?</b><br><br><b>Key Jewish festivals and ceremonies</b>  |   | Handed out in class.  |
| 9                         | Mazel tov!                   | To experience Jewish festivals / ceremonies.                                   | <b>Mazel tov!</b><br><br><b>Re-enact 2 Jewish celebrations.</b>  |   | Handed out in class.  |
| 10                        | REVISION                     |  |  |   | Revision  |
| 11                        | ASSESSMENT: Essay            |  |  |   |   |
| 12                        | Feedback                     |  |  |   |   |
| 13                        | Extension                    |  |  |   |   |
|                           |                              |  |  |   |   |

| <b>Subject:</b>   |               |              |                  |                              |   |                      |  |  |  |
|-------------------|---------------|--------------|------------------|------------------------------|---|----------------------|--|--|--|
| <b>SoW Title:</b> |               |              |                  |                              |   |                      |  |  |  |
| <b>Year</b>       |               |              |                  |                              |   |                      |  |  |  |
| <b>Date:</b>      |               |              |                  |                              |   |                      |  |  |  |
|                   |               |              |                  |                              |   |                      |  |  |  |
| <b>Week</b>       | <b>Lesson</b> | <b>Title</b> | <b>Objective</b> | <b>Key Knowledge/Content</b> | <b>Assessment and Showcase Pieces (minimum grade 6)</b> | <b>Mastery tasks</b> | <b>Links to resources e.g. 100% Sheets</b> |  |  |
| 1 Full Stops      |               | 1 INSET      |                  |                              |   |                      |  |  |  |
|                   |               | 2 PCD        |                  |                              |   |                      |  |  |  |
|                   |               | 3            |                  |                              |   |                      |  |  |  |
|                   |               | 4            |                  |                              |   |                      |  |  |  |
| 2                 |               | 1            |                  |                              |   |                      |  |  |  |
|                   |               | 2            |                  |                              |   |                      |  |  |  |
|                   |               | 3            |                  |                              |   |                      |  |  |  |
|                   |               | 4            |                  |                              |   |                      |  |  |  |
| 3                 |               | 1            |                  |                              |   |                      |  |  |  |
|                   |               | 2            |                  |                              |   |                      |  |  |  |
|                   |               | 3            |                  |                              |   |                      |  |  |  |
|                   |               | 4            |                  |                              |   |                      |  |  |  |
| 4                 |               | 1            |                  |                              |   |                      |  |  |  |
|                   |               | 2            |                  |                              |   |                      |  |  |  |
|                   |               | 3            |                  |                              |   |                      |  |  |  |
|                   |               | 4            |                  |                              |   |                      |  |  |  |
| 5                 |               | 1            |                  |                              |   |                      |  |  |  |
|                   |               | 2            |                  |                              |   |                      |  |  |  |
|                   |               | 3            |                  |                              |   |                      |  |  |  |
|                   |               | 4            |                  |                              |   |                      |  |  |  |
| 6                 |               | 1            |                  |                              |   |                      |  |  |  |
|                   |               | 2            |                  |                              |   |                      |  |  |  |
|                   |               | 3            |                  |                              |   |                      |  |  |  |
|                   |               | 4            |                  |                              |   |                      |  |  |  |
| 7                 |               | 1            |                  |                              |   |                      |  |  |  |
|                   |               | 2            |                  |                              |   |                      |  |  |  |
|                   |               | 3            |                  |                              |   |                      |  |  |  |
|                   |               | 4            |                  |                              |   |                      |  |  |  |
|                   |               | 1            |                  |                              |   |                      |  |  |  |
|                   |               | 2            |                  |                              |   |                      |  |  |  |
|                   |               | 3            |                  |                              |   |                      |  |  |  |



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|---------------------------|------------------------------|--|--|---|---|
| <b>Subject:</b> RS        |                              |  |  |   |   |
| <b>SoW Title:</b> Judaism |                              |  |  |   |   |
| <b>Year:</b> Year 68      |                              |  |  |   |   |
| <b>Date:</b> 2018/2019    |                              |  |  |   |   |
|                           |                              |  |  |   |   |
| <b>Week</b>               | <b>Title</b>                 | <b>Objective</b>   | <b>Key Knowledge/Content</b>   | <b>Assessment and Showcase Pieces (minimum grade 6)</b>                         | <b>Mastery tasks</b>  |
| 1                         | How did Judaism begin?       | To explain when, where and how Judaism began.                                  | <b>How did Judaism begin?</b><br><br><b>Origins of Judaism, denominations</b>  |   | Handed out in class.<br><br><a href="https://docs.google.com/document/d/1XrktFVXQa1eoPjeR4X_xagZUviwe2fdRYbEH7s53hAA/edit">https://docs.google.com/document/d/1XrktFVXQa1eoPjeR4X_xagZUviwe2fdRYbEH7s53hAA/edit</a> |
| 2                         | Who is Yahweh?               | To describe the characteristics of God in Judaism.                             | <b>Who is Yahweh?</b><br><br><b>Jewish beliefs about God and Jewish scriptures</b>   | Option: Is God in Judaism seen as cruel or kind?                                | Handed out in class.  |
| 3                         | Why did God make covenants?  | To explain the purpose and nature of the covenant with Abraham.                | <b>Why did God make covenants?</b><br><br><b>Covenant with Abraham (following breakdown of relationship with Adam and Eve)</b> |   | Handed out in class.  |
| 4                         | Who is Moses?                | To explain who Moses is and the purpose and nature of the covenant with Moses. | <b>Who is Moses?</b><br><br><b>Covenant with Moses and 10 Commandments</b>   | Option: Should God have made covenants with the people?                         | Handed out in class.  |
| 5                         | Where do Jews worship today? | To identify and explain the significance of features of a synagogue.           | <b>Where do Jews worship today?</b><br><br><b>Synagogue and religious leaders</b>  |   | Handed out in class.  |
| 6                         | What do Jews believe?        | To explain the core beliefs in Judaism.  | <b>What do Jews believe?</b><br><br><b>Core beliefs, introduction to the Messiah</b>   |   | Handed out in class.  |
| 7                         | Who will the Messiah be?     | To compare different Jewish beliefs about the Messiah.                         | <b>Who will the Messiah be?</b><br><br><b>Orthodox vs Reform views</b>   | Option: The Messiah will clearly be a real person. To what extent do you agree? | Handed out in class.  |
| 8                         | How do Jews celebrate?       | To explain how and why Jews celebrate 3 festivals / ceremonies.                | <b>How do Jews celebrate?</b><br><br><b>Key Jewish festivals and ceremonies</b>  |   | Handed out in class.  |
| 9                         | Mazel tov!                   | To experience Jewish festivals / ceremonies.                                   | <b>Mazel tov!</b><br><br><b>Re-enact 2 Jewish celebrations.</b>  |   | Handed out in class.  |
| 10                        | REVISION                     |  |  |   | Revision  |
| 11                        | ASSESSMENT                   |  |  |   |   |
| 12                        | Feedback                     |  |  |   |   |
| 13                        | Extension                    |  |  |   |   |
|                           |                              |  |  |   |   |

