

High Tunstall College of Science Curriculum Intent

Subject: Rites of Passage Year: 7 Half term: 6

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit: Rites of Passage** | | | | **Progress** | | | |
| **Key ideas** | | | | **R** | **A** | **G** | |
| To explain what the phrase ‘Rites of Passage’ means and to create a life map of your life so far. | | | |  |  |  | |
| To explain what happens at a Christian baptism and why there are different parts to the ceremony. | | | |  |  |  | |
| To explain how Jews celebrate the birth of a baby and what the ceremonies involve | | | |  |  |  | |
| To explain what happens at Bar and Bat Mitzvah ceremonies.  To evaluate the significance of Bar or Bat Mitzvah ceremonies in modern day Britain. | | | |  |  |  | |
| To explain what happens at the Sacred Thread Ceremony and evaluate its importance for Hindus. | | | |  |  |  | |
| To explain the features of a Christian wedding and evaluate why marriage is important to Christians. | | | |  |  |  | |
| To explain what happens at a Jewish marriage ceremony and why it is important. | | | |  |  |  | |
| To explain what happens at a Muslim funeral and the significance of the different actions | | | |  |  |  | |
|  | | | |  |  |  | |
| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** | | | |
| **1** | **Rites of Passage**  To explain what the phrase ‘Rites of Passage’ means and to create a life map of your life so far. | Recall activity to consolidate learning from previous unit  Life journey mapped out showing key events both religious and secular.  Personal life journey completed  Careers link discussion on post-HTCS  Freyer Model – Rites of Passage | Rites of Passage  Birth  Marriage  Death | | | |
| **2** | **Christian Baptism**  To explain what happens at a Christian baptism and why there are different parts to the ceremony. | Regular recall activity to consolidate prior learning  Circle showing what students already know and what they want to know about baptism  Mind map created after watching baptism  Differentiated activities based on student target grades  True and False activity to consolidate learning  Freyer Model – Baptism | Baptism  Infant Baptism Godparents  Innocence  Symbol  Oil  Water  Cross  Candle  Light | | | |
| **3** | **Brit Milah and Brit Bat**  To explain how Jews celebrate the birth of a baby and what the ceremonies involve | Regular recall activity to consolidate prior learning  Four sentences completed to show learning from previous lesson on baptism  Mind map created about Brit Milah and questioning activity to assess learning  Differentiated activities based on student target grades  Freyer Model - Mohel | Brit Milah  Brit Bat  Circumcision  Mohel  Sandek  Abraham | | | |
| **4** | **Bar Mitzvah**  To explain what happens at Bar and Bat Mitzvah ceremonies.  To evaluate the significance of Bar or Bat Mitzvah ceremonies in modern day Britain. | Recall activity to consolidate learning from previous lesson on Brit Milah  Notes made from film about Bar and Bat Mitzvah and questioning activity to consolidate learning.  Information gathering activity  GCSE question for 12 marks  Questioning activity to consolidate learning  Freyer Model – Bar Mitzvah | Thirteen  Bar Mitzvah  Transition  Adulthood  Tallit  Tefillin  Torah  Hebrew  Minyan  Bimah | | | |
| **5** | **Upanayanam (Sacred Thread Ceremony)**  To explain what happens at the Sacred Thread Ceremony and evaluate its importance for Hindus. | Regular recall activity to consolidate prior learning.  Mind map created from film clip about the sacred thread ceremony and questioning activity to assess learning.  Information gathering activity completed as a group / pairs  Two paragraphs written about the sacred thread ceremony and its importance for Hindus.  Freyer Model - Upanayanam | Upanayanam  Sacred Thread Ceremony  Caste  Offering  Guru  Kaupina | | | |
| **6** | **Marriage in Christianity**  To explain the features of a Christian wedding and evaluate why marriage is important to Christians. | Regular recall activity to consolidate prior learning.  Numeracy activity and class discussion on qualities important in a marriage partner.  Think, Pair, Share activity on why people get married.  5Ws activity on the different features of a Christian wedding.  GCSE question for 12 marks  Freyer Model - Marriage | Bride and Groom  Marriage  Vows  Hymns  Bible  Commitment  Declaration  Promise | | | |
| **7** | **Marriage in Judaism**  To explain what happens at a Jewish marriage ceremony and why it is important. | Recall activity to consolidate learning from previous lesson  Spider diagram created about how Jewish people find their marriage partner.  Pyramid of learning completed on Jewish marriage and why it is important  Freyer Model - Kiddushin | Kiddushin  Betrothal  Matchmaker  Orthodox  Soulmate  Ketubah  Torah  Cuppah  Temple  Obligations | | | |
| **8** | **Muslim Funerals**  To explain what happens at a Muslim funeral and the significance of the different actions | Regular recall activity to consolidate prior learning.  Class discussion on what is already known about funerals (secular or otherwise)  Information gathering activity – 20 questions to complete with information from around the classroom.  Differentiated activities based on student target.  Freyer Model - Funeral | Deceased  Burial  Muhammad  Shroud(ing)  Martyr  Hajj  Kafan  Salat-L-Janazah  Al-Dafin  Graveside  Iddah | | | |
| **9** |  |  |  | | | |