

MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: 5		SUBJECT: Why do people have to stand up for what they believe in?	
WEEK 1 DATE: 02.09.24	WEEK 2 DATE: 09.09.24	WEEK 3 DATE: 16.09.24	WEEK 4 DATE: 23.09.24	WEEK 5 DATE: 30.09.24	WEEK 6 DATE: 7.10.24
<p>LO: To recognise how religious beliefs vary.</p> <p>Success Criteria: I can define the terms agnostic, atheist and theist. I can establish someone's beliefs by their views on God. I can use a sliding scale to represent differing views.</p> <p>Main Event: Look at Presentation: <i>Agnostic, atheist or theist?</i> Children listen to 'audio clips' and decide where that person comes on a scale drawn on board. Children consider the importance of listening to the whole clip. Look at definitions of the words then decide where they would come- write sentence why? Repeat activity for a friend.</p> <p>Support: children use prompts on slide 5. Plot less children.</p> <p>Challenge: encouraged to ask questions to make accurate placements. Think about the changes in a person's life that alter perception of God.</p>	<p>LO: To recognise the importance of religious freedom.</p> <p>Success Criteria: I can interpret sources of evidence. I can recognise the recent challenges some religious people have faced. I can express myself creatively, considering current issues.</p> <p>Main Event: Children consider what religious freedom means to them. Children discuss the 'Declaration of human rights Article 18'. Children listen to different news articles read aloud and answer given questions. Children think about words, phrases, or verses to adapt Nina Simone song from attention grabber.</p> <p>Support: verbalise ideas instead of writing them down. Use 'I wish I knew' support sheet to structure.</p> <p>Challenge: Explore more than one news article; write more than one verse, focus on different religious prejudices.</p>	<p>LO: To assess the challenges some religious figures faced in the past.</p> <p>Success Criteria: I can discuss stories from different religious worldviews. I can summarise the message in a story. I can use issues from the past to suggest ways to create positive change.</p> <p>Main Event: Children read one of three stories in groups and answer questions on slide 2 in note form. Children present their notes to the rest of the class. Children think of three rules to support religious freedom.</p> <p>Support: Could explore the story, 'Jesus cleanses the temple'.</p> <p>Challenge: compare similarities and differences between stories and news reports in lesson one</p>	<p>LO: To analyse the meaning and symbolism of different festivals of light.</p> <p>Success Criteria: I can explain how martyrs have stood up for what they believe in. I can recall historical events which have inspired festivals of light. I can explain the symbolism of light in festivals.</p> <p>Main Event: Watch video- Guru Hargobind and the 52 prisoners. Discuss questions with children. Children write a persuasive letter to Emperor to ask for release of Guru Hargobind and prisoners using slide 2 for guidance.</p> <p>Support: fill in the blanks on the <i>Activity: Persuasive letter</i> (support) or use it to support the structure of their letter.</p> <p>Challenge: refer to other historical events to support their argument. (Three stories from lesson 2)</p>	<p>LO: To recognise that people were persecuted for their religious beliefs in the past.</p> <p>Success Criteria: I can explore different viewpoints. I can express my opinions in a debate. I can identify and compare the meaning behind different festivals of light.</p> <p>Main Event: Look at Bonfire night presentation. Children answer given questions about bonfire night. Children listen to audio clips and consider reasons for and against the gunpowder plot. Complete a table then hold a class debate.</p> <p>Support: read the gunpowder plot story before the lesson. Use debate prompts.</p> <p>Challenge: encouraged to pose questions during the debate to challenge viewpoints.</p>	<p>LO: To explain how and why people stand up for what they believe in.</p> <p>Success Criteria: I can explain why some religious groups support each other. I can recognise prejudice. I can use empathy to understand different people's viewpoints.</p> <p>Main Event: Listen to the news article on slide 2 and consider given questions. Ring of peace activity- Children consider who the people pictured represent. Children think about how these people would respond to the news article. Children add comments to activity sheet. Children consider how it makes them feel and add comment to sheet.</p> <p>Support: complete the sentences using the <i>Activity: Ring of peace: support version</i></p> <p>Challenge: encouraged to make connections with challenges in the past; should think about some of the reasons why someone might not be supportive.</p>