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|-------------------|--|---|---|---|----------------------|--|
| <b>Subject:</b>   | Religious Studies  |   |   |   |                      |  |
| <b>SoW Title:</b> | Existance of God   |   |   |   |                      |  |
| <b>Year</b>       | Year 9   |   |   |   |                      |  |
| <b>Date:</b>      | 2018/2019  |   |   |   |                      |  |
|                   |  |   |   |   |                      |  |
| <b>Week</b>       | <b>Title</b>   | <b>Objective</b>  | <b>Key Knowledge/Content</b>  | <b>Assessment and Showcase Pieces (minimum grade 6)</b>   | <b>Mastery tasks</b> | <b>Links to resources e.g. 100% Sheets</b> |
| 1                 | What is Philosophy and Ethics?                                       | To describe and explain the concepts of philosophy and ethics.  | Defining philosophy and Ethics<br>Basic introduction to different philosophers and their philosophies.  |   | As set in class.     |  |
| 2                 | Who is God?  | To explain Muslim and Christian interpretations and understandings of God.  | 99 names of Allah<br>The Trinity<br>Main qualities of a Christian and Muslim God - similarities and differences.  |   | As set in class.     |  |
| 3                 | Why do people believe in God?  | To explain reasons for belief in God from different perspectives.<br>To be able to express different opinions in a suitable manner. | Reasons for the belief in God.<br>Reasons people loose faith in God/Religion.<br>Sharing personal beliefs.  |   | As set in class.     |  |
| 4                 | What is the Cosmological Argument?                                   | To explain what the Cosmological Argument is.<br>To evaluate the Cosmological Argument for the existance of God.                    | Meaning of the Cosmological Argument.<br>Strenghts and weaknesses of the Cosmological Argument.<br>Conclude the success of the Cosmological Argument as a proof for the existance of God. |   | As set in class.     |  |
| 5                 | What is the Teleological Argument?                                   | To explain what the Teleological Argument is.<br>To evaluate the Teleological Argument for the existance of God.                    | Meaning of the Teleological Argument.<br>Strenghts and weaknesses of the Teleological Argument.<br>Conclude the success of the Teleological Argument as a proof for the existance of God. |   | As set in class.     |  |
| 6                 | What is the Experience Argument?                                     | To explain what the Expearence Argument is.<br>To evaluate the Experience Argument for the existance of God.                        | Meaning of the Experience Argument.<br>Strenghts and weaknesses of the Experience Argument.<br>Conclude the success of the Experience Argument as a proof for the existance of God.       | The Cosmological argument is the greatest proof for God's existence.' Essay (12 marker)<br>FARM structure | As set in class.     |  |
| 7                 | What is the Inconsistant Triad?                                      | To explain what the Inconsistant Triad is.<br>To evalaute the Inconsitant Triad has on Christian beliefs.                           | Defining the theory of the Inconsistant Triad.<br>Considering the problems that Christians may confront due to the Inconsitant Triad.   |   | As set in class.     |  |
| 8                 | Can science and religion agree?                                      | To evaluate the relationship between religious beief and science.   | Theories and beliefs about the creation of the universe and mankind.<br>Conflicts that occur between science and religion.<br>Charles Darwin (scientist and Christian)                    |   | As set in class.     |  |
| 9                 | Debate: It is impossible to have faith and be a dedicated scientist. | To be able to form evidenced arguments in a formal debate.  | Theories and beliefs about the creation of the universe and mankind.<br>Conflicts that occur between science and religion.<br>Charles Darwin (scientist and Christian)                    |   | As set in class.     |  |
| 10                | <i>Revision</i>  |   |   |   | As set in class.     |  |
| 11                | <i>Assessment</i>  |   |   | GCSE style assessment including 1-5 questions (30 minutes)  |                      |  |
| 12                | <i>Re-teach</i>  |   |   |   |                      |  |
| 13                | <i>Feedback</i>  |   |   |   |                      |  |









