AMV Assessment Exemplar: Key Stage 1 Unit 8

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| **Title: Why is our World Special? Areas of Enquiry: A&E**  **Key Question:** What do people believe about our world?  **Outcomes: *Investigation of religious and non-religious worldviews:*** *c:* ask their own questions about God/deity, special people and special occasions; ***Christianity*** *c:* say something about how Christians talk about a relationship with God; ***Hinduism and Humanism*** *c: say how stories in these traditions are inspirational for believers;* ***Throughout:*** provide a good reason for the views they have and the connections they make. | | | | |
| **Context / Prior Learning:** Pupils will have explored why some places are special to Hindus and Christians (KS1 Unit 7), so will have gained some familiarity with Hindu gods and with the idea of prayer and worship in Hinduism and Christianity. They will learn about a variety of creation stories and know that some religious stories contain poetic insights. | | | | |
| **Assessment Activity – Pupils:** | | **Developing – Pupils:** | **Secure – Pupils:** | **Exceeding – Pupils:** |
| * write a letter to ‘Planet Earth’ asking questions about (a) the stories of creation they have heard and (b) what they think is amazing in the natural world; * write a brief reply from the Planet Earth giving a good reason why different people, e.g., Christians, Hindu, Humanists might want to care for the world. * create a drama or dance retelling a Judeo/Christian, Hindu or Humanist creation story, bringing out points about the relationship of human beings to the rest of the natural world. [Observe and record children’s ideas for movements / spoken parts.] | | * ask their own questions about the wonders of the world; * give a simple reason for a person to care for the world. e.g. if you drop litter it will make the place look messy; * recall some features of Judeo / Christian, Hindu or Humanist stories of Creation, e.g., by sequencing the main parts of a story. | * ask their own questions about the creation of the Earth in relation to the stories heard, e.g., Why were human beings created after everything else? Was the plan that we would look after it? Or What made the Big Bang happen?; * provide a good reason for why different people might want to care for the world, e.g., ‘if you damage one part all the rest might suffer’, or ‘if God created the world it must be good and should be cared for’; * express something about how people talk about their own place in the created world, e.g., that Christians say they were created by God or that Humanists might say they have evolved from other living beings. | * ask questions about the meaning and purpose of the stories about the creation of the Earth, e.g. ‘If God created the world, why isn’t everyone happy?’; * explain what a religious believer may learn from a creation story, e.g., how the story influences a believer’s life choices and responsibilities; * express sensitive responses to the idea of care for the world in their dance / drama and discussions, pointing out, e.g., that human beings have highly developed abilities to care for it. |
| **Key Concepts**   * Creation * Awe and Wonder in the Natural World * The environment | **Pupils’ Attainment (names)** |  |  |  |