Questful RE

UNIT ROUTEMAP EXPLAINED

Unit	Unit Question: *This is the overarching question that sets the focus for the unit. There will be more than one answer to this question.*	
Your Pupils' Quest is to discover…	**Th**	
	Ph	There are three questions, one for each discipline that set the direction for the quest. Not all questions fit neatly into one box and there will be more than one answer to each question.
	HSS	

Recommended length of time needed to cover the content of this Quest.

World Faiths and World Views

Schools do have a choice as to which World Faiths and World Views pupils study and therefore the locality and context of the school can be taken into consideration. Schools can choose which World Faiths are to be covered progressively and which are to simply be encountered. However, to ensure compliance with the RE Statement of Entitlement and national expectations, there must always be a progressive study of Christianity and Christianity will be a minimum of 50% of RE curriculum time.

The examples of curriculum organisation and coverage given in Questful are such that during their time in **KS1**, pupils will make a **progressive** study of Christianity, Hindu Dharma and Islam and they will **encounter** Judaism and Non-religious World Views including Humanism. During their time in **KS2**, pupils will make a **progressive** study of Christianity, Hindu Dharma, Islam, and Judaism. They will **encounter** Buddhism, Sikhi and Non-religious World Views including Humanism.

When Christianity is listed in this box, the 8 essential concepts of God's Big Story will be included and highlighted.

The Aims of this Quest…

Listed here are the overall aims for the teaching and learning in this unit.

On this Quest your pupils will develop their skills of:

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Prior Learning	Key Substantive Knowledge
Pupils will have previously explored… Specific Units will be listed here if appropriate.	To ensure progression, this is a list of knowledge that pupils are expected to encounter in this unit. This knowledge will increasingly be built upon as children move through the Key Stages.

Key Vocab

Signposts	
A brief list of content. Signposts are to be included in the Quest and will enable the pupils to find answers to the unit questions.	**Explore**
	Encounter
	Experience

Milestones

Milestones

These Milestones are the overall outcomes of the unit. The three disciplines of learning will be highlighted and all statements will match with the end of Key Stage expected standards of attainment.
The Milestones can be DOWNLOADED and used as recording sheets.

Key Questions

Key questions to get you started and to ask along the way:

Here there is a list of questions to be used throughout the unit.

There is a DOWNLOAD of the main question and three discipline questions for each unit that can be used on a smartboard or enlarged and included in your Class RE Scrapbook. The list of questions from the website page are then separated according to the three disciplines. Finally, there is a page for recording the pupils concluding answers to the main unit question.

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Prepare for the Quest

- Share with pupils, key information and key equipment.
- Ask pupils the key questions.
- What do pupils already know and what do they want to find out?
- Discuss with pupils where and how they are going to find out the answers to the unit and key questions.
- Begin a working wall and start recording in your class RE scrapbook.
- Look at artefacts and pictures that help to generate more interest, engagement and further questions.

Resources you will need

Useful Websites

Download the Travel Guide and Questful Learning Journey.

The Travel Guide and Questful Learning Journey

The Travel Guide gives pupils information and facts that will be useful throughout the Quest.

The Learning Journey is an assessment tool to be referred to and filled in as you go along or at the end of the unit. It can be used by pupils individually, in groups or as a class.

Who is going with you on the Quest?

After considering the focus of the Unit, likely content and key questions, decide which of the expert characters are going to be the most useful to have with you on this Quest. It is likely that they will all go with you, but they won't always have an equal part to play.

 **Godfrey the Theologian**	 **Phil the Philosopher**	 **Sally the Human Social Scientist**

Which of the key questions do you want to ask each character?

Sort the questions according to the expertise of each character. The children can then use the skills of each character as they answer the questions throughout the unit.

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Godfrey will help you with questions about…
Phil will help you with big questions about…
Sally will help you with questions about…

Throughout the Quest

This paragraph gives advice to the teacher of how to guide the pupils through the Quest, on which knowledge to place particular emphasis and appropriate language to use.
Key background knowledge is included here along with handy hints to help your Quest run smoothly.

The Quest Begins

Your Direction of Travel:
A brief outline of the content to be journeyed through in the first part of your Quest.

The First Pathway -
This will be your introductory lesson and will usually begin with connecting the focus of the unit question to the children's own experiences.

Milestone Marker
These Milestones relate more specifically to the learning activities in the pathways. They also relate to the overall Milestones for this unit.

The Second Pathway -
In units where pupils are studying one faith, lessons will run in the numerical order of the pathways.
Unless stated otherwise each pathway is one lesson.

In units where more than one World Faith or World View is being studied, the pathways will be titled with the name of the faith for example: The Christianity Pathway, The Islam Pathway, The Sikhi Pathway etc. There will be opportunity for teachers and pupils to choose the order in which they travel the pathways. Younger pupils will be guided by the teacher. However, in Upper Key Stage 2 it is expected that the pupils will choose the direction, and the teacher will follow them. In these units each pathway is at least 3 lessons.

It is important that when choosing which faith to explore first, teachers consider the local area, demographic and the home faith of the children in the room.

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Milestone Marker **Pupils will be able to:**
The Third Pathway -
Milestone Marker **Pupils will be able to:**
Pause at the Checkpoint. This is the first opportunity to stand back and look at the view. This may be ten minutes or half an hour. *Record in your Class RE Scrapbook.*
Checkpoint
Review– *What have you discovered so far?* ***Reflect –*** *Have you reached any of the Milestones yet?* ***Revise –*** *What more do you need to find out? Where do you need to go next?* ***Refresh*** *– Do you need any additional resources to move forward?* ***Record –*** *Is your Learning Journey up to date?* *At this Checkpoint identify the TH, PH and HSS questions you have answered so far and what you are going to ask next.*
The Quest Continues
Your Direction of Travel: A final summary of content that will lead you to the conclusion of the unit.
The Fourth Pathway -
Milestone Marker **Pupils will be able to:**
The Fifth Pathway -
Milestone Marker: **Pupils will be able to:**
Check in at the final Checkpoint.
Final Checkpoint
Check in at the final Check Point. ***Zoom in*** *to ensure key knowledge is embedded.* ***Dive Deeper*** *into something that has particularly interested the children or you have additional resources that will enrich the unit.* ***Conclude the Quest*** *by looking back at the unit questions. Have you fulfilled your Quest?*

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WAGOLL (What a Good One Looks Like)
Links to example pieces of work Here you will find links to examples of pieces of work.
Information for Teachers
Some units will have additional background factual information for teachers.

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