



## **KS3 Religious Studies – Year 8 Long Term Mapping**

### **Subject Intent/ Aims:**

In year 8, pupils will consider some of the existential questions that lie at the heart of the human condition and reflect on both the meaning of suffering and the meaning of death. Pupils will consider what Jesus' concern for the outcasts of society tells us about him, and how it can impact our lives and how we treat people. We will explore the problem of evil and different responses to this, considering the claim suffering makes us stronger. We will also look at different beliefs about death and the after- life. Pupils will have the opportunity to analyse and consider various arguments to these existential questions, looking at the strengths and weaknesses of each. They will continue to build on the skills developed in year 7 as they start to develop their written responses as well as continuing to reflect upon their own personal beliefs and values.

<p style="text-align: center;"><b>ADVENT</b> Creation and Covenant Prophecy and Promise</p>	<p style="text-align: center;"><b><u>LENT:</u></b> Galilee to Jerusalem Desert to Garden</p>	<p style="text-align: center;"><b><u>PENTECOST:</u></b> To the ends of the earth Dialogue and encounter</p>
<p style="text-align: center;"><b><u>Big Questions</u></b></p> <p><b><u>Creation and covenant:</u></b> Should we always follow our conscience?</p> <p><b><u>Prophecy and Promise</u></b> Do you have to be religious to be a Prophet?</p>	<p style="text-align: center;"><b><u>Big Questions</u></b></p> <p><b><u>Galilee to Jerusalem</u></b> Do we have a duty to respond to those on the margins?</p> <p><b><u>Desert to Garden</u></b> Do challenges and suffering lead to personal growth?</p>	<p style="text-align: center;"><b><u>Big Questions</u></b></p> <p><b><u>To the ends of the earth</u></b> How does a belief in the after- life affect how I live my life?</p> <p><b><u>Dialogue and encounter</u></b> What does it mean to be a Muslim?</p>



<u>Key Content/knowledge</u>	<u>Key Content/ Knowledge)</u>	<u>Key Content/ Knowledge)</u>
<u>Advent 1: Creation and Covenant</u>	<u>Lent 1: Galilee to Jerusalem</u>	<u>Pentecost 1: To the ends of the earth</u>
<ol style="list-style-type: none"> <li>1. To know the story of the fall and to understand the difference between original sin and personal sin</li> <li>2. To know what it means to be created Imago Dei</li> <li>3. To describe the origins, meaning and effects of baptism</li> <li>4. To consider the claim that baptising babies makes no sense, with reference to the Catholic response</li> <li>5. To know the story of Moses and evaluate how God showed love for his people</li> <li>6. To understand the Sinai covenant and the impact of the Decalogue on God's people.</li> <li>7. To recall the greatest commandment and make links with the decalogue and consider whether rules are a necessary part of freedom</li> <li>8. To analyses the significance of the 10 commandments today and how they</li> </ol>	<ol style="list-style-type: none"> <li>1. To introduce key words and key concepts. To describe what is meant by the moral sense of scripture.</li> <li>2. To describe Jesus' encounter with the poor widow and understand the literal sense of this passage</li> <li>3. To understand literal sense of the parable of the sheep and goats and connect it to the Church's teaching on the Kingdom</li> <li>4. To know what corporal and spiritual works of mercy are</li> <li>5. To investigate the life of Mother Elvira Petrozzi and the extent to which her life mirrors the work of Jesus' treatment of the marginalized.</li> <li>6. To investigate the work of SVP in reaching out to those on the margins, and consider how they could support this work</li> <li>7. <b>Assessment point 1</b></li> </ol>	<ol style="list-style-type: none"> <li>1. To introduce key concepts. To describe one of the accounts of the Resurrection of Jesus</li> <li>2. To consider why a belief in resurrection is central to the Christian faith, with reference to St Paul (Cor 15:1-58)</li> <li>3. To investigate different beliefs about what happens to a person after the die and to consider their own personal view</li> <li>4. To consider the impact of what you believe happens after you die with how you live your life, with reference to the parables of Jesus</li> <li>5. To describe Catholic beliefs about the resurrection of Jesus and make links with the four last things</li> <li>6. <b>Assessment point 1</b></li> <li>7. To consider the claim that a belief in purgatory is contrary to what is written in the scriptures</li> <li>8. To consider the view that human beings are simply physical beings and do not have</li> </ol>



