

## THE TODHIGH WAY (KS3)

We are great learners because we show *care, respect* and *honesty*.

Sign and keep your contractual promise.....

### MY BEST EFFORT

I understand how important education, reading, writing and number-work are. I will learn, think and behave in the best way I know how and do whatever it takes to learn and to help my fellow students learn, too. I will be caring, respectful and honest with myself and my community.

### SHOW PRIDE IN YOUR LEARNING

**P** is for **PRESENTATION**: My work is always neat and well presented. I take pride in the way I present my work in my book, folder or ICT file. Work that is well presented shows **care** and attention to detail. I understand that it is **respectful** to present my work well for my teachers and other students.  
**Taking care in my work is a great learning habit.**

**R** is for **RESILIENCE**: I am not a quitter. I never give up. I remain positive and resilient even when the work is hard. I do what it takes to succeed, for as long as it takes, in my class-learning and homework. I learn from mistakes and try even harder next time, because I **care** about my future.  
**Resilience is a great learning habit.**

**I** is for **INDEPENDENCE** : I am self -motivated and self-reliant. I am a respectful learner. I know it's my job to work things out for myself. I try things out and do research on my own. I am curious to learn new things and I can motivate myself to do well.  
**Independence is a great learning habit.**

**D** is for **DEADLINES**: I can meet deadlines. I do not let people down, because I show care, respect and honesty towards my learning. I stick to deadlines so that I do not fall behind with my learning. I meet classwork, homework, assessment and revision deadlines.  
**Meeting ( or beating) deadlines is a great learning habit.**

**E** is for **EXCELLENCE**: I strive for excellence and do not settle for second best. I aim to hit and beat my challenging targets in each subject. I want to be *aspirational , inspirational* and *remarkable* in what I do. I am for excellence in my class learning, my preparation for tests and in my homework.  
**Striving for excellence is a great learning habit.**

Be resilient and take responsibility for **your** learning.

The expectation, within EPR is that one homework task is completed per topic.

The homework tasks are differentiated. This means that they have different levels difficulty. There are three levels of difficulty; developing, securing and exceeding.

The more frequently you challenge yourself by completing the 'exceeding' homework tasks, the better your knowledge and understanding will be come. You will frequently be given the option to choose your own homework tasks however, your teacher may also tell you which task to complete.

*"Great things never come from comfort zones."*

Progress will be measured on the both the difficulty of tasks you have chosen and the quality of the work produced.

Be independent and use your homework time table to plan ahead, ensuring you have shown care, respect and honesty towards your personal learning journey.

Go the extra mile, and do extra and harder challenges.

**Your loyalty to your learning will be closely monitored and rewards will be issued throughout each half term.**

Take PRIDE in your work and your future aspirations.

# Year 7 EPR: I am aiming to achieve a grade \_\_\_\_\_ by the end of year 7.

## Curriculum Timeline

<b>Term 1-2</b>	Philosophy: The Existence of God	Islam
<b>Term 2-3</b>	Animal Rights	Hinduism

### Useful resources:

**EPR textbook library** (in the classroom)

**BBC Religions: Existence of God**

[http://www.bbc.co.uk/religion/religions/atheism/beliefs/reasons\\_1.shtml](http://www.bbc.co.uk/religion/religions/atheism/beliefs/reasons_1.shtml)

**Crash Course in Philosophy YouTube Videos**

<https://www.youtube.com/watch?v=7e9v fsZB6A>



**BBC Religions: Islam**  
<http://www.bbc.co.uk/religion/religions/islam/>

**BBC Religions: Hinduism**  
<http://www.bbc.co.uk/schools/religion/hinduism/>

**BBC Ethics: Animal Rights**  
<http://www.bbc.co.uk/ethics/animals/>

# Homework tasks

## CHALLENGE

### DEVELOPING

1.

Create an A4 mind map summarising the topic we have been studying recently.

*Use any key terms you have learned, make it informative and eye catching.....*

2.

Research a philosopher/religious writer that links to this topic.

*Create a profile about your chosen writer that includes interesting information about their major works.....*

3.

Produce 5 challenging quiz questions (and answers) from this topic to test a class mate.

*Write the questions in your book with the correct answers*  
.....

4.

Identify 5 key terms we have used in this topic and write a dictionary of terms.

*Find out the definitions of key words, write them in your book whilst learning their spellings.....*

### SECURING

5.

Write a short statement of your personal belief on the topic including arguments to support it.

