



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6	Pupils will be taught about Religious leaders and their teachings. They will reflect on the similarities and differences in teaching from different religious perspectives. Smcs: Reflection.	All pupils will have some prior knowledge on religious leaders. Most pupils will bring in their religious knowledge from home about their religions. Some pupils will acquire knowledge think, pair and share.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
Mid Unit Assessment Peer, self and teacher's assessment	In line with school's policy.	All will be able to name and describe some teachings and life of religious leaders. Most will be able to explain these teachings and how they affect believer's life. Some will be able to make comparisons between these teachings and give their personal responses to it.

Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content (content)	Guided practice	Independent practice (homework)	Closure
1	Who was Muhammad pbuh?	All will be able to give basic description on Prophet Mohammad pbuh. Most will be able to explain why he was a good leader. Some will be able to reflection his experience of revelation and his response to it and was he a successful leader.	Pictures of religious and non-religious leaders on the tables. Pupils to discuss.	Main Use post it notes to describe the qualities of a good leader. Pupils bring prior knowledge to explain who Mohammad (pbuh) was. Pupils watch clip write important facts about His life. Pupils reflect was he a successful leader.	Skill of enquiry, the experience of revelation. Complete work sheet. Story board for less able.	Design a leaflet on prophet's life.	Self-Assessment Revisit learning outcomes. I can tell who was Mohammad. I can tell who was Mohammad and his revelation on Quran. I can tell who was Mohammad and his revelation and why he was a good leader.



2	Who was Abraham?	All will understand and explain how Judaism began and what a covenant and sacrifice are. Most will know the story of Abraham's Covenants with God. Some will understand Abraham's dilemma about the sacrifice of Isaac.	Hook What is common between tens people Discuss.	Pupils learn key words. Pupils read the story and complete differentiated tasks.	Differentiated tasks according to the ability.	Research who was Moses.	Peer Assessment.
3	Was Moses a good leader?	All pupils will be able to answer the key question with a reason and an example from Moses' life. Most pupils will be able to link Moses' actions with those of a good leader with a detailed explanation. Some will be able to reflect on how Moses was feeling when asked by God to be a leader.	Hook Pictures of Moses and the burning bush The Five W's Where? What ? When? Why? Who?	Starter: Who do you respect- why? I respect.... because.... I think this person is a leader/ is not a leader Main Key term: Responsibility- Being responsible for one's actions. Being in charge and in control of what you do and say and facing up to the consequences. Extension: Write this term in a sentence. Pupils read through Early life, Adult life and teachings Pupils attempt questions according to the ability Pupils watch clip answer questions	Differentiated worksheet GCSE exam based questions.	Who was prophet Mohammad and his teachings.	Pupils read each other's work Pupils peer assess each other's work.



4	Who was Jesus?	<p>To consider the qualities necessary for good leadership. To identify them in people we see in the media. Compare them with the needs of the Jewish people at the time of Jesus.</p>	<p>Look at the pictures of the following people... Which of them are good leaders? Which of them are 'bad' leaders? What qualities can you identify that make you think that?</p>	<p>Use your discussions to create a job advert for a 'leader.' You decide what they will be the leader of. Write a description of the kind of person who should apply for the job. looking at Bible references to point out Jesus qualities as a messiah.</p> <p>Task: Using these characteristics and any evidence from the bible work you have done, explain why the Jews did <i>not</i> think Jesus was the Messiah. L4 – Show what the Jews expected and say Jesus was not these qualities. L5 – Explain the differences between the expectations and Jesus' character. L6 – Compare using biblical evidence for Jewish views and New Testament evidence for Jesus.</p>	<p>Explain why Christians think Jesus <i>is</i> the Messiah (8 marks) Pick four of the qualities that are associated with the Messiah. For each one, explain how Jesus meets this quality. Use direct evidence from the bible and explain how it displays the particular quality 4 points, PEE in each, 2 marks each point.</p>		
5	KQ: How can I revise for the assessment on this topic?	<p>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.</p>	<p>Learners to mind-map everything they can remember about the topic.</p>	<p>Learners to complete revision activities.</p>		<p>Revise for end of unit test. Must bring in a revision resource.</p>	<p>Pop quiz on topic.</p>



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	What is so important about the Buddha?	<p>ALL-Describe key features of Buddha's life (L4).          Most-Compare the Buddha's life with one other religious founder.          Some-Evaluate what makes Buddha a significant leader? (L6)</p>	<p>Look at the image and ask three questions about this image          Sentence starter: Why .....          What ..... Where .....          When ..... How .....</p>	<p>Starter: prior knowledge:          What do you already know about Buddha?          What would you like to know about Buddha?          SS: I already know that Buddha.....          SS: I would like to know....          Main          Watch the clip.          Write as many facts as you can from the clip about the Buddha in your books.          MinOne minute to speak about the topic covered. At the first repetition, pause or mistake- stop – another takes over          Plenary.</p>	<p>GCSE exam practise qs</p> <p>Buddha is an inspiration to everyone?          Do you agree?</p> <p>I think Buddha is/not an inspiration to everyone because....          (ideas: POINT : He had a unique birth, he was enlightened, lots of people followed him, he discovered the noble truths, he chose to give up a life of luxury)          For example....          (Ideas: EVIDENCE: Describe in detail key features of his life or compare him to another significant religious founder)          This shows us.... (Ideas:          EXPLANATION: Conclude.</p>	Research Guru Nanak.	<p>Swap your books with your partner          Peer assesses each other's work. Give your partner a WWW and EBI          Using your partners feedback improve your answers.</p>
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9	Who was guru Nanak? Who was Guru Nanak and why was he significant?		What do you think this man is thinking about? Why do you think this?	<p>Starter: What do you already know about Guru Nanak? What would you like to know about Guru Nanak? SS: I already know that Guru Nanak..... SS: I would like to know.... Main pupils go round different stations to gather information about Guru Nanak. I will read a series of statements... If they are TRUE you will STAND UP. If they are FALSE you will SIT DOWN. You should be prepared to explain your reason for standing or sitting!</p> <p>Mini plenary Quick fire questioning! No hands up...It could be YOU!</p>	<p>How is Guru Nanak's life similar to any of theirs? Did any of them have interesting births? Did any of them have a vision? Did any of them have followers? Did they believe or teach any of the same things? Think of at least 3 similarities. Guru Nanak's life could be compared to.... They are similar because...therefore</p> <p>GCSE exam qs: What makes Guru Nanak a significant leader?</p> <p>I think Guru Nanak is a significant leader because.... (ideas: POINT : He had a unique birth, a vision from God, lots of people followed him, his birthday is still celebrated today) For example.... (Ideas: EVIDENCE: Describe in detail key features of his life or compare him to another significant religious founder) This shows us.... (Ideas: EXPLANATION: Conclude your paragraph, what does the evidence you have given show us?)</p>	Revise for test	<p>You have 1 minute to create a question that relates to today's lesson objectives. I will then choose WHO will sit in the hot seat and have to answer the questions! It could be YOU!</p> <p>Examples</p> <p>Why do people still celebrate Guru Nanak's birthday today?</p> <p>How was Guru Nanak's birth similar to Jesus'?</p>
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