<p>personally would stand up to the challenges presented by the 10 commandments.</p> <p>9. <b>Assessment point 1</b></p> <p>10. To understand what is meant by conscience and that human beings have a duty to inform their conscience</p> <p>11. To investigate the life of Desmond Doss and how he was challenged by his conscience. To consider how Doss' life was witness to Catholic teaching.</p> <p>12. To investigate the life of Sophie Scholl and how she was challenged by her conscience. To consider how Scholl's life was witness to Catholic teaching.</p> <p>13. To consider aspects of life that are unjust today and how they could respond.</p> <p>Reflection: Should we always follow our conscience?</p> <p>Assessment point 2</p> <p><u>Advent 2: Prophecy and promise</u></p> <p>1. To introduce key words and key concepts. To understand what a prophet is and what a</p>	<p>8. To understand the miracle of the paralyzed man and explain how this miracle shows something of who Jesus is.</p> <p>9. To consider the claim Jesus was just an earthly leader seeking change and to consider the catholic response to this claim.</p> <p>10. To know understand the story and the significance of Lourdes as a place of pilgrimage</p> <p>11. To know how the Church recognizes miracles with reference to John Traynor.</p> <p>12. To consider the claim that science has disproved miracles</p> <p>13. To describe the rite of the anointing of the sick, explaining its origins, meaning and effects</p> <p>Reflection: Do we have a duty to respond to those on the margins?</p> <p>Assessment point 2</p> <p><u>Lent 2: Desert to Garden</u></p> <p>1. To introduce key concept. To recognise human beings have always pondered the mystery of suffering and describe the</p>	<p>souls, consider arguments for and against this with reference to the Catholic response</p> <p>9. To describe the main elements of a Catholic funeral rite, making links with Catholic beliefs about resurrection and eternal life and to reflect on their own experiences of attending a funeral and the graves of loved one</p> <p>10. To investigate the different ways funerals are celebrated around the world and the extent to which they express Catholic beliefs</p> <p>11. To consider the claim funeral should be happy occasions and look at both arguments for and against</p> <p>12. To reflect on a piece of artwork and how it reflects Catholic beliefs about resurrection and eternal life</p> <p>13. To explain why the Church teaches that baptism is necessary for Salvation.</p> <p>Reflection: How does a belief in the after- life affects how I live my life?</p> <p>Assessment point 2</p>
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<p>prophetic text is. To consider what it means to describe one text as Messianic</p> <ol style="list-style-type: none"> <li>To recognise the cycle of prophecy and to understand how the ministry of John the Baptism mirrors the call to be a prophet</li> <li>To analyse Isaiah and to give examples of how Jesus fulfils this prophecy</li> <li>To Consider and understand the context of the Prophet Amos</li> <li>To consider the claims the work of the prophets is not relevant today</li> <li>To consider how lay people are called to be Priest, Prophet and King</li> <li>To investigate the life and work of Dr Li Wenliang and consider how his life mirrored biblical prophecy</li> <li><b>8. Assessment point 1</b></li> <li>To recap Catholic beliefs about Advent and be able to recall the signs and symbols of Advent</li> <li>To consider ways in which advent is celebrated around the world and consider how they reflect Christian culture</li> </ol>	<p>distinction between physical suffering and moral suffering (e.g., worry, fear, loneliness)</p> <ol style="list-style-type: none"> <li>To consider the claim that a good and loving God would never allow the innocent to suffer. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</li> <li>To describe how the Church responds to the mystery of suffering and death with reference to Jesus' suffering in Mk 14:32-15:39, making links with the Servant in the Fourth Servant Song Is 52:13-53:12.</li> <li>To consider the claim that suffering helps us follow in the footsteps of Jesus by showing care and responding to those in need.</li> <li><b>5. Assessment point 1</b></li> <li>To understand what euthanasia is and why people claim it is the most compassionate response to those suffering from a terminal illness.</li> <li>To present arguments for and against the claim that euthanasia is the most compassionate response to those suffering</li> </ol>	<p><u>Pentecost 2: Dialogue and encounter</u></p> <ol style="list-style-type: none"> <li>To Introduce key concepts. To explore how and why Islam is one of the two sister faiths of Christianity, to investigate their common roots.</li> <li>To consider the need for interfaith dialogue in the modern world and the advantages of living in a multi-faith society with reference to the 2<sup>nd</sup> Vatican Council.</li> <li>To understand the foundations of Islam and how it began with reference to the Prophet Muhammad</li> <li>To understand the nature of God and evaluate what Muslims believe about God</li> <li>To be able to explain how Muslims show commitment with reference to the 5 pillars of Islam, to understand the significance of the first pillar of Islam (Shahadah)</li> <li>To explore the second pillar of Islam (Salah) and the significance of prayer in a Muslims daily life</li> </ol>
