

Year 8 mid term plans.

Mastery Assessment Model

- **Do Now/Exit tickets/Low stakes quizzes:** differentiated by class - self/peer assessed knowledge quiz/activities based on previous content and SS at start and end of selected lessons. Completed in ex. books. Frequency defined by teacher – feeds into mastery/key assessments to build knowledge retention.
- **Mastery Assessment:** non-formal pieces of reflective writing which consolidate learning/skills (should not feel like a “test”). Completed in exercise books with DIRT/tiered challenge. **Challenge Zone activities** to assess mastery skills, describe explain, evaluate, enquire, communicate, contextualise
- **Key assessment** – Selection of GCSE style questions to consolidate learning/ develop key skills (Walkie talkie to allow skills development and access). Completed on paper assessments and stuck into exercise books or followed with DIRT/tiered challenge. Self-reflection and DIRT
- **Rationale:** This year is designed to gain more developed understanding of prior knowledge and a more comprehensive grounding of knowledge and skills. Students will begin to explore philosophical questioning and critical thinking at a deeper level alongside continuing to advance their knowledge of key religious and non religious world views.
- **College Values:** High expectations through critical thinking and evaluation plus **knowledge** of self and others

Autumn (12 lessons)

What is a person? 1. + 2. What is love? – Why these topics? Why now?

1. This unit is designed to Allow students to consider a key philosophical question in some detail. Student will begin to use critical thinking skills to explore what it means to be a person. This is important because the whole of year 8 is a journey to discover the relationship between what it is to be human, the value of a human and how this effects how we should treat each other.
2. This unit is designed to encourage students to reflect on what they have learned in the previous topic about the value of human life and apply it to the ‘big question’ what is love?’ The lessons are primarily focuse don Christian views of love and agape

Time	Big Question	Key Mastery Knowledge/Big Ideas	Key Mastery Skills	Low Stakes	Assessment for Mastery
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Autumn 1 5 lessons	What is a person?	Big Idea: Self and Others - What makes you, you?X1 - How much is a human worth?X1 Lynx Christian youth organisation Christian viewX1 - Are humans special?X1 Key AssessmentX1 - DirtX1 Print mastery overview for front of ex. book. Teaching materials for KO1 in Teams assessment folder	- Communicate - Describe - Explain - Evaluate	DO NOW: EXIT TICKETS Mastery retrieval KO1 <u>(week 1-6)</u>	Key assessment 1. KO1 <i>(set alongside course content with SS task – use mastery criteria)</i> DIRT – focus on communication explanation and evaluation with graded questions to enable access to all students and mastery criteria
PK	KO1: This refers to the specific language and skills of studying Philosophy. You will look at the key vocabulary and the assessment points across Key Stage Three. Key words: Personhood, soul, physical, non-physical, Atman, reincarnation, Buddha, materialist, Humanist, Virtue ethics, Utilitarianism, sacred, vivisection, value. ,				
Autumn 2 6 lessons	What is Love?	Big Idea: Tolerance and equality - What is Love? X1 - Agape in action X1 Lynx Christian youth organisation – Agape X1 - Art project – design a charity X1 - Peer assessment X1 Teaching materials for KA2 in Teams assessment folder	Key Skill: Describe explain Communication, application, evaluation	DO NOW: Exit ticket KO 2 <u>(week 6-12)</u>	Key assessment 2 (mirror exam questions and skills) Answer a selection of knowledge based questions and <i>Write a modern day story about self less love (EDMA)</i> DIRT – KA2 Use feedback sheet in KA2 Teams folder and mastery criteria
PK	KO2: In this topic you will explore different types of love and what Christian's mean by agape. You will look at the key teachings and beliefs of Christianity about love and make judgements about your own views, You, will consider how our work on the value of a person influences how we love and why we love others. Key words: , Agape2. Storge3. Eros4. Philia5. Samaritan6. Human rights7. Selfless love8, Jesus				

Seminar Study – Autumn Half Term 1 **KO 1, 2**

Baseline

Mastery Assessment 1

Seminar Study – Autumn Half Term 2 **KO2**

Key Assessment 1

Spring (12 lessons)

3. Religious Focus: Islam +4. How do we understand each other?- Why this unit? Why now?

3. This unit is designed to revisit key knowledge about the religion of Islam addressing gaps where necessary, and allow any students who have not learnt about Islam at KS2 to level up their knowledge. Students will then begin to use mastery skills of enquire, communicate, explain and evaluate to consider issues facing modern Muslims for example media representation and misconceptions about Islam and terrorism. This inks into our work on what is love and what is a person.

4. This unit is designed to allow students to build on ideas about prejudice and discrimination from the previous unit and develop a broader understanding of a wider range of issues both locally and globally. They will consider the previous units we have learnt about the value of a person and what we mean by love to help them address why it is that some do not treat each other as valuable and how this can be addressed both as a society and as an individual.

