



Belmont School

LONG TERM PLAN FOR KS4 PDP BRONZE SILVER GOLD

2020-2021

CONTEXT & INTENT: To develop and recognise a range of skills that will be invaluable for next steps ... college education, start work and preparing for adult life. Complete challenges to improve your skills in: Teamwork; Learning; Coping with problems; Use of Maths; Use of English; Use of IT

Groups / Teachers	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 10 (Partial for Y11)</p>	<p style="text-align: center;">Module 12 – Beliefs and Values Section B – Challenge 3</p> <p>Carry out a fact-finding study into the following religions:</p> <ul style="list-style-type: none"> • Christianity • Islam • Judaism • Hinduism • Sikhism • Buddhism <p>Produce notes / of your findings which uses a variety of visual and written information and covers the following:</p> <ul style="list-style-type: none"> • beliefs • sacred buildings/places • festivals/celebrations • holy books/writings • key figures/founders/leaders • moral codes <p>Now ... Choose <u>one</u> of the above religions to produce an in-depth study a report of your findings</p>			<p style="text-align: center;">Module 12 – Beliefs and Values Section A: Complete 4 challenges for 1 credit</p> <p style="text-align: center;">Challenges 1</p> <p>Interview a member of a religious faith and find out about:</p> <ul style="list-style-type: none"> • their beliefs • festivals and celebrations • key figures/founders/leaders • moral codes <p style="text-align: center;">Challenge 2</p> <p>Visit a place of worship and produce an illustrated report on the following:</p> <ul style="list-style-type: none"> • visible symbols (e.g. statues, pictures, ornaments) • holy books, writings • the building itself: it's; size, situation and design <p style="text-align: center;">Challenge 3</p> <p>Find out about a famous person whose religious faith inspired them to care for others.</p> <ul style="list-style-type: none"> • Present the story of this person, showing how religious beliefs and values influenced their work <p style="text-align: center;">Challenge 4</p> <p>As part of a group, take part in a discussion on human rights. Make a list of the ten human rights that your group feel are the most important.</p>		

		Compare your list with the United Nations' <i>Universal Declaration of Human Rights</i> and discuss how it differs from your own.
Resources/Ideas and Links	<p>Resources T:\Common Area\1A TEACHING AND LEARNING\ASDAN – Resources Discovery Education Espresso (student39306 Password: belmont) https://www.reonline.org.uk/ https://www.natre.org.uk https://request.org.uk/ https://www.retoday.org.uk https://www.bbc.co.uk/bitesize/subjects/z7hs34j</p>	<p>T:\Common Area\1A TEACHING AND LEARNING\ASDAN – Resources Discovery Education Espresso (student39306 Password: belmont) https://www.retoday.org.uk/ https://www.thehumanprojects.com/human-rights-resources https://www.amnesty.org/en/human-rights-education/ https://www.tewkesburyabbey.org.uk/interactive-tour/ https://www.canterbury-cathedral.org/visit/information/tour/ https://www.eyerevolution.co.uk/churches/ (Christian) http://www.3dmekanlar.com/en/blue-mosque.html (Islam) https://www.hvweb.net/en/360photos/budapest/great-synagogue/ (Judaism) https://sky.easypano.com/360-china/360-virtual-tour-of-Gaomin-Temple-1513.html (Buddhist) https://sky.easypano.com/360-china/360-virtual-tour-of-Gaomin-Temple-1513.html (Sikh) https://www.thenational.ae/uae/heritage/take-a-virtual-tour-of-the-uae-s-first-traditional-hindu-temple-1.851919 (Hinduism)</p>
Pupil Asset	<ul style="list-style-type: none"> • He/she can use religious words and phrases to identify some features of religion and its importance for some people. • He/she can describe simple similarities in between religious beliefs and ideas. • He/she can recognise symbols and other verbal and visual forms of religious expression. • He/she can suggest meanings for religious actions and symbols and notice similarities between religions. 	<ul style="list-style-type: none"> • can use religious words and phrases to identify some features of religion and its importance for some people. • He/she can use his/her developing religious vocabulary to describe some key features of religions, including religious celebrations and worship. • He/she can recognise similarities and differences in the key features of religions. • He/she can describe a range of beliefs, symbols and actions within different religions. • He/she can ask important questions about religion and beliefs, making links between his/her own and others' responses. • He/she can identify the impact of religion on believers' everyday lives.

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| | <ul style="list-style-type: none"> • He/she can use his/her developing religious vocabulary to describe some key features of religions, including religious celebrations and worship. • He/she can recognise similarities and differences in the key features of religions. • He/she can describe a range of beliefs, symbols and actions within different religions. • He/she can suggest meanings for a range of forms of religious expression and note similarities and differences between religions. • He/she can answer the question "what is religion?" using the main disciplines by which religion is studied. | <ul style="list-style-type: none"> • He/she can use his/her increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. • He/she can explain how beliefs, symbols and actions impact on the everyday lives of religious individuals. • He/she can ask and suggest answers to important questions about religion and beliefs, making links between his/her own and others' responses. • He/she can recognise diversity in forms of religious, spiritual and moral expression, within and between religions. • He/she can explain how religious sources are used to provide answers to ultimate questions and ethical issues. • He/she can ask, and suggest answers to, questions of values and commitments, relating them to his/her own and others' lives. • He/she can raise questions that cause wonder and take part in a discussion which explore others' beliefs and ideas. • He/she can explain how and why individuals and communities express the meanings of their beliefs and values in many different ways. • He/she can explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience. • He/she can give insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities. • He/she understands religions and worldviews as coherent systems or ways of seeing the world. • He/she can describe why people belong to religions. • He/she can explain how religious sources are used to provide answers to ultimate questions and ethical issues. • He/she can discuss some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy. • He/she can express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media. |
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