

Curriculum Map Year 7 **Religious Education**

Curriculum Intent: To inspire every student to engage in lessons and want to explore the curriculum beyond the classroom

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	• <u>Introducing to Religious Education/ God</u>	• <u>What does it mean to be Jewish?</u>	• <u>Creation and Fall</u>	• <u>People of God/Prophecy</u>	• <u>What does it mean to be Muslim?</u>	• <u>Wisdom</u>
Core Skills	<ul style="list-style-type: none"> • Reasons for and against • Key beliefs and teachings • Using subject keywords and using textual sources • Coming to a justified conclusion • Numeracy Skills 	<ul style="list-style-type: none"> • Reasons for and against • Key beliefs and teachings • Using subject keywords and using textual sources • Coming to a justified conclusion • Quotes 	<ul style="list-style-type: none"> • Key beliefs and teachings • Using subject keywords and textual sources • Coming to a justified conclusion • Quotes • For/against 	<ul style="list-style-type: none"> • Reasons for and against • Key beliefs and teachings • Using subject keywords and textual sources • Coming to a justified conclusion • Quotes 	<ul style="list-style-type: none"> • Reasons for and against • Key beliefs and teachings • Using subject keywords and textual sources • Quotes • Coming to a justified conclusion 	<ul style="list-style-type: none"> • Reasons for and against • Key beliefs and teachings • Using subject keywords and textual sources • Quotes • Coming to a justified conclusion
Core Knowledge	Build on their knowledge of religions from their own worldviews and experiences. Understand how RE is a multi disciplinary subject. Explore the impact that religious and other world views have on our own experiences, local area, in a national context and globally. Students will know that Christians believe in God as the Trinity, and the different roles of the three persons in one God. How these relate to the nature of God and the importance of self-giving love in Christian practices.	Understand that Judaism is the first of the Abrahamic faiths, and how Jewish people believe that they have a special agreement with God (covenant). Explore how Jewish people have promised and continue to promise to keep to this through special laws. Explain how Jewish people live in the 21st Century.	Understand how creation reveals the nature of God and reminds humans of their place as dependant upon the Creator. Make links to humans duties to look after Creation based on different Genesis accounts. Explore the concept of what it means to be made in God's image. How the fall of man is interpreted differently by Christians and link to the belief that God brings us salvation through Jesus.	Understand that the Old Testament tells the story of God's big rescue plan to reverse the impact of the Fall, to save humanity. How God choose certain people to acts as role models and help restore the relationship with God. Explore examples of Christians today and in the 20th Century who have fought against social injustice.	Understand how what God is like in Islam, how the Qur'an was revealed to Muhammed and how it is part of the Abrahmic faiths. Explain the duties that Muslims have in their lives from God and the impact this has, especially in the 21st Century.	Explore some of the wisdom found in the Bible in relation to questions of meaning and purpose – dealing with pain and suffering (Job), and coping with everyday living (Proverbs, Romans). Students will consider if these examples of ancient wisdom shed any light on problems of today.
Assesment & Feedback	Feedback inline with school policy and as per schedule for RE. Assessment format using sources from REToday around worldviews and lenses. Feedback indicate whether students are M/S/D based on specific outcomes.	Assessment of current c/w and h/w using www and next steps. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week	Assessment of current c/w and h/w using www and next steps. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week	Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future learning . Feedback form to indicate M/S/D based on outcomes.	Assessment of current c/w and h/w using www and next steps. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week	Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future learning . Feedback form to indicate M/S/D based on outcomes.
Link to prior learning	Students experience of RE would be varied from feeder primaries.	Links to unit about God;	Links to unit about God and What does it mean to be Jewish?	Links to unit about God, What does it mean to be Jewish and Creation and Fall.	Taught as part of the Enfield Agreed Syllabus in KS2.	Links to unit about God, Creation and Fall and People of God.
Outside learning/trips	Field/school site map skills					