7.1 Religion and Worldviews

An investigation into the concept of religion and worldviews

7 E	7 Emerging: The student is working towards a successful transition to appropriate KS3 level work.			
•	Attempt to describe an idea using simple vocabulary.	• I can give an example from Ninian Smart's 7 Dimensions		
•	Some awareness of the purpose and audience.	I can give an example of why people follow a religion or		
•	Some use of paragraphs.	veganism		
•	Some evidence of basic spelling, punctuation and	I can describe what a worldview is		
	vocabulary.	• I can give an opinion on whether veganism is a religion, a		
		worldview or neither		
7 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.				
٠	Clear ideas using varied vocabulary.	I can describe whether veganism is a religion or not		
•	Increasingly relevant to the audience.	I can describe what I think the purpose of veganism is		
•	Some linked and relevant ideas.	 I can describe how veganism is a worldview 		
•	Increased use of paragraphs.	• I can describe one point of view on whether veganism is a		
•	Some punctuation is used accurately.	religion, a worldview or neither		
•	Some accurate spelling of more complex words.			
7 S	ecure: The student is using subject specific vocabulary ar	d can apply skills and knowledge in familiar contexts.		
•	Communication is clear.	• I can describe whether veganism is a religion or not and give a		
•	Relevant to the audience.	relevant example		
•	Writing has a range of connected ideas.	 I can describe one purpose of religion and what I think the 		
•	Usually clear paragraphs.	purpose of veganism is		
•	Range of punctuation is used successfully.	• I can describe how veganism is a worldview with an example		
•	Generally accurate spelling.	 I can describe one point of view on whether veganism is a 		
•	Correct and ambitious vocabulary.	religion, a worldview or neither as well as acknowledging		
		another point of view		
7 N	lastery: The student has demonstrated that they unders	tand and can apply all the expected skills and knowledge for that		
yea	r group in challenging contexts. The use subject specific	vocabulary accurately and with confidence.		
•	Communication is consistently clear and effective.	• I can describe in detail whether veganism is a religion or not		
•	Communication well matched to purpose, audience	and give a relevant example		
	and form.	• I can describe some of the purposes of religion and describe		
•	Writing is engaging with a range of connected ideas.	what I think the purpose of veganism is		
•	Paragraphs are consistently coherent.	• I can describe how veganism is a worldview and how being a		
•	Wide range of punctuation is used.	vegan influence the way they act		
•	Increasingly sophisticated use of vocabulary.	I can explain one point of view on whether veganism is a		
		religion, a worldview or neither as well as acknowledging		
		another point of view, using some evidence to support		
		stand and can apply all the expected skills and knowledge for that		
yea	r group in challenging contexts. The use subject specific			
٠	Communication is consistently clear and effective.	I can explain whether veganism is a religion or not, with two		
٠	Communication well matched to purpose, audience	relevant examples		
	and form.	I can explain some of the purposes of religion we have		
•	Writing is engaging with a range of connected ideas.	studied and compare these with what I think the purpose of		
•	Paragraphs are consistently coherent.	veganism is		
٠	Wide range of punctuation is used.	 I can explain how veganism is a worldview supported with 		
٠	Increasingly sophisticated use of vocabulary.	relevant examples of how being a vegan influences their		
		behaviour in every day life		
		 I can explain my view on whether veganism is a religion, worldview or neither using evidence to support (the 7 		
		dimensions, the factors that make up a worldview, how		
		veganism influences the behaviour of an adherent) as well as		
		explain another point of view		
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7 Emerging: The student is working towards a successful transition to appropriate KS3 level work.			
 Attempt to describe an idea using simple vocabulary. 	I can give an opinion on whether Moses is the most important		
	figure in the Old Testament.		
	ligure in the Old Testament.		
• Some use of paragraphs.			
Some evidence of basic spelling, punctuation and			
vocabulary.			
7 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.			
Clear ideas using varied vocabulary.	• I can describe one point of view on whether Moses is the		
 Increasingly relevant to the audience. 	most important figure in the Old Testament.		
