|  |  |  |  |
| --- | --- | --- | --- |
| ***Living Difference IV*: Unit of Study overview** | | | **Text  Description automatically generated** |
| **Year group 7** | **Where this unit fits in: Autumn Term. 12 lessons.**  **Transition Unit of Study** *‘Picking up the golden threads’* | |
| **Overarching question for the Unit of study**: *Why might belonging to some communities be more special than others?* | | | |
| **Key concepts/words for each cycle of enquiry: Special (sacrament), Community (Church) and Belonging** | | | |
| **Additional vocabulary young people will be able to use because of the teaching in this unit:** psychology, theology, denomination, Roman Catholic, Anglican, Baptist, sacrament, baptism, blessing, priest, minister. | | | |
| **Knowledge to be taught (especially at Inquire and Contextualise)** | | **How vocabulary and knowledge link together with earlier units** | |
| Christian denominations: historical timeline, names and key theological debates around ‘sacrament’. The concept of Church as community and ‘body of Christ’. Distinctions between Roman Catholic, Anglican and Baptist Christian ceremonies of belonging and key theological differences. Belonging as human need (discussions from psychology). | | Brings together what has been encountered and studied in children’s primary experience, from different feeder schools. Acknowledges different religious traditions studied through bringing together golden thread concepts studied | |
| **Because of the teaching in this unit, young people will be able to: (see *LDIV* EYEs)** | | **Examples of opportunities where progress can be checked: *formative(f) and summative(s) could include:*** | |
| * **respond creatively** to their experience of special, community and belonging. * **explain** how their responses relate to events in their own and other people’s lives. * **accurately explain meanings** of special, community and belonging in the traditions encountered and studied at the Inquire step, and in relation to their primary studies. * **accurately explain some examples** of how special, community and belonging manifest in traditions encountered and studied and impact the lives of those in these traditions relating this to what has been studied in their primary schools. * **appreciate how the experience of special, community and belonging interact together** to influence the way people think and speak and act in the world - discern value of the experience of special, community and belonging in the lives of those living in the traditions encountered and studied, as well recognising some of the issues this might raise articulating the value of their interconnections. * **discern possible value of** *special, community and belonging* **for their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).** | | * Creative opportunities for young people to explore their experience will be offered – including coloured pencils and plasticine * Dialogue – paired, group and whole class is encouraged – at all stages of the enquiry * Opportunities for checking meanings are understood and distinctions made - including formal and informal documentation, * Formal writing opportunities in exercise books * Opportunities to enable young people to get better at linking key concepts using examples from materials studied should be made, this will include listening carefully to dialogue as well as giving formal writing opportunities | |