



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6	<p>Looking at Diversity in local community in terms of Religion, culture and ethnicity. Pupils will explore the sense for diverse community with its richness in race, religion, language and culture. Opportunities for SMSCD.</p>	<p>Primary School, pupils will have been taught about different faith Traditions in their primary schools, Religious and cultural knowledge from home.</p>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p>Peer Assessment End of unit Assessment</p>	<p>Teacher's feedback on T-shirts. Teacher's written comments on their class work through monitoring in lessons.</p>	<p>I can ask questions about concepts and suggest answers. I can describe my own response to the concept. I can explain my own response to concepts. I can explain my responses to religious concepts. I can explain my responses to religious concepts with justification. I can give a detailed explanation for my response to the religious concept with justification for my response based on a coherent argument. I can respond sensitively to the experiences and feelings of others, including those with faith. I can respond to the teachings and experiences of inspirational people by relating them to my own and others' lives. I can respond to religious perspectives on a range of contemporary moral issues by relating these to my own and others' lives.</p>



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	Key question: Who am I ?	All will be able to devise and answer questions based on physical characteristics and describe themselves. Most will be able to devise and answer questions based on personality. Some will be able to define themselves.	Pictures of food, flags, holy books. Guess the topic.	Starter: Key words Diversity: Differences in religions, race and backgrounds, hobbies and interests. Listen to the following song What is it about? (Write your response on your white board). In pairs Discuss how this song is related to the learning outcomes of today's lesson. With your partner devise a list of questions that you would ask a person to find out what defines them. There are two types of questions that you can ask, the physical and personal Write list of ten questions in your books. P	Pupils are encouraged to ask questions. Describe your appearance (e.g. eye colour, height, hair colour, race, what you like wearing). 2. Describe your personality (What are you like? What are your good points? What are your bad points?). 3. How do you like to spend your time? 4. What are three good things about your life? 5. What things are most important to you in your life? 6. What would you change about yourself or your life? 7. What would you change about the world we live in?	Pupils design their own ID cards.	Pupils identify similarities and differences between themselves and their partners. Teacher's feedback. Peer verbal feedback.



2	Key question: Where do I come from?	<p>All will be able to describe where they come from level 3. Most will be able to explain where their ancestors are from and how it affects their lives. level 4 Some will be able to reflect on why we need to associate with certain ethnic communities. level 5</p>	Pictures of Kenny Chessney and some poems to look at.	<p>Starter: Read the poem http://www.youtube.com/watch?v=KxeocgQj4Q&safe=active “ where do I come from” Pupils to reflect on origin of the author as well as making links with L’os</p>  <p>Mini plenary Class survey Find 5 people from your class mates. Ask about their country of origin. Complete work sheet map of the world. Pupils to identify the areas of origin of their ancestors. Colour in the country and write one key information about the country/countries about their country.</p>	<p>GCS question - Explain</p> <p>Task (correct spellings and grammar). Write down PARAGRAPH about the poet where he comes from and how he feels about his origins. Explain how he describe the place where he comes from. Feedback Linking homework with the activity. Pupils to give feedback on where do their ancestors and themselves come from?</p>	<p>Write a poem on “where do I come from?” Do it on computer Have pictures of your country. Traditional Clothes Culture Food.</p>	<p>Plenary : The Learning Triangle 1 thing I am still not sure about..... 2 things I have remembered..... 3 things I have learnt.....</p>
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3	What makes up my school community at Stratford?	All will be able to identify who their Friends are at Stratford school. Level 3 Most will be able to describe the school Community level 4 Some will be able to explain what it is. That influences our choices of friends level 5.	Pictures of Stratford school achievements from different year groups. Do we have to be different? Discuss.	<p>Starter Write down as many things about Stratford school as it comes in your mind.. You have 60 sec.. Task: Identify one place that you feel safe in school and why? Where do you hang out in the playground? Do you see any kinds of groups in school? Why? Write the answer in your books. Discuss with pupils on your table Students go through their contact book of their mobile phone and identify how many contacts are similar or different from their own religious or cultural background. Feedback .discuss Pupil's feedback to the class about their partner. (Empathy BLP)</p>	<p>GCSE Extended writing Write a paragraph explaining in your own words "write a paragraph on Stratford school community What I am looking for : Correct spellings Grammar, punctuation Explained reasons to back up your point Examples of how it is a strong community. Pupils acts as their peers In pairs one person giving description about their understanding of Stratford School to their pairs. Other person listening (BLP) and memorising their information Feedback .</p>	Research parable of the good samaritan.	<p>Www. Level 3 Well done you have described and gave basic reasons. Level 4 Well done you have given reasons why Stratford school is a strong community. Level 5 Well done you have given examples with reasons. EBI Level 3: To improve include detail. E.g. how many ethnic groups are there in Stratford school. Level 4: include what is so special about Stratford School. Level 5: Give Reasons why Stratford school is so special.</p>
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4	Key question: Who is my neighbour?	All will be able to describe how well their partners know their neighbours level3 most will be able to explain the teachings of Islam and Christianity on the treatments of their neighbours level 4 Some will be able to evaluate why it is important to treat neighbours with respect level 5	Pictures of neighbour soap? What is the link?	Starter: What's your opinion? Ask students to write/speak in pairs a short explanation of their opinion about the key question.. This can then be revisited at the end of the lesson/unit. How well I know my neighbours? I want everyone to write down five questions they need to ask their partners about their neighbours Watch Parable of the good Samaritan http://uk.youtube.com/watch?v=BgOAJRGqSAM Read Islamic sheet for treatments of neighbours. Answer all questions in your books	GCSE type questions. Describe what is happening in the clip level 3. What did the three men do when they passed by the wounded man level 3. What is the message behind the story? Explain in your own words level4. According to this parable who is your real neighbour and why? How should Christian apply this teaching in their lives? Give examples with explanation Level 5. How does Islam encourage Muslims to treat their neighbours? level 3 Q2: What Did Prophet Mohammad say about treating the neighbours? Level 4. Q3: How well do you think you know your neighbours and how do you treat them ? Level 5 .	GCSE question Do you think all religious people should be good to their neighbours? Agree /disagree Give reasons. Back it up with religious teachings?	Plenary: self-assessment complete the learning log.
5	KQ: How can I revise for the assessment on this topic?	To be able to track knowledge on the topic so far. To be able to take away one revision resource. To be able to show a full knowledge and understanding of the topic.	Learners to mind-map everything they can remember about the topic.	Learners to complete revision activities.		Revise for end of unit test. Must bring in a revision resource.	Pop quiz on topic.