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<p>11. To know what the Jesse tree is and how it reflects upon the importance of prophetic texts</p> <p>12. To consider how Carols reflect Catholic beliefs about Advent</p> <p>13. To create a piece of artwork which helps a Christian participate in the advent season</p> <p>Reflection: Are the words of the Prophets still relevant today?</p> <p>Assessment point 2</p>	<p>from a terminal illness, including a Catholic response, weighing the strengths and weaknesses of the arguments.</p> <p>8. To explore the work of organisations dedicated to helping people to die well and consider in what ways they could support this work</p> <p>9. To describe how and explain why Christians should practice the disciplines of fasting, almsgiving, and prayer, particularly during the season of Lent</p> <p>10. To describe how the Church enters the Paschal mystery of Christ's death and resurrection, by explaining the meaning of one symbol used in the Triduum liturgies</p> <p>11. To describe the rite of the Sacrament of Penance, explaining its origins, meaning and effects, and why it is of particular importance during the season of Lent.</p> <p>12. To investigate the different ways Lent is celebrated around the world (e.g., Green Thursday, La Samaritana, Oberammergau)</p> <p>Reflection: Do challenges and suffering lead to personal growth?</p>	<p>7. To explore the third and fourth pillars of Islam (Zakat and Sawm) and the significance of charity and fasting for Muslims. To reflect on how we can be inspired by this in our daily lives.</p> <p>8. To explore the fifth pillar of Islam (Hajj) and to make connections with the impact pilgrimage can have on a believer (drawing on previous learning about Lourdes)</p> <p>9. Assessment point 1</p> <p>10. To understand the importance and significance of the Qur'an for Muslims and the impact it has on their daily life</p> <p>11. To investigate why the Mosque is a central part of Muslim life</p> <p>12. To draw comparison between Christianity and Islam on the importance of the after life</p> <p>13. To consider what it means to be a Muslim by looking at important Muslim festivals in Britain today.</p> <p>To understand the importance of family life with reference to marriage and the marriage ceremony</p>
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	Assessment point 2	Reflection: What does it mean to be a Muslim? Assessment point 2
<p><b><u>HO Knowledge:</u></b> To be able to evaluate and make sound judgements, giving reasoned arguments to support this judgement and making references to key sources of authority and/or sacred texts. To have a sound understanding of and be able to explain how and why belief can impact a person's actions/attitudes.</p>		
<p><b><u>HO Composites:</u></b> <b><u>Creation and covenant</u></b> Consider the ways in which they could live up to the challenges presented by the Ten Commandments. To reflect on ways in which rules set them free To consider the ways in which they could stand up for conscience in the face of unjust, coercive power in their own context. <b><u>Prophecy and promise</u></b> To consider how they could respond to the call to be priests, prophet and king in their own life To reflect on a time in their own life when they have had to speak the truth for the sake of others to their own cost.</p>	<p><b><u>HO Composites:</u></b> <b><u>Galilee to Jerusalem</u></b> To compare their own and others' responses to questions about the possibility of miracles, leading to reasonable explanations of their own and others' views. To reflect on how they can respond to the marginalized of society. <b><u>Desert to Garden</u></b> To reflect on an example of when challenges and difficulties have led to personal growth. To explore the work of organisations dedicated to helping people to die well and consider in what ways they could support this work.</p>	<p><b><u>HO Composites:</u></b> <b><u>To the ends of the earth</u></b> To consider their own beliefs about what happens to a person after they die, and how this affects the way they live their lives now To consider what it means to die well and die with dignity <b><u>Dialogue and encounter</u></b> To reflect on the meaning of what they have learned and how it impacts their own lives, beginning to consider what they believe to be true and why they believe this. To consider how their own lives and the future of the communities to which they belong could be transformed by interreligious dialogue</p>