*Use the names of philosophers/ religious writer/ quotes we have studied*  
.....

6.

Create a revision factsheet summarising the key elements of the learning, include additional research and facts, where possible.

*Use correct terminology and use the internet to include extra facts (do not just copy & paste!).....*

7.

Produce 10 challenging quiz questions and answers about what you have covered so far in this topic.

*Write the questions in your book with the correct Answers*  
.....

8.

*Write an appropriate film trailer for the topic you are studying.*

*Incorporate key terms you have learnt, and make it memorable. You could even work with a partner and perform or record your work. ....*

### EXCEEDING

9.

Independently research an argument for or against the topic we are studying, then evaluate the strength of the argument.

*Explain why the argument for/against the topic is wrong giving no less than 3 well explained points. ....*

10.

Write a song that explains key elements of the topic. It could include arguments people might have about the topic and could link to current affairs.

*You could create new words for a song that already exists. Do ask to see examples from past students. ....*

11.

Prepare a list of questions (this could include some from your previous work), and then prepare to deliver them in a game of student Vs teacher in the lesson.

*You will need to write the questions and the answers in your book. Questions for students must be from what we have learned...but feel free to really challenge the teacher! ....*

12.

Imagine you are going to teach the class part of the topic, come up with a starter activity for a lesson on that topic

*Create a recap task, game or warm up for the class that could start a lesson*  
.....

PROGRESS TIME LINE : Tally up loyalty to learning commendations

Term 1



Term 2



Term 3



Be resilient and take responsibility for **your** learning.

Your teacher will suggest the level of homework that supports the type of learner you are.

For example, if you're predicted a Grade 5 at the end of KS3, then you must aim to collect all Grade 5 challenges.

If you're predicted a Grade 3 at the end of KS3, then you must aim to collect all challenges at a Grade 3 or above.

***"Great things never come from comfort zones."***

Progress will be measured on how many stamps you receive on your loyalty to learning card.

Be independent and use your homework time table to plan ahead, ensuring you have shown care, respect and honesty towards your personal learning journey.

Go the extra mile, and do extra and harder challenges.

**Your** loyalty to **your** learning will be closely monitored and rewards will be issued throughout each half term.

Take PRIDE in your work and your future aspirations.

***"Small Progress  
Is still Progress."***

**Year 8 EPR: I am aiming to achieve a grade \_\_\_\_\_ by the end of year 8.**

## Curriculum Timeline

<b>Term 1-2</b>	Monasticism	Old Testament Studies: Analysis of the Nature of God
<b>Term 2-3</b>	Islam	Life after Death

**EPR textbook library** (in the classroom) \_

### Useful resources:

#### **BBCI wonder: Monks**

<http://www.bbc.co.uk/guides/ztb3hv4>

#### **BBC Bitesize: Life after Death**

<https://www.bbc.com/bitesize/guides/zn6ncdm/revision/1>

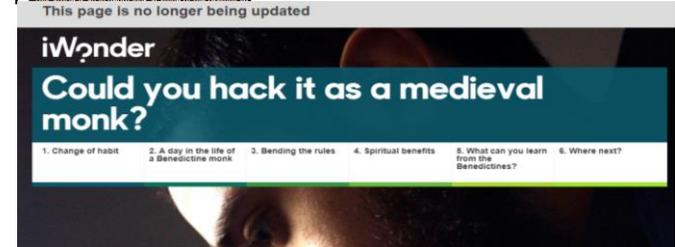
#### **Testament: Animated Faiths** (YouTube)

[https://www.youtube.com/results?search\\_query=testament+animated+faiths](https://www.youtube.com/results?search_query=testament+animated+faiths)



#### **BBC Religions: Islam**

<http://www.bbc.co.uk/religion/religions/islam/>



# Homework tasks

## CHALLENGE

### DEVELOPING

1.

Create an A4 mind map summarising the topic we have been studying recently.

*Use any key terms you have learned, make it informative and eye catching.....*

2.

Research a character (historical or mythological) that links to this topic.

*Create a profile about your chosen character that includes interesting information about their life and accomplishments.....*

3.

Produce 5 challenging quiz questions (and answers) from this topic to test a class mate.

*Write the questions in your book with the correct answers*  
.....

4.

Identify 5 key terms we have used in this topic and write a dictionary of terms.

*Find out the definitions of key words, write them in your book whilst learning their spellings.....*

### SECURING

5.

Try take on the vow of silence for a period of time. Write a reflection of how you think it would have affected a monk of nun in the Middle Ages.