6	KQ: How can I show my knowledge on the topic?	All will be able to answer a question on the topic. Most will be able to explain their answers using PPE. Some will be able to describe why people may disagree with their view point.	Set assessment protocol.	Students to complete assessment.		Pupils to research one world religious view on the importance of family and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.
7	KQ: How can I improve on my assessment?	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question. Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each other's work for ideas on how to improve their own.



8	Key question: What do I know about my local community?	All will be able to describe their basic knowledge about their community. Most will be able to explain some religious identities in their local community. Some will be able to evaluate and reflect on why community cohesion is important.	Statistic sheet with different symbols. Data interpretation.	Starter: Write down as many words to describe the surroundings you live in. Main Pupils discuss their prior knowledge of different religions. Name some places of worship in your area. Name some religions. How do I recognise each religion? Teacher facilitates the discussion by giving the following prompts. Religious Symbols Religious clothing Food Religious festivals.	Draw symbol of each religion And write down five facts about that religion. GCSE question. All Religions lead to the same God. Agree/ Disagree. Give reasons for your opinion Use knowledge from your notes. Differentiated questions. Working in groups. Differentiated learning outcomes.	Complete the survey sheet. Bring in next lesson.	Go through each symbols. Discuss basic knowledge. Revisit key question.
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9	How diverse is my local community?	All will be able to show some understanding of the word diversity in their T shirts. level 3 Most will be able to have symbols to represent. Diversity in their community. Level 4. Some will be able to respond to the idea of diversity and why it is good to be different. Level 4/5	Different logos of companies and catch phrases either Tesco, Sainsbury, Asda, McDonalds.	<p>Starter what do we mean by the word diversity? Brain storm ideas.</p> <p>Task- main Produce a success criteria for designing the T. shirt eye catching Religious symbols logos (a symbol to represent diversity) Slogans (a catchy phrase) *Colourful The word Diversity should shine through Design a T. shirt to express how you would want your local community to look like ? Finish off the T shirts and assess each other's work.</p>	<p>Level 3 =very brief description about diversity in Newham level 4= Religious symbols with detail of diversity in Newham, logo and slogan Level 5= Good detail with logo and slogan and religious symbols Level 6 = Excellent knowledge of diversity in Newham is shown on the T shirt including logos, slogans, religious symbols.</p>	Complete the t shirts.	<p>What is our key question? What does the word diversity mean? Can you give some examples of diversity in Newham? Can you name some religions in Newham? Why diversity is good for our society? Pupils look at success criteria to assess each other's work Pupils to give one positive comment and one target to improve.</p>
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