**Composite Skills:**

Literacy skills with **key concepts** and their definitions.

**Describe** skills and the importance of giving key facts and the impact of those facts.

**Explain** skills –How to expand their descriptions by giving evidence and examples –WHAT, WHY and HOW

**Discussion** skills Developing rounded and explained opinions with relevant evidence, Development of reflective skills by considering various viewpoints from both religious and non- religious perspectives.





**Final composition/ Deliberate Practice:**

**AO1**

**Define**

**Definition of a key term ('What is meant by...')**

**Describe**

**Demonstrate knowledge and understanding by describing a belief, teaching, practice, event etc.**

Pupils should be able to show excellent knowledge and understanding by describing different ideas/beliefs

They should be able to link belief to practice

They should be able to use a good range of key terms and teachings and explain why they are relevant

**Explain**

**Demonstrate knowledge and understanding of a topic by giving a full explanation**

To be able to Explain how... Explain why... Explain the main features of... Explain the importance of...

They should accurately use a good range of key terms and teachings and be able to explain why they are relevant

**AO2**

**Discuss**

**Discuss a statement showing that they have considered more than one point of view**





Evaluation of a view from more than one perspective.

Pupils are required to analyse and evaluate.

They must use their knowledge of religion and moral reasoning to offer different perspectives and viewpoints.

Pupils must be able to formulate judgements about those viewpoints.

They must be able to use religious language and sources of wisdom and authority.

They should be able to show an understanding of how belief affects behavior.

They must be able to use religious terms and teachings accurately and in a relevant way



**Assessment/s (Formative and Summative):**

**Formative and regular assessments for each unit of work include:**

- Key Concept tasks
- RRR tasks at the start of each lesson
- Discussion tasks/Think Pair Share
- Tiered questioning
- Synoptic quizzes to be completed regularly

**Summative assessment**

Pupils will be assessed twice per unit. Each assessment will test pupils' knowledge of the key content of each topic and of the key skills as set out below.

- Definition of a key term (linked to one of the eight key terms) from that topic.
- Demonstrate knowledge and understanding by describing a belief, teaching, practice, event.
- Demonstrate knowledge and understanding of a topic by explaining the statements made with reasoning and/or evidence.
- Demonstrate analysis and evaluation of a topic by discussing a variety of different arguments with reasoning, key terms and evidence. Students must arrive at a judgement.

Should we always follow our conscience?

Do you have to be religious to be a Prophet?

Do we have a duty to respond to those on the margins?

Do challenges and suffering lead to personal growth?

How does a belief in the after-life affect how I live my life?

What does it mean to be a Muslim?



<u>Advent</u>	<u>Advent 2</u>	<u>Lent 1</u>	<u>Lent 2</u>	<u>Pentecost 1</u>	<u>Pentecost 2</u>
<u>Key concepts:</u>	<u>Key concepts</u>	<u>Key Concepts</u>	<u>Key concepts</u>	<u>Key Concepts</u>	<u>Key Concepts</u>
The Fall	Prophet	Kingdom	suffering servant	Resurrection	Muslim
Original sin	Priest	Moral sense of scripture	Passion suffering	Death	Islam
Conscience	King	Miracles	Lent	Judgement	Salah
Sinai covenant	Messianic	Parables	Fasting	Heaven	Shahadah
The Decalogue	Advent	Anointing of the Sick	Almsgiving	Hell	Sawm
Freedom	Amos		Prayer Triduum	Purgatory	Zakat
Responsibility	Elijah		Sacrament of Penance	Funeral rite	Hajj
Baptism	John the Baptist		Problem of evil	Requiem	Allah



