



RE MTP Overview Year 6 Summer 1

Jigsaw Unit Overview

Theme	<i>Beliefs and Meaning</i>		
Concept	<i>Beliefs & Moral Values</i>		
Religion	<i>Islam</i>		
Enquiry Question	<i>Does belief in Akhirah (life after death) help Muslims lead better lives?</i>		
Learning Intention	<i>We are learning that the concept of Jihad can be interpreted differently leading to different actions and consequences.</i>		
Resources	<i>Previous Learning Slides</i> <input type="checkbox"/> <i>Summer 1 RE Pre-Learning Slides</i>		
Assessment	<p><u>Engagement</u> WTS: <i>I can explain how knowing that my actions have consequences makes a difference to the choices I make.</i> EXS: <i>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</i> GDS: <i>I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make.</i></p>	<p><u>Knowledge & Understanding</u> WTS: <i>I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them.</i> EXS: <i>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</i> GDS: <i>I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.</i></p>	<p><u>Evaluation/Critical Thinking</u> WTS: <i>I can identify why leading a good life might be a good idea and why people think this.</i> EXS: <i>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</i> GDS: <i>I can ask questions about life after death and explore how what I believe about this might influence my life.</i></p>
Enrichment	<i>Visit a Mosque</i>		



RE MTP

Year 6, Summer 2 Week 1

Step 1: Engagement	Lesson 1
Focus Skill	Identity, Experience and Empathy: Have the ability to see the world through the eyes of others, and recognise issues from their point of view.
Learning Intention	To explain how consequences drive my decision making processes To explore the decision making process
SOLO SC: Uni- Structural <i>Bronze</i>	I can recognise that my actions have consequences.
SOLO SC: Multi-Structural <i>Silver</i>	I can describe how consequences can be both positive and negative
SOLO SC: Relational <i>Gold</i>	I can explain how consequences drive decision making processes I can explain influences on the decisions I make
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on whether i believe it is ever acceptable to break the law and why
Key Vocabulary for the lesson/unit	Motivation Consequences Morality Law Just War Theory Utilitarianism
Starter	Visuals and video clip of the war- Quick recap of what they have learned in previous topic. Jamboard Question - Is war ever right?

<p>Teacher Input/Activity</p>	<p>Summer 1 Quiz on GC forms</p> <ol style="list-style-type: none"> 1) TTYP Previous Learning Slides 2) Provide different scenarios of a person's actions. Open up discussion with pairs or bigger groups regarding whether it is ever acceptable. 3) See resources for examples. <p>Example of Banský and his art- is he breaking the law?</p> <ol style="list-style-type: none"> 4) Flow chart of possible decisions. 5) Reflection - <p>"Your teacher is in the middle of teaching a very important lesson when you decide to jump out of your seat, run across the classroom and shout loudly at them to get their attention. By doing this you have broken several school rules and have appeared to show a huge amount of disrespect to your teacher and classmates."</p> <ol style="list-style-type: none"> 1. What could happen as a result of your actions? 2. What could be the positive and negative consequences of your actions? 3. Does the motivation (the reasons for) your action affect the consequences? How? 		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>	<p>Considering how others may react in a similar situation- (showing empathy)</p>		
<p>Resources</p>	<ul style="list-style-type: none"> - Video clip of war - Images of controversial actions e.g. someone with a knife in the chest (stabbing vs surgeon), grabbing a child (abduction vs saving from being run over, stealing (greed vs survival), blood transfusion (health vs religious belief) 	<p>Pillar Links</p>	<p>Health:</p> <ul style="list-style-type: none"> - Healthy mindset - Positive behaviour - Moral compass
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>			