• Some linked and relevant ideas.			
 Increased use of paragraphs. 			
• Some punctuation is used accurately.			
• Some accurate spelling of more complex words.			
7 Secure: The student is using subject specific vocabulary an	id can apply skills and knowledge in familiar contexts.		
Communication is clear.	• I can describe one point of view on whether Moses is the		
Relevant to the audience.	most important figure in the Old Testament as well as		
 Writing has a range of connected ideas. 	acknowledging another point of view (EG: Job, Ruth, Esther is		
• Usually clear paragraphs.	more important).		
Range of punctuation is used successfully.			
Generally accurate spelling.			
 Correct and ambitious vocabulary. 			
	tand and can apply all the expected skills and knowledge for that		
7 Mastery: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.			
 Communication is consistently clear and effective. 	I can explain why Moses is the most important figure in the		
 Communication well matched to purpose, audience 	Old Testament, whilst contrasting and explaining this with		
and form.	another Old Testament figure such as Job, Esther or Ruth.		
 Writing is engaging with a range of connected ideas. 			
 Paragraphs are consistently coherent. 			
 Wide range of punctuation is used. 			
 Increasingly sophisticated use of vocabulary. 			
	stand and can apply all the expected skills and knowledge for that		
year group in challenging contexts. The use subject specific			
Communication is consistently clear and effective.	I can explain in detail two points of view on who is the most		
Communication well matched to purpose, audience	important figure in the Old Testament, as well as reaching my		
and form.	own conclusion.		
 Writing is engaging with a range of connected ideas. 			
 Paragraphs are consistently coherent. 			
 Wide range of punctuation is used. 			
 Increasingly sophisticated use of vocabulary. 			
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7 Emerging: The student is working towards a successful tra	ansition to appropriate KS3 level work.
 Attempt to describe an idea using simple vocabulary. 	I can match one of the key terms.
• Some awareness of the purpose and audience.	• I can give an example of a parable.
• Some use of paragraphs.	I can describe Muslim beliefs about Isa.
• Some evidence of basic spelling, punctuation and	• I can give an opinion on whether Jesus is the Son of God.
vocabulary.	
7 Developing: A range of KS3 skills are starting to be develo	ped. KS3 vocabulary and knowledge are improving.
Clear ideas using varied vocabulary.	I can match two of the key terms.
 Increasingly relevant to the audience. 	I can briefly describe one of the Parables Jesus told.
 Some linked and relevant ideas. 	I can explain Muslim beliefs about Isa.
 Increased use of paragraphs. 	• I can describe one point of view whether Jesus is the Son of
 Some punctuation is used accurately. 	God.
Some accurate spelling of more complex words.	
7 Secure: The student is using subject specific vocabulary a	nd can apply skills and knowledge in familiar contexts.
Communication is clear.	I can match three of the key terms.
Relevant to the audience.	I can describe one of the parables told and describe the
 Writing has a range of connected ideas. 	meaning behind the story.
Usually clear paragraphs.	• I can explain Muslim beliefs about Isa, identifying a similarity
Range of punctuation is used successfully.	or a difference between Christianity & Islam.
Generally accurate spelling.	• I can describe one point of view on whether Jesus is the Son
Correct and ambitious vocabulary.	of God, whilst acknowledging another point of view.
7 Mastery: The student has demonstrated that they unders	stand and can apply all the expected skills and knowledge for that
year group in challenging contexts. The use subject specific	vocabulary accurately and with confidence.
Communication is consistently clear and effective.	I can match four of the key terms.
• Communication well matched to purpose, audience	• I can explain one of the parables Jesus told and explain the
and form.	meaning behind the story.
• Writing is engaging with a range of connected ideas.	I can explain Muslim beliefs about Isa, identifying both a
 Paragraphs are consistently coherent. 	similarity and a difference between Christian and Islamic
 Wide range of punctuation is used. 	views.