<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>
<p>Analysis of Sources of authority/Sacred texts History- The life of St Philip Howard, Martin -Luther King and Oscar Romero Art- a study of two pieces of art reflecting key beliefs and values</p>	<p>Analysis of Sources of authority/Sacred texts History- The life of Mother Teresa and Mother Elvira Petrozzi Science- The possibility of miracles</p>	<p>Analysis of Sources of authority/Sacred texts Art- to reflect on a piece of art work and how it shows beliefs and values</p>
<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>
<p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>To reflect on what it means to have freedom and responsibility</li> <li>To reflect on their own responsibility in the world</li> <li>To investigate the life of a person who stood up to unjust laws and assess the extent to which their lives bore witness to the Catholic teaching on the inviolability of conscience</li> <li>To reflect on ways in which rules set them free</li> </ul>	<p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>To consider the change of personal perspective and priorities when earthly life is seen as a pilgrim journey rather than an end in itself</li> <li>To reflect on the margins of today's society</li> <li>To consider how their response to the artwork might inspire them to think or act differently towards marginalised people</li> <li>To compare their own and others' responses to questions about the possibility of miracles, leading to reasonable explanations of their own and others' views</li> </ul>	<p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>To consider their own personal growth</li> <li>Consider the view that human beings are merely physical and do not have souls</li> <li>The important of giving and selfless acts</li> <li>To investigate popular beliefs, or the beliefs of family members, about what happens to a person after they die</li> </ul> <p><b>RSHE</b></p> <ul style="list-style-type: none"> <li>To consider the difference between moral and physical suffering</li> </ul>



<ul style="list-style-type: none"> <li>• To investigate the life of a person who spoke the truth, for truth's sake, at cost to themselves and for the good of others</li> <li>• To reflect on the Advent traditions of their own family, culture, or community and consider how this helps them to participate in the Advent season of waiting.</li> </ul> <p><b>RSHE</b></p> <ul style="list-style-type: none"> <li>• To reflect on their responsibility towards each other</li> <li>• To consider the ways in which they could stand up for conscience in the face of injustice</li> <li>• To reflect on a time in their own life when they have had to speak the truth for the sake of others to their own cost.</li> </ul> <p><b>BV-</b></p> <ul style="list-style-type: none"> <li>• Promotes tolerance of each other's beliefs and values</li> <li>• To investigate the different ways Advent is celebrated around the world</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise that human beings have always pondered the mystery of suffering and evil</li> <li>• To consider the claim that a good and loving God would never allow the innocent to suffer</li> <li>• To explore different beliefs about dignity in dying and euthanasia</li> <li>• To explore the work of organisations dedicated to helping people to die well</li> </ul> <p><b>RSHE</b></p> <ul style="list-style-type: none"> <li>• To reflect on an example of when challenges and difficulties have led to personal growth</li> <li>• To reflect on their responsibility towards each other</li> </ul> <p><b>BV-</b></p> <ul style="list-style-type: none"> <li>• Promotes tolerance of each other's beliefs and values</li> <li>• To understand justice is essential for a fair and peaceful society</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the significance of relationships and family life for Muslims</li> </ul> <p><b>BV-</b></p> <ul style="list-style-type: none"> <li>• Promotes tolerance of each other's beliefs and values</li> <li>• To reflect on the advantages of Britain being a multi-faith society</li> <li>• To show a coherent understanding of a range of religions, worldviews, beliefs, and actions</li> </ul>
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<ul style="list-style-type: none"> <li>To reflect on what it means to have freedom and responsibility</li> </ul>		
<p><b><u>Adaptive curriculum</u></b></p> <p><b>Objectives:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li>To understand the Ten Commandments in Context</li> <li>To consider how to live up to the Challenges Presented by the Ten Commandments</li> <li>To explore how ruleset us free</li> <li>To consider how they can stand up for their conscience</li> </ul> <p><b>Advent 2</b></p>	<p><b><u>Adaptive curriculum</u></b></p> <p><b>Objectives:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li>To understand miracles</li> <li>To compare responses to the possibility of miracles</li> <li>To understand marginalization</li> <li>To know what it means to be marginalized</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li>To understand personal growth</li> <li>To reflect on personal growth through challenges</li> <li>To explore end if life decisions</li> </ul>	<p><b><u>Adaptive curriculum</u></b></p> <p><b>Objectives:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li>To reflect upon beliefs about the afterlife</li> <li>To consider the link between the afterlife and salvation</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li>To Consider how interreligious dialogue could transform their lives and their communities.</li> <li>To know what It means to be a Muslim</li> </ul>