RE MTP **Year 6, Summer 1, Week 2**

Step 2: Investigation	Lesson 2
Focus Skill	Explaining: Use religious vocabulary and concepts to explain in detail, principal beliefs, teachings, values and practices.
Learning Intention	To explain how Muslims try to lead good lives and question whether this is always easy <i>To explore what it means to live a good life in Islam</i>
SOLO SC: Uni- Structural <i>Bronze</i>	I can identify one way in which Muslims try to lead a good life
SOLO SC: Multi-Structural <i>Silver</i>	I can list ways in which Muslims try to lead good lives <i>I can list describe ways in which Muslims try to lead a good life</i>
SOLO SC: Relational <i>Gold</i>	I can explain how Muslims try to lead good lives and question whether this is always easy <i>I can explain why it might not always be easy to live a good life for Muslims</i>
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect <i>argue</i> on the importance of intention over the action itself
Key Vocabulary for the lesson/unit	5 Pillars of Islam Allah Judgement Morality Consequence Intention
Starter	Utilitarianism example (cart with lever decision) Open to discussion about consequences of actions, what drives your decision making process?

<p>Teacher input / Activity</p>	<p>1) What is a good life? Does it mean having a roof over your head or being financially successful? Is having a good life the same as being a good person? Is it your responsibility or duty to use your wealth to help others? Can you think of anyone who has a good life? Why?</p> <p>2) What can you remember from the previous unit of how Muslims show commitment to God? Remembering the 5 Pillars.</p> <p>3) Show video and discuss the different examples shown- charity, fasting and praying.</p> <p>4) Task- Case study of Keanu Reeves Tragic backstory and how he has overcome such adversity and tragedy to lead what many would consider a 'good life.' Task- Anthony Joshua Drugs conviction when he was younger- 18) 14 year jail term but served 100 days. Suspended by the team, sponsors let him go- now considered the model athlete and role model to youngsters. Provide hypothetical- context of a mugging or assault- he steps in and resolves the issue but in term hurts the attacker. Does the intention of saving the person outweigh the consequence of the mugger being hospitalised? Task- Provide similar case study involving a Muslim who has not been able to donate their contribution to charity. Are they still leading a good life? Bronze- identify charity as the Pillar Silver- being able to list other Pillars Gold- provide challenges to this Pillar Plat- determine whether intention is crucial and if they intended to give to charity whether this is what ultimately signifies a good life.</p>		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>			
<p>Resources</p>	<p>What does it mean to be a Muslim (Video) Anthony Joshua case study Second case study for Muslim person</p>	<p>Pillar Links</p>	<p>Heart:</p> <ul style="list-style-type: none"> - Responsibility - Belonging - Respect
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>			

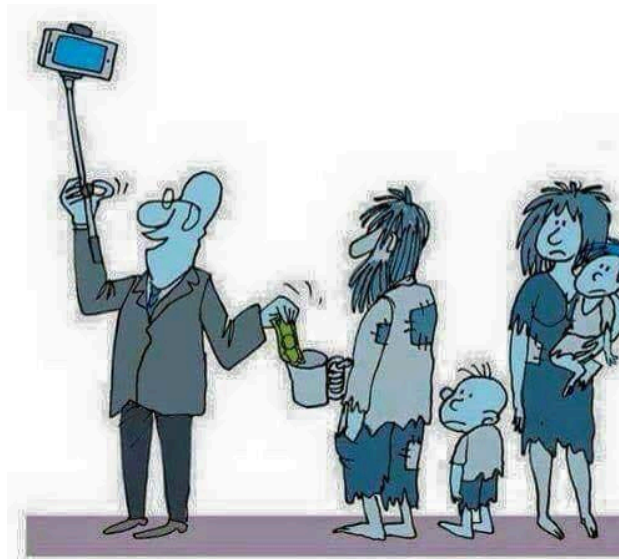
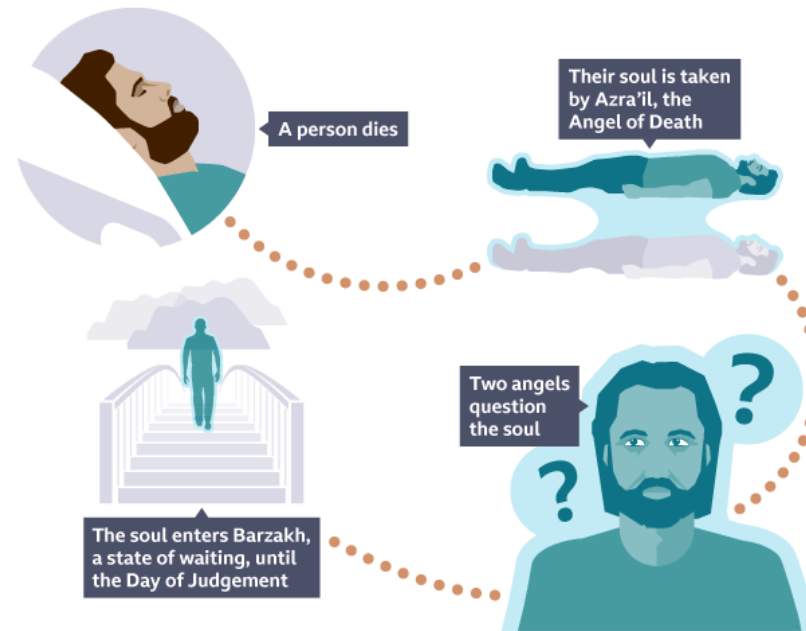