 Increasingly sophisticated use of vocabulary. 	• I can explain one point of view on whether Jesus is the Son of
	God as well as acknowledging another point of view, using
	evidence to support.
	rstand and can apply all the expected skills and knowledge for that
year group in challenging contexts. The use subject specific	vocabulary accurately and with confidence.
 Communication is consistently clear and effective. 	I can match all the key terms.
Communication well matched to purpose, audience	• I can explain one of the parables Jesus told and explain the
and form.	meaning behind the story in detail.
• Writing is engaging with a range of connected ideas.	• I can explain in detail Muslim beliefs about Isa, identifying
Paragraphs are consistently coherent.	both a similarity and a difference between Christian and
Wide range of punctuation is used.	Islamic views.
 Increasingly sophisticated use of vocabulary. 	I can explain my view on whether using evidence to support
	as well as explain two other points of view.
WWW:	CTG/Improvements:
Please see highlighted comments.	• Include a summary of the Good Samaritan in Q2.
	 Include one similarity between Muslim & Christian
	views on Jesus/Isa.
	 Include one difference between Muslim & Christian
	views on Jesus/Isa.
	 Add what an atheist would say in Q4.
	 Add what a Christian would think in Q4.

7 Emerging: The student is working towards a successful tra	ansition to appropriate KS3 level work.
• Attempt to describe an idea using simple vocabulary.	• I can give a similarity or a difference between Sunni and Shia
 Some awareness of the purpose and audience. 	Muslims.
 Some use of paragraphs. 	• I can give an example from the 5 Pillars.
• Some evidence of basic spelling, punctuation and	I can describe what Ramadan is.
vocabulary.	• I can give an opinion on which Pillar is the most important.
7 Developing: A range of KS3 skills are starting to be develo	ped. KS3 vocabulary and knowledge are improving.
Clear ideas using varied vocabulary.	• I can give briefly give a similarity and a difference between
 Increasingly relevant to the audience. 	Sunni and Shia Muslims.
 Some linked and relevant ideas. 	I can identity all of the Pillars.
 Increased use of paragraphs. 	• I can describe what Ramadan is and briefly one reason why
 Some punctuation is used accurately. 	Ramadan is important.
• Some accurate spelling of more complex words.	• I can describe one point of view whether Hajj is the most important pillar.
7 Secure: The student is using subject specific vocabulary a	
Communication is clear.	I can describe a similarity and a difference between Sunni and
 Relevant to the audience. 	Shia Muslim.
 Writing has a range of connected ideas. 	• I can identify all of the Pillars and describe some.
 Usually clear paragraphs. 	I can describe what Ramadan is and one reason why Ramada
 Range of punctuation is used successfully. 	is important in detail.
 Generally accurate spelling. 	• I can describe one point of view on whether Hajj is the most
 Correct and ambitious vocabulary. 	important pillar, whilst acknowledging another point of view.
	tand and can apply all the expected skills and knowledge for that
year group in challenging contexts. The use subject specific	
 Communication is consistently clear and effective. 	• I can explain a similarity and a difference between Sunni and
 Communication well matched to purpose, audience 	Shia Muslims.
and form.	• I can identify all of the Pillars and describe all.
Writing is engaging with a range of connected ideas.Paragraphs are consistently coherent.	 I can explain what Ramadan is and explain why Ramadan is important to Muslims.
 Wide range of punctuation is used. 	• I can explain one point of view on whether Hajj is the most
 Increasingly sophisticated use of vocabulary. 	important pillar, as well as acknowledging another point of
increasingly sophisticated use of vocabulary.	view, using evidence to support.
8 Emerging: The student has demonstrated that they under	stand and can apply all the expected skills and knowledge for that
year group in challenging contexts. The use subject specific	vocabulary accurately and with confidence.
 Communication is consistently clear and effective. 	I can explain more than one similarity and difference between
 Communication well matched to purpose, audience 	Sunni and Shia Muslims.
and form.	• I can identify all of the Pillars and explain all in detail.