*Consider the thoughts, feelings and faith benefits .....*

6.

Create a revision factsheet summarising the key conventions, include additional research and facts, where possible.

*Use correct terminology and use the internet to include extra facts (do not just copy & paste!).....*

7.

Produce 10 challenging quiz questions and answers about what you have covered so far in this topic.

*Write the questions in your book with the correct Answers*  
.....

8.

*Write an appropriate film trailer for the topic you are studying.*

*Incorporate key terms you have learnt, and make it memorable. You could even work with a partner and perform or record your work. ....*

### EXCEEDING

9.

Write a script with two people arguing . One thinks they should become a monk, the other does not.

*Make sure your fictional characters explain their points fully. You could even include quotes and examples from the Rule of St Benedict. ....*

10.

Write a song that explains key elements of the topic. It could include arguments people might have about the topic and could link to current affairs.

*You could create new words for a song that already exists. Do ask to see examples from past students. ....*

11.

Prepare a list of questions (this could include some from your previous work), and then prepare to deliver them in a game of student Vs teacher in the lesson.

*You will need to write the questions and the answers in your book. Questions for students must be from what we have learned...but feel free to really challenge the teacher! .....*

12.

Imagine you are going to teach the class part of the topic, come up with a starter activity for a lesson on that topic.

*Create a recap task, game or warm up for the class that could start a lesson*  
.....

PROGRESS TIME LINE : Tally up loyalty to learning commendations

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Term 3



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**Year 9 EPR: I am aiming to achieve a grade \_\_\_\_\_ by the end of year 9.**

## Curriculum Timeline

<b>Term 1-2</b>	<b>Introduction to Buddhism (Buddhist belief)</b>	<b>Crime and Punishment</b>
<b>Term 2-3</b>	<b>Introduction to Christianity (Christian belief)</b>	<b>Christian practice</b>

### Useful resources:



#### **BBC Religions: Buddhism**

<http://www.bbc.co.uk/religion/religions/buddhism/>



#### **BBC Religions: Christianity**

<http://www.bbc.co.uk/religion/religions/christianity/>



#### **BBC Bitesize: Crime and Punishment**

<https://www.bbc.com/bitesize/guides/zvs3d2p/revision/1>

**EPR textbook library (in the classroom) \_**

# Homework tasks

## CHALLENGE

### DEVELOPING

1.

Create an A4 mind map summarising the topic we have been studying recently.

*Use any key terms you have learned, make it informative and eye catching.....*

2.

Research a writer that links to the topic you are covering.

*Create a profile about your chosen actor that includes interesting information about their views on the topic.....*

3.

Produce 5 challenging quiz questions (and answers) from this topic to test a class mate.

*Write the questions in your book with the correct answers.....*

4.

Identify 5 key terms we have used in this topic and write a dictionary of terms.

*Find out the definitions of key words, write them in your book whilst learning their spellings.....*

### SECURING

5.

Complete independent research on the key beliefs of a different denomination within Buddhism.

*Explain how this type differs to the traditions we have studied.*  
.....

6.

Create a revision factsheet summarising the key conventions, include additional research and facts, where possible.

*Use correct terminology and use the internet to include extra facts (do not just copy & paste!).....*

7.

Produce 10 challenging quiz questions and answers about what you have covered so far in this topic.

*Write the questions in your book with the correct answers.....*

8.

Write an appropriate film trailer for the topic you are studying.

*Incorporate key terms you have learnt, and make it memorable. You could even work with a partner and perform or record your work. ....*

### EXCEEDING

9.

Create a 12 mark essay question and produce an answer using the 12 marker formula.

*Use quotations in each side and ensure you have 2 points per side and a conclusion with new evidence.*  
.....

10.

Write a song that explains key elements of the topic. It could include arguments people might have about the topic and could link to current affairs.

*You could create new words for a song that already exists. Do ask to see examples from past students. ....*

11.

Prepare a list of questions (this could include some from your previous work), and then prepare to deliver them in a game of student Vs teacher in the lesson.

*You will need to write the questions and the answers in your book. Questions for students must be from what we have learned...but feel free to really challenge the teacher! .....*

12.

Imagine you are going to teach the class part of the topic, come up with a starter activity for a lesson on that topic.

*Create a recap task, game or warm up for the class that could start a lesson.....*

Term 1



Term 1



Term 3



PROGRESS TIME LINE : Tally up loyalty to learning commendations