AMV Assessment Exemplar: Key Stage 1 Unit 4

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| **Title: Where do we belong? Areas of Enquiry: B&D**  **Key Question: Why and how is Christmas celebrated?**  **Outcomes: 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:* *a:* recall some of the ways in which Christmas is celebrated in different ways by different Christians; ***Throughout:*** provide a good reason for the views they have and the connections they make. | | | | |
| **Context / Prior Learning:** Assessment based on Christianity Unpacked – Christmas (<http://request.org.uk/teachers/christianity-unpacked/2014/09/11/christianity-unpacked-christmas/>) and can be integrated into Lesson 6 of Exemplar 1041. | | | | |
| **Assessment Activity – Pupils:** | | **Developing – Pupils:** | **Secure – Pupils:** | **Exceeding – Pupils:** |
| * in small groups together make a Play-Doh nativity set. Talk to a neighbour about what is important to them in the Nativity story of Jesus, what they liked/disliked, and report back to the whole class on their most important thoughts. * draw a mind map centred around ‘Christmas’. Pupils are asked to include how Christmas is celebrated by different Christians and what might be important to them. (Some pupils might be given key prompt pictures and words to match). | | * talk about what is important to them and other people in the story, e.g. “I think important people in the story were Jesus, Mary and Joseph”. * use the right names for things that are special to Christians, e.g. “Jesus, Mary, Nativity, Church.”. | * talk about what was important to them and other people with respect for feelings, e.g. “I disliked Herod because he wanted to kill baby Jesus and that is cruel.”. * recall some of the ways in which Christmas is celebrated in different ways by different Christians, e.g. “Some Christians celebrate Christmas by singing songs called carols that tell the story of the birth of Jesus and why he is important for Christians. Others may light candles pushed into oranges (called Christingles) to show they think Jesus was like light coming into the world“. | * ask questions about the characters and other possible decisions they could have made and their outcome, e.g. “I wonder why the Angels went to the shepherds? I think if they went to Herod, he might not have wanted to kill all the babies”. * use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups, e.g. “It think for some Christians Christmas is a cultural time to spend time with family but for other Christians it is a time to celebrate their belief that Jesus was God who came to earth as a baby”. |
| **Key Concepts**   * Incarnation * Christmas | **Pupils’ Attainment (names)** |  |  |  |

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