 Writing is engaging with a range of connected ideas. 	• I can explain what Ramadan is and explain more than one
 Paragraphs are consistently coherent. 	reason why Ramadan is important to Muslims.
 Wide range of punctuation is used. 	• I can explain my view on whether Hajj is the most important
• Wide range of punctuation is used.	
Wide range of punctuation is used.Increasingly sophisticated use of vocabulary.	• I can explain my view on whether Hajj is the most important pillar, using evidence to support as well as explain another
 Wide range of punctuation is used. Increasingly sophisticated use of vocabulary. 	 I can explain my view on whether Hajj is the most important pillar, using evidence to support as well as explain another point of view. CTG/Improvements:
 Wide range of punctuation is used. Increasingly sophisticated use of vocabulary. 	 I can explain my view on whether Hajj is the most important pillar, using evidence to support as well as explain another point of view. <u>CTG/Improvements:</u> Add another pillar into Q2: Hajj, Sawm, Salah etc
 Wide range of punctuation is used. Increasingly sophisticated use of vocabulary. 	 I can explain my view on whether Hajj is the most important pillar, using evidence to support as well as explain another point of view. <u>CTG/Improvements:</u> Add another pillar into Q2: Hajj, Sawm, Salah etc Add another 2 points about how Ramadan is
 Wide range of punctuation is used. 	 I can explain my view on whether Hajj is the most important pillar, using evidence to support as well as explain another point of view. <u>CTG/Improvements:</u> Add another pillar into Q2: Hajj, Sawm, Salah etc Add another 2 points about how Ramadan is celebrated in the UK in Q3.
 Wide range of punctuation is used. Increasingly sophisticated use of vocabulary. 	 I can explain my view on whether Hajj is the most important pillar, using evidence to support as well as explain another point of view. <u>CTG/Improvements:</u> Add another pillar into Q2: Hajj, Sawm, Salah etc Add another 2 points about how Ramadan is celebrated in the UK in Q3. Add one/another reason as to why Ramadan is
 Wide range of punctuation is used. Increasingly sophisticated use of vocabulary. 	 I can explain my view on whether Hajj is the most important pillar, using evidence to support as well as explain another point of view. <u>CTG/Improvements:</u> Add another pillar into Q2: Hajj, Sawm, Salah etc Add another 2 points about how Ramadan is celebrated in the UK in Q3. Add one/another reason as to why Ramadan is important to Muslims in Q3.
 Wide range of punctuation is used. Increasingly sophisticated use of vocabulary. 	 I can explain my view on whether Hajj is the most important pillar, using evidence to support as well as explain another point of view. <u>CTG/Improvements:</u> Add another pillar into Q2: Hajj, Sawm, Salah etc Add another 2 points about how Ramadan is celebrated in the UK in Q3. Add one/another reason as to why Ramadan is

7.6 Dharmic Traditions

An investigation into how the dharma has changed through time

7 Emerging: The student is working towards a successful tra	ansition to appropriate KS3 level work.
 Attempt to describe an idea using simple vocabulary. Some awareness of the purpose and audience. Some use of paragraphs. Some evidence of basic spelling, punctuation and vocabulary. 7 Developing: A range of KS3 skills are starting to be developed to be deve	 I can give an example of a monotheistic or polytheistic religion. I can give an example of Hindu beliefs about God. I can give one challenge Siddhartha had with Hindu Dharma. I can give one challenge Guru Nanak had with the dharma. ped. KS3 vocabulary and knowledge are improving.
 Clear ideas using varied vocabulary. Increasingly relevant to the audience. Some linked and relevant ideas. Increased use of paragraphs. Some punctuation is used accurately. Some accurate spelling of more complex words. 7 Secure: The student is using subject specific vocabulary and accurate spelling of more complex words.	 I can give an example of a monotheistic and polytheistic religion. I can describe what Hindus believe about God. I can describe the challenge Siddhartha had with Hindu dharma. I can describe one challenge Guru Nanak had with the dharma. nd can apply skills and knowledge in familiar contexts.