<ul style="list-style-type: none"> <li>To consider how they could respond to the call to be priests, prophet and king in their own life</li> <li>To reflect on speaking the truth at a personal cost</li> </ul> <p><b>Suggested activities:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li><b>Historical Context:</b> Teach the historical and cultural background of the Ten Commandments.</li> <li><b>Modern Relevance:</b> Discuss how ancient rules can still be relevant today in the modern world across all cultures</li> <li><b>Interactive Discussions:</b> Encourage pupils to discuss what each commandment means to them personally.</li> <li><b>Historical Figures:</b> Study historical figures who have stood up against injustices.</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li><b>Discuss</b> and consider the roles of Priest, prophet and King in faith</li> </ul>	<ul style="list-style-type: none"> <li>To explore end of life care</li> </ul> <p><b>Suggested activities:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li><b>Definition and Examples:</b> What constitutes a miracle, using examples from the Bible</li> <li><b>Case Studies:</b> Present case studies of marginalized individuals or groups and how they are affected by societal structures and attitudes.</li> <li><b>Role-Playing:</b> Create role-playing scenarios where pupils assume the roles of marginalized individuals and those who help them, fostering empathy and understanding.</li> <li><b>Art Project:</b> Encourage pupils to create art (that highlights the issues faced by marginalized groups and possible solutions.</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li><b>Definition and Examples:</b> What is personal growth? Provide examples of how challenges and difficulties can lead to it.</li> </ul>	<p><b>Suggested activities:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li><b>Guided Prompts:</b> Provide prompts such as: <ul style="list-style-type: none"> <li>What do you believe happens after a person dies?</li> <li>How did you come to hold these beliefs?</li> <li>How do these beliefs influence the way you live your life now?</li> </ul> </li> <li><b>Art Projects:</b> Encourage pupils to create art that represents their beliefs about the afterlife and how it affects their current lives.</li> <li><b>Case Studies:</b> Present case studies of individuals</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li>Explore Storytelling, music, and art from the Muslim tradition.</li> <li>Field trip to a Mosque</li> <li>Create a storyboard on the history of Islam</li> </ul>
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| <ul style="list-style-type: none"> <li>• <b>Consider</b> how they can serve each other</li> <li>• <b>Group Project:</b> Allow opportunities where pupils must collaborate, make decisions, and guide their peers towards a common goal.</li> <li>• <b>Guided Questions:</b> Provide prompts</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Reflection:</b> Encourage pupils to think about their own experiences and how they have grown through them.</li> <li>• <b>Class Discussion and small groups sharing</b></li> <li>• <b>Research Projects:</b> Ask pupils to research different organizations dedicated to end-of-life care.</li> </ul> |
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#### Adaptive Strategies:

- **Differentiated Texts:** Provide simplified or annotated versions of key texts for varying reading levels.
- **Visual Aids:** Use videos and infographics to illustrate key learning.
- **Group Work:** Create mixed-ability groups to encourage peer support.
- **Scaffolded Discussions:** Provide sentence starters and key points for debates.

#### Inclusive Practices

- Ensure materials are accessible (e.g., large print, audio versions).
- Use inclusive language and diverse examples.
- Provide additional support for students with special educational needs.



St Philip Howard Catholic Voluntary Academy



Department Planning 2024



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust



**ST. PHILIP HOWARD**  
CATHOLIC VOLUNTARY ACADEMY