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| **Religious studies: YR 7**  | Unit 1: **Creation of the universe** | No of lessons: 10 | Curriculum goals:In this unit students will become aware of the various religious and non-religious views on the origins of both the universe and life on earth. Throughout this unit students will explore the divergent views within religions and society. Students will also be afforded the opportunity to explore and develop their own personal views and develop an understanding of the differing views among their peers. Students will be exposed to different culture’s ideas of creation while developing an awareness of various religions and their origins. Student’s will also gain an insight into the scientific views on the universe and life as well as being introduced to key scientists and their discoveries. The thorough analysis of these varying views will lead to the development of the skill of evaluation, logical chains of reasoning and sound judgements based on the available evidence. Students will finish this unit with a thorough understanding of the different and sometimes conflicting views in society regarding this topic and will be tooled with the skills to debate these topics in future discussions in or outside the classroom. This unit aims to inspire both awe and wonder in the students, starting them on a journey of discovery and wonder that continues throughout their lives. |
| Differentiation, scaffolding and support:**Knowledge support-** see extended reading/listening/watching opportunities.**Reading support:** Peer listening to whole class reading out loud, highlighting activities of key passages that are read exploring the meaning of passages and quotes within passages. ‘Circle words you don’t understand’ approach to most reading exercises coupled with explanations and clarifications from teachers and students.**Skills support**: All skills questions supported with modelled answers, I do, we do, you do approach to 12 mark questions, sentence suggestions where needed and paragraph structure acronyms such as PEELE. Focus on the meanings of specific skills applied before attempting questions of tasks such as explaining what evaluation means. Thorough analysis of mark schemes that highlight specific skills, before answering questions. | Stretch/challenge opportunities:REach questions on main task slides. Alevel content on topics such as the Design argument filtered down to all classes. Open ended opinion-based questions including the lesson title facilitate expanded viewpoints and explanations of viewpoints. Stretch and challenge home learning exercises to deepen knowledge such as further reading websites on Darwin.Extended extra-curricular reading/listening/watching opportunities:Documentary/film list drawn up using the Ethflix platform and distributed to students. Additional material linked to each yr group advertised on staff boards. Additional reading and website suggestions added to KOs. |
| **Sequence of learning: Lesson title/question.** | **Knowledge (K) skills (S) and vocab (V) covered.** | **Recall of prior topics** | **Furthering cultural capital and opportunities for reading** | **Assessment of learning** | **Improvements** | **Homework** | **Resources: Hyperlinks to lessons and support material** |
| 1. Did the Big Bang create the universe?
 | K- The big bang theory and theorists. Evidence for the Big bang.S- Analysis of the theory and evidence. Evaluation of the evidence.V- Atheist, Theist, Agnostic, Theory, cosmic, cosmic waves, cosmic radiation. | Assess primary school knowledge on opening slide with ‘what I know’ analysis.  | Whole class reading of the history of the Big Bang. Links to famous scientists. | Post reading quiz questions and whole class assessment of understanding using five finger answer strategy. |  |  | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%207%20-%20KS3%20lessons%5CUnit%201-%20Origins%20of%20the%20universe) Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CYr%207) |
| 1. Did God literally create the world in 6 days?
