



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6 weeks	Pupils will be learning about the origins of the world from different religious perspective.	Primary school learning. Religious upbringing.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
End of unit assessment Peer and self-assessment	Specify which lesson (3) Format teacher feedback , teacher monitoring learning through and giving verbal feedback on the work which will be recorded by pupils by using code TF and VF.	I can describe examples of how my response can be applied in my own life. I can describe examples of how my response can be applied in my own life and the lives of others.



		<p>I can explain examples of how my responses to concepts are, or can be, applied in my own life and the lives of others.</p> <p>I can explain significant examples of how my responses could or would affect my or others' lives.</p> <p>I can give well-chosen examples of how my responses would affect my own life, the lives of others and wider society.</p> <p>I can give evidence to support how my responses would affect lives and society and I can draw on a range of sources to present evidence.</p> <p>I can apply my responses by giving carefully selected supportive evidence of how my response would affect my life, the lives of others, society and global affairs.</p> <p>I can draw on a wide range of appropriately selected sources to present and evidence my arguments.</p>
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	What is the point? Aboriginal creation myth.	All will be able to outline the aboriginal creation myth. Most will be able to explain the myth in their own words. Some will be able to evaluate the myth and link it to other creation stories.	Pictures of Different aboriginal art guess the key question.	Pupils read a statement Discuss Pupils read the story Pupils use imagination skills to design the whole creation myth. Pupils answer challenging questions according to their ability	Differentiated questions	Research Christian creation story	The learning triangle One thing you didn't know , two things you have learnt today, three things you want to find out about



2	Key question : What is the Christian and Jewish account of creation?	All will be able to understand the basic teaching of Christianity on creation Most will be able to describe what happened on each day Some will be able to reflect on why God created this world and the purpose and meaning behind it./they will compare the scientific explanation and biblical account to find differences and similarities	In pairs how you think the universe began	Starter: Watch creation clip Make notes Draw story board Complete worksheet Pupils are encouraged to use their creative skills to come up with a draft of their own creation Pupils will complete this task for homework	Feedback. In how many days the world was created? Level 3 Can you remember what happened on each day Level 3 Where do we come from? Level 4 Why do you think God created the world? Level 5 Write down as much as information about the “ Evolution or the scientific account of the creation” refer back to Origins of the world; unit 2 Task: Compare the biblical account of creation story with the theory of evolution.	Compare and research Muslim creation story	What do you think Jews and Christians gain from thinking about the creation of Everything? Exit pass
3	Key question: what do Muslims believe about the creation?	All will be able to know that Allah created in Earth in 6 days level3 Most will be able to describe what happened on each day and explain why Adam and Eve were sent to earth level 4 Some will be able to compare Christian and Muslim account of creation and explain the reasons level 5/6	Pictures of creation, put them in the correct order	Starter: Watch the clip Discuss Compare the similarities and differences between creation story Write an extended piece of writing on the comparison	Differentiated Questions What happens in Muslim account of creation Level 3 or Describe what the sequence of events happening in creation story Level3 How did God create Man and why did God create humans according to Muslim account Level4 Why was God angry with Adam and Eve Level 5 Compare similarities and differences in two accounts of creation stories Level 6 Write a paragraph comparing the Muslim and Christian creation story	Research Hind creation story	Divide class in two teams: One expert from each team... You have to talk constantly for one minute (without stopping) to explain your understanding about the Christian and Islamic account of creation story. If you stop, your team loses the game Peer Assessment on the paragraph



4	What do Hindus believe about the creation?	All will be able to give a basic description of creation story and learn key words. Most will be able to explain Hindu creation story. Some will be able to evaluate God in three forms.	Pictures of the Gods. In which way do you think they are involved in the creation?	Starter: Close your eyes Imagine what it was like before the world was created. Think of sounds and smells and what can you feel and what you can see Watch the clip Make notes Compare teachings Match the key words Fill the gaps about the story Write important facts about the story GCSE Questions Religious people gain a lot from creation stories. Agree, disagree give your reasons.	Differentiated tasks GCSE question	Research	
5	KQ: How can I revise for the latest assessment in RE?	To be able to track knowledge on the latest topic. To be able to take away one revision resource. To be able to show a full knowledge and understanding of the topic on forgiveness.	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 latest topic?	All will be able to answer a question on the latest 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 forgiveness 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 latest 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 others work for ideas on how to improve their own.
8	What do scientists believe about creation?	All will be able to give meaning to the key words. Most will be able to describe what is the theory of Big Bang and evolution. Some will be able to evaluate the relationship between God's creation and scientist views.	Picture of explosion Did it happen or not? Discuss.	Starter: Watch the clip. Pi [pupils ask questions. Start comparing. Pupils watch clip about evolution. Make links between God as creator or the generator of the Big bang. Pupils complete work sheet GCSE Exam question : <u>Evidence shows that this world was created by Big Bang</u> Do you agree or disagree give reasons for your opinion.	GCSE exam question practice.	Revise for test.	GCSE question Peer Assessment WWW Your gave reasons for your opinion EBI you could improve by using this reason....