RE MTP

Year 6, Spring 2 Week 3

Step 2: Investigation	Lesson 3
Focus Skill	<p>Identity, Experience and Empathy: Have the ability to see the world through the eyes of others, and recognise issues from their point of view.</p> <p>Reflection of Religious Beliefs: Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.</p>
Learning Intention	<p>To explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>To explore the belief in Akhirah and how it influences Muslims to lead a good life.</p>
SOLO SC: Uni- Structural <i>Bronze</i>	<p>I can define what Akhirah is</p>
SOLO SC: Multi-Structural <i>Silver</i>	<p>I can describe what Muslims believe happens to an individual when they die</p> <p>I can describe what Muslim's believe about Akhirah</p>
SOLO SC: Relational <i>Gold</i>	<p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can explain why Akhirah could have an impact on a Muslim's life</p>
SOLO SC: Extended Abstract <i>Platinum</i>	<p>I can theorise about the ultimate motivation for doing good</p> <p>I can reflect how religious beliefs may impact how someone lives their life</p>
Key Vocabulary for the lesson/unit	<p>Jihad Akhirah Motivation 5 Pillars Superficial Altruism</p>

<p style="text-align: center;">Starter</p>	<ul style="list-style-type: none"> - Recapping the 5 Pillars and how Muslims use these to lead good lives. - What are the challenges and struggles involved
<p style="text-align: center;">Teacher input / Activity</p>	<p>1) <i>The Greater Jihad controversy</i></p> <p><i>The Prophet is said to have called the internal Jihad the "greater Jihad".</i></p> <p><i>On his return from a battle, the Prophet said: "We are finished with the lesser jihad; now we are starting the greater jihad." He explained to his followers that fighting against an outer enemy is the lesser jihad and fighting against one's self is the greater jihad (holy war).</i></p> <p><i>The spiritual struggle or effort of every Muslim to follow the teachings of Allah in their own lives e.g. overcoming anger, greed, pride, working for social justice etc is called 'Greater Jihad'</i></p> <p>2) Use this to lead on to Learning Enquiry Question: <i>Does belief in Akhirah (life after death) help Muslims lead better lives?</i></p> <p>3) Emphasise that this is the question they will be answering at the end of this unit and that these lessons are building up their knowledge base to answer confidently and accurately.</p> <p>Ensure children remember that Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good i.e. every Muslim will have a judgement day which will determine whether they go to heaven after they die. It may also determine which tier/part of Heaven they are allowed to go to.</p> <p>Akhirah is the term used in Islam to describe the belief in everlasting life after death. Muslims regard life on Earth as a test from Allah, to prepare them for eternal life. Importantly, though, Muslims believe that Allah will not test them beyond their limits. This encourages Muslims to take responsibility for their actions.</p> <p>TASK-</p> <p>Bronze- Using the source to define what the afterlife is for Muslims</p> <p>Silver- Using the source to describe the journey through the afterlife</p> <p>Gold- Considering more the man's actions in the source. (solely for the purpose of something..)</p> <p>Plat- Focusing on the selfie element and ultimate motivation for doing good- superficial vs altruism reason even if a person still benefits from it.</p>