 | K- The Genesis account of creation. Liberal and Fundamentalists views of this account.S- Explaining two views in a GCSE style question. Speaking and listening regarding views on this account.V- Literal, Genesis, Liberal, Fundamentalist. | Recap quiz on Theism and the Big Bang | Whole class reading of the Genesis account.Analysis of different types of Christians today.Exploration of Michelangelo’s painting of God and Adam. | 4 mark question on two Christian beliefs about creation. |  | Chapter 1 of homework booklet- Mythologies - complete activities linked to summary and application of knowledge. | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%207%20-%20KS3%20lessons%5CUnit%201-%20Origins%20of%20the%20universe)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CYr%207) |
| 1. Did Allah create the world in 7 periods
 | K- Students will develop an understanding of the Islamic creation story. S- Comparing and contrasting, analysis, evaluation. V- Allah, Qur'an, mass, orbit. | Recap key words on title slide. | Geographical analysis of population of Muslims around the world.  |  | Improvement of 4 mark answer |  | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%207%20-%20KS3%20lessons%5CUnit%201-%20Origins%20of%20the%20universe)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CYr%207) |
| 1. 12 mark question lesson 'God didn’t create the universe'
 | K- Students will evaluate the different competing theories and beliefs on how the universe was created. S- evaluation, justified conclusions, summary. | Recap of previous three lessons. Planning that focuses on previous lessons. |  | 12 mark question |  | Chapter 2 of homework booklet- The Big Bang - complete activities linked to summary and application of knowledge. | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%207%20-%20KS3%20lessons%5CUnit%201-%20Origins%20of%20the%20universe)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CYr%207) |
| 1. How do Hindus believe the world was created
 | K- Students will develop an understanding of the Hindu creation story. S- Comparing and contrasting, analysis, evaluation. V- Brahma, vishnu, shiva, cobra, om. | Recap grid with various points awarded for defining previous key terms.  | Geographical focus on India on the map, its population and other demographics.Whole class reading. |  |  |  | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%207%20-%20KS3%20lessons%5CUnit%201-%20Origins%20of%20the%20universe)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CYr%207) |
| 1. How do Sikhs believe the world was created
 | K- Students will develop an understanding of the Sikh creation story. S- Comparing and contrasting, analysis, evaluation. V- Universe, Waheguru, monotheism. | Recap of 12 mark answer, top end improvements made using Hindu beliefs. | Focus on Sikhism, country of origin and intro video about the religion ‘a day in the life of a sikh’.Whole class reading. |  | Improvement of 12 mark answer | Chapter 3 and 4 of homework booklet- Christian and Islamic creation- complete activities linked to summary and application of knowledge. | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%207%20-%20KS3%20lessons%5CUnit%201-%20Origins%20of%20the%20universe)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CYr%207) |
| 1. Did humans evolve
 | K- students will develop their understanding of evolution and Charles Darwin. S- Summarising, critical analysis. V- evolution, Darwin, species, survival of the fittest. | Recap questions on the origins of the universe unit. | Analysis of the personal history of Charles Darwin and his theory of evolution. Geographical focus on the Galapagos islands. |  |  |  | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%207%20-%20KS3%20lessons%5CUnit%201-%20Origins%20of%20the%20universe)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CYr%207) |
| 1. Were humans created
 | K- Students will develop their understanding of the religious views on how humans were created. S- Summarising, evaluation, analysis. V- Genesis, temptation, Adam and Eve, angels, fundamentalist, liberal. |  | Comparative analysis of scientific and religious views. Students will be exposed to different culture’s views on how humans came to be.Whole class extended reading of source material and analysis of quotes. | 5 mark q: Explain two religious beliefs about the origin of human beings. Improvement model answer | Improve the 5 mark answer task. | Chapter 5 and 6 of homework booklet- Hinduism and Sikhism - complete activities linked to summary and application of knowledge. | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%207%20-%20KS3%20lessons%5CUnit%201-%20Origins%20of%20the%20universe)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CYr%207) |
| 1. Is there evidence of a designer
 | K- Students will apply their knowledge of science and religion to the creation of human life.S- evaluation, analysis, summary. V- literalist, non literalist, Thomas Aquinas, Paley. | Recap grid with various points awarded for defining previous key terms from the whole unit. | Whole class extended reading of source material and analysis of quotes.Focus on philosophy and philosophers. Links to Thomas Aquinas and William Paley. |  |  |  | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%207%20-%20KS3%20lessons%5CUnit%201-%20Origins%20of%20the%20universe)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CYr%207) |
| 1. 12 mark question lesson 'Everything was designed'
 | K- Students will develop their knowledge of the demands of the 12 mark question. S- evaluation, application, justified conclusions. | Recap questions and activities of previous three lessons. Planning that focuses on previous lessons. |  | 12 mark question |  | Chapter 7 and 8 of homework booklet- Evolution and Christian and Muslim creation stories- complete activities linked to summary and application of knowledge. | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%207%20-%20KS3%20lessons%5CUnit%201-%20Origins%20of%20the%20universe)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CYr%207) |
| 1. Revision and assessment
 |  | Recap questions, summaries and activities related to the whole unit.  |  |  | Improvement of 12 mark question | Chapter 9 of homework booklet- Design - complete activities linked to summary and application of knowledge. | Lesson powerpoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%207%20-%20KS3%20lessons%5CUnit%201-%20Origins%20of%20the%20universe)Knowledge organiser [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CYr%207) |