



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
<p>The planet earth unit will run for approximately 6 weeks</p>	<p>Students will investigate the different types of pollution and reflect on their carbon footprints. They will then look at religious perspectives on looking after the environment and the rights of animals and support them with religious texts. They will then investigate the work of religious organisations in helping to preserve the environment.</p>	<p>Students may reflect on the creation stories SOW in year 7 as well as what they are learning in geography or science about the environment and pollution.</p>
<p>Assessment points and tasks</p> <p>Mid unit assessment</p>	<p>Written feedback points</p> <p>Feedback will be given throughout the SOW the formal feedback will be given after the mid and end of unit assessment.</p>	<p>Learning Outcomes (tested at the end and related to subject competences)</p> <p>APPLY</p> <p>I can describe examples of how my response can be applied in my own life.</p> <p>I can describe examples of how my response can be applied in my own life and the lives of others.</p> <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>



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	To understand the effects of pollution on the earth. To consider our responsibility to the planet.	<ul style="list-style-type: none"> All will be able to know the key words. Most will be able to identify environmental problems. Some will be able to give solutions to these problems. 	Show them pictures of the different types of environmental problems what would you do?	<p>Starter: Match the key words Main identify types of pollution We all leave our own 'CARBON FOOTPRINT' on the planet. Think about your own actions and the carbon footprint you leave. Cut out your carbon footprints. Use one footprint to show the actions which have a positive effect on the environment. Use the other to show the negative effects that some of your actions have on the planet.</p>	<ol style="list-style-type: none"> What is global warming? What are the causes of global warming? What will the effects of climate change be? <p>GCSE Question Humans are doing enough to protect the environment. Agree , give reasons Give reasons why some people might disagree with you.</p>	What is Christian concept of stewardship?	<p>The Learning triangle Three things you have learnt today. Two things you are not sure about. One thing you want to find out.</p>



2	What are Christian teachings on the Environment?	<ul style="list-style-type: none"> All will be able to know the concept of stewardship. Most will be able to explain Christians teachings on the environment. Some will be able to evaluate the teachings and give their opinion. 	Human beings are good at looking after the planet and nature.” Give your response.	<p>“Starter: Read the story of Noah’s Ark. Questions:</p> <ol style="list-style-type: none"> How does this story link to the environment? What does this teach us about stewardship? What are the messages in the story for Christians? How does it link to problems that we face in 2014? <p>Main What does Christianity teach about protecting the environment? Discuss the teachings</p> <ul style="list-style-type: none"> A steward is like a caretaker who looks after and cares for the world. Stewardship is a God given responsibility to manage or control the Earth. It means carefully looking after something for the real owner. Christians and Muslims believe the Earth belongs to God. 	<p>GCSE Question</p> <p>Christians are not doing enough to look after the environment. Do you agree? Give reason why some people might disagree with you?</p>	<p>Task 1 Write a poem or song about why it is important to protect the earth – this could be from a religious or non-religious perspective.</p> <p>OR</p>	Going through the exam questions.
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3	<p>What are Muslim teachings on the Environment? Can I define the terms 'stewardship' and 'Khalifah'? Can I evaluate how we should use natural resources?</p>	<ul style="list-style-type: none"> All will be able to know what the word Khalifah means. Most will be able to explain Muslim teachings on the environment. Some will be able to reflect on the teachings. 	<p>Read the poem about environment what do you think?</p>	<p>Starter: Look at the images : What are they trying to explain? What message are these pictures trying to get across? What do they all have in common? What title or caption would you put for each one? (Can you include any of the key terms from last lesson?) Main Separate the teachings Dices ways in humans are destroying the environment What are possible solutions?</p>	<p>GCSE "The world is there for us humans to enjoy; that's all that matters." Do you agree? Why? I agree because... On the other hand, I disagree because...</p>	<p>Imagine you work for a Christian charity. You are trying to protect the rainforest and the endangered species there. Design an advert to persuade Christians to do more to protect the rainforest.</p>	<ul style="list-style-type: none"> Plenary What have we learnt today? <p>Summarise in three sentences.</p>
4	<p>KQ: How can I revise for the assessment on this topic?</p>	<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>
5	<p>KQ: How can I show my knowledge on the topic?</p>	<p>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.</p>	<p>Set assessment protocol.</p>	<p>Students to complete assessment.</p>		<p>Pupils to research one world religious view on the importance of stewardship and to bring in a piece of scripture to support this.</p>	<p>Learners to self-assess how well they feel they did on the assessment.</p>