 Communication is clear. Relevant to the audience. Writing has a range of connected ideas. Usually clear paragraphs. Range of punctuation is used successfully. Generally accurate spelling. Correct and ambitious vocabulary. 7 Mastery: The student has demonstrated that they unders year group in challenging contexts. The use subject specific Communication is consistently clear and effective. 	
 Communication is consistently clear and effective. Communication well matched to purpose, audience and form. Writing is engaging with a range of connected ideas. Paragraphs are consistently coherent. Wide range of punctuation is used. Increasingly sophisticated use of vocabulary. 	 I can describe in detail both monotheism and polytheism with a relevant example. I can describe what Hindus believe about God as well as Buddhists and Sikhs. I can describe both of Siddhartha's challenges to the Hindu dharma, with an example to illustrate. I can explain Guru Nanak's challenges to the dharma, using an example to illustrate.
 8 Emerging: The student has demonstrated that they under year group in challenging contexts. The use subject specific Communication is consistently clear and effective. Communication well matched to purpose, audience and form. Writing is engaging with a range of connected ideas. Paragraphs are consistently coherent. Wide range of punctuation is used. Increasingly sophisticated use of vocabulary. 	 I can explain polytheism and monotheism, with relevant examples. I can explain what Hindus believe about God as well as Buddhists and Sikhs, with reference to scripture. I can explain both of Siddhartha's challenges to the Hindu dharma, with an example and use the Four Sights to illustrate why Siddhartha was influenced to feel this way. I can explain Guru Nanak's challenge to the dharma, with an example and explain how this influenced his views on sewa.

7 Emerging: The student is working towards a successful transition to appropriate KS3 level work.				
• Attempt to describe an idea using simple vocabulary.	I can give an opinion on whether rejecting God completely is			
• Some awareness of the purpose and audience.	the simplest way of explaining why suffering exists.			
Some use of paragraphs.				
• Some evidence of basic spelling, punctuation and				
vocabulary.				
7 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.				
Clear ideas using varied vocabulary.	I can describe one point of view on whether rejecting God			
 Increasingly relevant to the audience. 	completely is the simplest way of explaining why suffering			
 Some linked and relevant ideas. 	exists.			
 Increased use of paragraphs. 				
 Some punctuation is used accurately. 				
Some accurate spelling of more complex words.				
7 Secure: The student is using subject specific vocabulary and can apply skills and knowledge in familiar contexts.				
Communication is clear.	I can describe one point of view on whether rejecting God			
Relevant to the audience.	completely is the simplest way of explaining why suffering			
 Writing has a range of connected ideas. 	exists as well as acknowledging another point of view			
Usually clear paragraphs.				
 Range of punctuation is used successfully. 				
Generally accurate spelling.				
 Correct and ambitious vocabulary. 				
7 Mastery: The student has demonstrated that they unders	tand and can apply all the expected skills and knowledge for that			
year group in challenging contexts. The use subject specific				
 Communication is consistently clear and effective. 	I can explain one point of view on whether rejecting God			
Communication well matched to purpose, audience	completely is the simplest way of explaining why suffering			
and form.	exists as well as acknowledging another point of view, using			
• Writing is engaging with a range of connected ideas.	some evidence to support			
Paragraphs are consistently coherent.				
Wide range of punctuation is used.				
Increasingly sophisticated use of vocabulary.				
	stand and can apply all the expected skills and knowledge for that			
year group in challenging contexts. The use subject specific				
 Communication is consistently clear and effective. Communication well matched to purpose audience 	 I can explain two points of view on whether rejecting God completely is the simplest way of explaining why suffering 			
 Communication well matched to purpose, audience and form. 	exists as well as reaching my own conclusion.			
 Writing is engaging with a range of connected ideas. 	chists as well as reaching my own conclusion.			
 Paragraphs are consistently coherent. 				
 Wide range of punctuation is used. 				
 Increasingly sophisticated use of vocabulary. 				
<u>www:</u>	CTG/Improvements:			