Time	Big Question	Key Mastery Knowledge/Big Ideas	Key Mastery Skills	Low Stakes	Assessment for mastery
Spring 1 6 lessons	Religious Focus: Islam What is it like to be a Muslim?	Big Idea: traditional beliefs and values - The five Pillars X1 - Islamic beliefs poster task X1 - Prayer in Islam X1	Key Skill: Enquire/communication, describe explain, evaluate	DO Now: KO3 Exit tickets	Knowledge Quiz to assess PK and address Gaps

		• Islam and terrorism X1 • Islam in the media X1 • Features of a Mosque X1 • Islam Key Assessment X1 Dirt X1		<u>(week 1-6)</u>	
PK	KO3 In this topic you will explore the experience of being a Muslim. You will be revisiting key religious teachings and discovering some of the difficult issues that Muslims face in the 21st century. You will begin consider the meanings of prejudice and discrimination and be able to consider your own views on the nature of prejudice and discrimination faced by Muslims today. Key words: 5 pillars, Shahada, Salah, Zakat, Sawm, Hajj, Wudu, Dome, minaret, Musalla. Muesin, Mihrab, Mosque, Islamophobia, Terrorism, mass Media, Hijab, Burka, Niqab, chador,				
Spring 2 6 lessons	How should we treat each other?	Big idea: Diversity Big idea: Diversity • Prejudice and discrimination X1 • Lynx Christian youth organisation Prejudice and discrimination X1 • Homophobia X1 • MLK and racism X1 • Lynx Christian youth organisation Prejudice and discrimination X1 • Religious views research presentation lesson X1	Key Skills: Describe, explain, evaluate, enquire, contextualise, apply.	DO NOW KO4 Exit ticket <u>(week 6-12)</u>	Key Assessment 2 ✓ KO3 <i>Multi choice question sheet and written answer question sheet</i> DIRT – KA2 with mastery criteria.
PK	KO3: In this topic you will explore the theme of prejudice and discrimination, you will look at examples of different types of prejudice and discrimination. You will use critical thinking skills to make judgements about the types of prejudice and discrimination you learn about and consider how to tackle these issues using mastery skills and previous knowledge. Key words: Homophobia, Racism, sexism, equality, human rights, prejudice, discrimination, agape.				

Seminar Study – Spring Half Term 1 **KO 3,**

Mastery Assessment 2

Summer (12 lessons)

4. – How should we understand each other values mini unit 5. Religious focus Sikhism Why this unit? Why now?

4. This unit is a religious focus unit and is designed to develop greater depth of understanding and knowledge of a key religious world view. It provides opportunities for students to develop their key mastery skills further and understand the national and global context of the religion.

5. This unit allows students to engage with a 'Big question' using skills of evaluation, communication self-reflection, critical thinking and application developed this year. It is positioned at the end of the year where students are more able to work with the material and will help prepare them to access the year 8 Curriculum where critical thinking and evaluation will become a more dominant feature of the curriculum.

Time	Big Question	Key Mastery Knowledge/Big Ideas	Key Mastery Skills	Low Stakes	Assessment for mastery
Summer 1 6 lessons	How should we understand each other? Values mini unit	Big Idea: Traditional Beliefs and Values Values X 4 lessons: Human rights 1 Hate crime x1 Community Cohesion x1 Rights and responsibilities x1 Equalities act 2010 x1	Key skill: Enquire, explain and evaluate	DO NOW: KO5 (week 1-6)	Mastery Assessment 3: <i>Evaluation written response opportunity</i> (EDMA) 'Equality in modern society is impossible to achieve' DIRT – MA3 Use feedback sheet with mastery criteria,

PK	KO6: In this topic you will increase your knowledge of how prejudice and discrimination come about any how the law supports equality, respect and dignity in our country. We will consider our local experiences and what we can do personally to promote a more equal community where we are. Key Words: : Homophobia, Racism, sexism, equality, human rights, prejudice, discrimination, agape.				
Summer 2 6lessons	Religious focus: Sikhism	Big Idea: Traditional beliefs and values - Who was Guru Nanak and how did he start a religion? X1 - The Five K's and the Establishment of the Khalsa X1 - The Golden Temple X1 - Diwali and Quiz X1 - Sikhs in Britain Key Assessment 3 X1 Dirt	Key skill: Enquire, explain and evaluate	DO NOW: KO6 <u>(week 6-10)</u>	Key Assessment 3 ✓ KO-7 ✓ Multiple choice questions ✓ Written response questions. DIRT – KA3
PK	KO6: In this topic, you will look at the world religion of Sikhism, you will learn about its origins, the life of the Guru Nanak and the major teachings that underpin the religion, you will be developing knowledge of how Sikhs apply their religion in their lives. Key Words: Guru Nanak, Gurdwara, Guru Granth Sahib, Mul mantra, the 5 K's, Creed, Golden temple, Kara, Kesh, kirpan, Kachera, Kangha				