6	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.
7	How do we use animals?	<ul style="list-style-type: none"> All will be able to name the uses of animals. Most will be able to explain how they are used. Some will be able to give their opinion on the uses. 	Different pictures of animals being used by humans Ask them how they feel?	<p>Starter: Make a list of all of the ways that human beings use animals, e.g. for food, testing etc. Then share your ideas with a partner and rank them in order of fairness Read through the article on animal testing and then answer the following questions in full sentences:</p> <ol style="list-style-type: none"> What are the main reasons animals are tested on? Do you think animal testing works? Give reasons for your answer. What alternatives to animal testing does the article give? Does the article give a balanced view and why? Write down reasons for and against animal testing. What is your opinion on animal testing? 	<p>Human can use animals any way they want.” What do you think? Give reasons to support your view.</p> <p>Task</p> <ol style="list-style-type: none"> Think about what your opinion is on this statement (agree/disagree/mixed views/mostly agree...) Write down a few points why you have this view, check it is responding directly to the statement. Discuss your points with your partner. Record anything they say that you also agree with. <p>You are a journalist who has been asked to write an opinion piece on animal testing. You have to decide if you are for it, or against it, or if you are for it in some circumstances and against it in others. You should begin your article with one of the following statements:</p> <ul style="list-style-type: none"> I believe that animal testing is right because... I believe that animal testing is wrong because... <p>I believe that animal testing is sometimes right and sometimes wrong because</p>	<p>Research the Assisi declarations on nature. Write a page in your book summarizing the different opinions of the different faiths (mention at least 3). Do you think these declarations had an impact?</p>	<p>Plenary One thing I have learned this lesson is..... Skills I've used this lesson are..... I met the learning objectives by One thing I would like to know more about after this lesson is.....</p>



8	What re Christian teachings on treating the animals.	<p>All must: Compose moral arguments on animal testing for medical research and offer personal viewpoint.</p> <p>Most should: Explain why Christians/Muslims have different views on animal testing for medical research.</p> <p>Some should: Evaluate different Christian/Muslims views on animal testing for medical research, referring to bible teachings.</p>	If I could tell you that by testing for a cure for breast cancer on mice, a cure would be found after testing on 10,000 mice, would you think it is acceptable to test on these animals? Answers on your whiteboard.	<p>Starter: Draw the following table into your book: Put the statements in for and against</p> <p>Most should: Explain why Christians have different views on animal testing for medical research.</p> <p>Main : Task: With a partner discuss why Christians could interpret this in favour of animal testing or against it. Read Christian different teachings an answer an exam question.</p>	<p>Most should: Explain why Christians have different views on animal testing for medical research.</p> <p>Some should: Evaluate different Christian views on animal testing for medical research, referring to bible teachings.</p> <p>GCSE question</p> <p>Explain christen teachings with regards to animal testing. You need to give both side of the argument.</p>	Research Muslim teachings on the environment.	<p>PEER FEEDBACK</p> <ol style="list-style-type: none"> 1. Please look at your partner's work for L/O2 and L/O3. 2. In their books record whether you feel they have met these learning objectives. 3. Set them some targets. <p>If they haven't met the orange one, tell them what they must do to improve. If they haven't met the red one, tell them what they must do to improve. If they have met both, what can you tell them to do in preparation for the end of module test?</p>
9	What re Muslim teachings on treating the animals.	All will be able to describe why it is important to look after the environment. Most will be able to explain Muslim teachings on the environment. Some will be able to evaluate the teachings.	Hook Cows are allowed to roam freely in India on the roads Write your response!!!!	Starter: Draw a table put the statement in the correct column. Acceptable and unacceptable.	Animals should have the same rights as humans." Do you agree? I agree because... On the other hand, I disagree because...	Research Organisation working for animal rights.	Peer Assessment.