AMV Assessment Exemplar: Key Stage 2 (Upper) Unit 9

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| **Title: How should we live and who can inspire us? Areas of Enquiry: B&F**  **Key Question:** Who or what inspires us to live the lives we do?  **Outcomes: *Investigation of religious and non-religious worldviews:*** *c:* ask important questions about social issues and suggest what might happen depending on different moral choices; ***Sikhism*** *d:* make links between some texts and symbols from religion and belief and guidance on how to live a good life; ***Throughout:*** provide good reasons for the views they have and the connections they make. | | | | |
| **Context / Prior Learning:** Pupils have learnt about Guru Nanak and his teaching about welcoming strangers and travellers. | | | | |
| **Assessment Activity – Pupils:** | | **Developing – Pupils:** | **Secure – Pupils:** | **Exceeding – Pupils:** |
| * write and perform a play about the forming of the Khalsa by Guru Gobind Singh in 1699. * Produce a guide to the 5Ks showing how they developed overtime, their individual meaning and something of their significance for Khalsa and non-Khalsa Sikhs, particularly in relation to ideas on how to lead a good life. | | * identify the key elements of the story of the forming of the Khalsa; * identify the 5Ks correctly and explain how wearing them is a way of imitating Guru Gobind Singh. | * retell the story of the formation of the Khalsa situating it in the historical context of late 17th century India, explaining the importance of the formation of the Khalsa for the future of Sikhism; * relate what different Sikhs understand to have happened at the beheading of the first Panj Piare by Guru Gobind Singh; * understand the significance of the name change that happens when a man or woman becomes a member of the Khalsa, e.g. Guru Gobind Rai becomes Guru Gobind Singh and his wife Sahib Devan becomes Mata Sahib Kaur) and how their lives will change in imitation of the Gurus, including in their moral choices, e.g., in the way they treat their own body and their use of wealth. | * show how the Khalsa forms the Guru along with the Guru Granth Sahib from the stories of Guru Gobind Singh’s death; * link the first Panj Piare to the current Sikh practice of inducting new members of the Khalsa; * explain how the idea of self-sacrifice may be shown in the lives of Sikhs today. |
| **Key Concepts**   * Guru Sahib * Self-sacrifice * That there are significant people whose teaching and example inspire others to live their lives in particular ways. | **Pupils’ Attainment (names)** |  |  |  |