AMV Assessment Exemplar: Key Stage 1 Unit 3

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| **Title: Why are some stories special? Areas of Enquiry: C&F**  **Key Question: What do people learn from ‘The story of the Good Samaritan’?**  **Outcomes: *Investigation of religious and non-religious worldviews:*** *a:* talk about what is important to them and to other people with respect for feelings; ***Christianity*** *d:* say something about how and why Christians try to help others;  ***Throughout:*** provide a good reason for the views they have and the connections they make. | | | | |
| **Context / Prior Learning:** This Assessment to be read alongside (and can be integrated into) Lesson 2 of Exemplar 1031. | | | | |
| **Assessment Activity – Pupils:** | | **Developing – Pupils:** | **Secure – Pupils:** | **Exceeding – Pupils:** |
| * talk to a neighbour about what is important to them in the story (The Good Samaritan), what they liked/disliked, and report back to the whole class on their most important thoughts. * write a sentence or two saying how and why they think a Christian would help others because of reading/hearing this story. | | * talk about what happened in the story, e.g. “There was man that was robbed and injured.” * talk about their thoughts about behaviour, e.g. “helping people is good.” | * talk about what was important to them and other people with respect for feelings, e.g. “I liked the Good Samaritan because he helped the injured man.” * say something about how and why Christians try to help others, e.g. “Christians would want to follow Jesus’ teachings and would try to help all types of people – even if the other person is not a Christian.” | * talk about and ask questions about the characters and other possible decisions they could have made and their outcome, e.g. “I wonder if the injured man was of the Jewish faith, like the priest and the Levite, would they have been more likely to help him?” * say something about someone they know of or, have researched , about how Christians may have practically responded, e.g. “I think this story may make a Christian want to help his elderly neighbour of a different faith with their weekly shopping”. |
| **Key Concepts**   * **Gospel** * **Covenant** | **Pupils’ Attainment (names)** |  |  |  |