Note:What if the selfie man was not successful and was given them his last five pound note or his shoes? Is there a difference between him buying some shoes and giving them and giving his own shoes?

Possible Misconceptions <i>(What are the children likely to find challenging?)</i>			
Resources	Sources: (images above)	Pillar Links	Heart: <ul style="list-style-type: none"> - Responsibility - Belonging - Respect
Working Wall <i>(What will go on the WW from this lesson?)</i>	Learning Enquiry Question <i>Does belief in Akhirah (life after death) help Muslims lead better lives?</i> Big and bold and easy to see in the classroom.		



RE MTP

Year 6, Summer 1, Week 4

Step 2: Investigation	Lesson 4
Focus Skill	Questioning: Interpret the different answers given by religions, and their different perspectives, to form their own opinions.
Learning Intention	To ask questions that deepen my understanding of Akhirah To investigate Akhirah
SOLO SC: Uni- Structural <i>Bronze</i>	I can ask questions about the 5 Pillars of Islam <i>I can explain the belief in Akhirah</i>
SOLO SC: Multi- Structural <i>Silver</i>	I can ask questions about good deeds performed by Muslims <i>I can question the belief in Akhirah</i>
SOLO SC: Relational <i>Gold</i>	I can ask questions that deepen my understanding of Akhirah
SOLO SC: Extended Abstract <i>Platinum</i>	I can analyse information gathered to justify my opinion on Akhirah as the ultimate motivation for doing good.
Key Vocabulary for the lesson/unit	Jihad Akhirah Motivation 5 Pillars Superficial Altruism Tolerance Respect

<p>Starter</p>	<p>Pose the question: <i>Does belief in Akhirah (life after death) help Muslims lead better lives?</i></p> <p>Summarise what has been covered so far over the last two lessons. Good actions, motivations for the actions, intentions and the importance of Akhirah.</p> <p>Inform students that a visitor will be popping in to share their insight and experiences on Islam.</p>		
<p>Teacher Input / Activity</p>	<p>-</p>		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>			
<p>Resources</p>	<ul style="list-style-type: none"> - A visitor - Question Matrix 	<p>Pillar Links</p>	<p>Heart</p> <ul style="list-style-type: none"> - Respect - Tolerance - Kindness <p>Hands</p> <ul style="list-style-type: none"> - Experience
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>			



RE MTP

Year 6, Summer 1, Week 5

Step 3: Evaluation	Lesson 5
Focus Skill	Explaining: Use religious vocabulary and concepts to explain in detail, principal beliefs, teachings, values and practices.
Learning Intention	To explain to what extent belief in Akhirah helps Muslims lead better lives
SOLO SC: Uni- Structural <i>Bronze</i>	I can sort ways a Muslim might try to lead a good life in order of importance
SOLO SC: Multi- Structural <i>Silver</i>	I can describe how a belief in Akhirah motivates Muslims to lead a good life.
SOLO SC: Relational <i>Gold</i>	I can explain to what extent belief in Akhirah helps Muslims lead better lives
SOLO SC: Extended Abstract <i>Platinum</i>	I can theorise about the ultimate motivation for doing good
Key Vocabulary for the lesson/unit	Akhirah 5 Pillars of Islam Jihad Allah Judgement Morality

Consequence
 Intention
 Motivation
 Ego
 Ethical
 Morality

Starter

Low stakes quiz to recap key vocabulary and content studied so far.
 Definition of Akhirah, 5 Pillars
 Pairs, groups- whiteboards etc...

