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| **Year Group:** | **Title of unit:** |
| **End of unit expectations:** | * Identify the key learning objectives you wish to cover within the unit. * Ensure objectives link to end of year expectations document. |
| **Key concept being explored:** | * Identify key concepts to be explored. |
| **Key religious vocabulary** | * Identify the key religious vocabulary to be taught within the unit. |
| **Final outcome** | * Decide what the final outcome of the unit is going to be.   **Things to consider:**   * Does the final outcome allow children to reflect and express their understanding based on knowledge and understanding from the faith and belief perspective? * How do plan to differentiate the final outcome to ensure children can demonstrate good or better progress? * Does the final outcome challenge the more able child? * Is the final outcome creative, engaging and motivating for your class? |
| **Enquire:**  **What is the big theological question you are exploring** | * Decide on the big theological question you are going to explore?   **Things to consider:**   * Who is providing the theological question – the teacher or child? * What stimuli can be used to enable children to create and own the big question? (text, visit, artefact, music, sacred art etc) * Is the ‘big question’ open ended enough and provide room for further in-depth exploration? |
| **Enquire:**  **Subsidiary enquiry questions** | * Decide on the subsidiary questions that will be explored and how do they link to the ‘big theological question?’   **Things to consider:**   * How do the subsidiary questions link together? * Is there a big question for each lesson? * How do you plan to evaluate the children’s learning against the big question? |
| **Investigate/explore** | * Decide on what religious content and context you are going to use to explore the big theological question.   **Things to consider:**   * Select carefully to ensure the content chosen allows for engaging and motivating teaching and learning. * Select carefully to ensure the content chosen allows for deep theological enquiry and deep discussion and dialogue. |
| **Evaluate/communicate** | * Decide on what active learning opportunities and investigations you are going to set that will allow children to achieve the learning objectives identified for the unit of learning.   **Things to consider:**   * What knowledge and understanding do you want the children to learn? * What skills do you wish children to learn within the course of a unit of learning? * Ensure the activities you set allow for children to practise these skills. * Can links be made with other subject areas?   The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied. |
| **Reflect/express** | * This part of the enquiry is the opportunity for children to demonstrate their understanding and personal response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered and their own personal view point.   **Things to consider:**   * The reflection should always be based on knowledge and understanding, not values or SMSC development! * The reflection and opportunity to express personal view point must always be done within a supportive and safe environment, giving children every opportunity to be honest and authentic in their responses. |
| **Ongoing assessment opportunities** | * **Decide where in the unit of learning, formative assessment can take place.**   **Things to consider:**   * Turn the learning objectives into child friendly language – I can… you can… * Ensure that learning objectives are specific to the content you are teaching. This will help you know just what it is that you want pupils to be able to understand and do as a result of their learning. * Ensure that assessment is ongoing and formative to avoid having to do a separate end of unit assessment. |