Teacher Input / Activity

- 1) Start by asking students to write 3-4 to questions that they would like to ask the visitor. Share success criteria with the students to allow them to see the requirements needed in their questions to reach a certain standard.

What is a good act to perform in everyday life?

How might Akhirah influence the actions of a Muslim?

Question Matrix

TEACHER
TOOLKIT

	Is? / Does? Present	Has? / Did? / Was? Past	Can? Possibility	Should? Opinion	Would? / Could? Probability	Will? Prediction	Might? Imagination
What? Event							
Where? Place							
When? Time							
Which? Choice							
Who? Person							
Why? Reason							
How? Meaning							

Note: Focusing on questions beginning:

	<p>How might... Why will...</p> <ol style="list-style-type: none"> 2) Asking the questions and recording the responses 3) Note taking in RE books 4) Gauge from the quiz if there are any big gaps and consolidate through discussion. 5) Depending on previous lesson (whether visitor was present or not) discuss the findings and anything they found particularly insightful or beneficial. 6) Present the learning enquiry question: <i>Does belief in Akhirah (life after death) help Muslims lead better lives?</i> <p>Task- Bronze- Jigsaw activity- Diamond 9 Task Silver- Written response to LEQ Task Gold- Written response to LEQ Task Plat- Written response to LEQ</p> <p>Model WAGOLL of response: Green- my opinion of what being good is Blue- knowledge of Akhirah and whether it leads Muslim to lead a good life Red- Personal reflection on the topic</p>		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>	<p>Students who may have missed lessons and important concepts. Possibly using a similar Bronze sheet for them.</p>		
<p>Resources</p>	<p>WAGOLL Diamond 9 Resource for bronze task</p>	<p>Pillar Links</p>	<p>Heart</p> <ul style="list-style-type: none"> - Belonging - Responsibility - Tolerance - Respect
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>	<p>WAGOLL</p>		



Step 4: Expression	Lesson 6
Focus Skill	Identity, Experience and Empathy: Have the ability to see the world through the eyes of others, and recognise issues from their point of view.
Learning Intention	To make a plan that will support my transition to Year 7
SOLO SC: Uni- Structural <i>Bronze</i>	I can identify positive things I can do to help me settle in at secondary school
SOLO SC: Multi- Structural <i>Silver</i>	I can rank the positive things I can do to support my transition to Year 7 in order of importance
SOLO SC: Relational <i>Gold</i>	I can make a plan that will support my transition to Year 7
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on challenges pupils may face and offer support and advice where appropriate
Key Vocabulary for the lesson/unit	Transition Support Challenge
Starter	Reflect what will be similar and different at secondary school. Similar- uniform, Monday to Friday, some subjects, clubs, Different- pupils, teachers, size of building, timetables, the responsibility you have, consequences, independence, homework
Teacher Input / Activity	<ol style="list-style-type: none"> 1) Discussion regarding the 'different' side and what I can do to ensure that the transition is as smooth as possible. 2) After the generating of ideas, providing 9 things they can do to support a good transition. 3) Ranking them in order of importance- which one would be the most important in ensuring a good transition. 4) After they have been ranked- what positive steps could you take to address these issues. 5) Feedback on Diamond 9 and encourage other students to offer their individual advice.

Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	General understanding of secondary school. Your success coming from within- individual responsibility		
Resources	Diamond 9 Resource Sugar paper for flipchart	Pillar Links	Health: <ul style="list-style-type: none"> - Staying Safe - Positive Mind Set - Positive behaviour
Working Wall <i>(What will go on the WW from this lesson?)</i>	Similar and Different at secondary school poster		