



UCKFIELD  
COLLEGE

# Religious Education Year 7 Curriculum

# Religious Education

Term 1

<b>Topics:</b>	<b>Introduction to Religious Education: Can you learn anything from myths or religious stories if you don't believe in them?</b>	
<b>Knowledge:</b>	In this unit, students will be introduced to the study of religion, learning the difference between belief and fact and they both have value to different people. Students will explore this through studying ancient religious myths and stories such as the Greek creation myth; story of Noah; an Aboriginal story and a Jewish story which a festival is based on. All of these stories will give students a rich understanding of how stories, whether people believe them to be true or not, can influence how we behave towards each other and how they shape religious practices.	Knowledge: Students will learn a variety of myths and religious stories from diverse backgrounds including Ancient Egypt; ancient biblical stories; and an Aboriginal story Students will be taught the value religious stories hold to those who follow the religion and those who might not and will judge for themselves whether ancient stories have relevance in today's world. Skills: Comprehension; interpretation; judgement
<b>Assessment:</b>	Students will develop their writing skills and will be assessed on their comprehension and interpretation skills. They will start to develop their ability to make judgements through evaluation. Students will be assessed through formative and summative assessments. Students will be assessed on: Key vocabulary Interpretation skills and Judgement skills	
<b>Stretch and Challenge:</b>	Students will be stretched and challenged throughout this unit by learning skills such as embedding quotations and reading religious texts and interpreting their meaning. Students will develop more complex paragraph writing in RE. Literacy based homeworks will be set challenge students to develop their literacy skills.	

# Religious Education

Term 2

<b>Topics:</b>	<b>Judaism: How do beliefs impact practices in Judaism?</b>	
<b>Knowledge:</b>	In this unit, students will learn about the concepts of covenant and sacrifice and the importance of them in the founding of the religion Judaism and how they impact Jewish religious practices today. Students will learn about how Judaism began, key people in Judaism as well as important religious concepts of covenants and sacrifice.	Knowledge: Links made to Term 1 religious stories of creation and the story of Noah Learn key religious figures in Judaism Religious concepts of covenants and sacrifice Festivals of Passover and Hanukkah Skills: Explaining; Comparative;Evaluating
<b>Assessment:</b>	Students will develop their writing- explaining; comparative and evaluative skills. They will continue to develop their ability to make judgements through evaluation. Students will be assessed through formative and summative assessments. Students will be assessed on: Key Vocabulary Knowledge and Understanding of Key Beliefs Comparative skills	
<b>Stretch and Challenge:</b>	Students will be stretched and challenged throughout this unit through the use of evidence based practices such as guided reading; learning higher tier vocabulary and embedding them in their writing	

# Religious Education

Term 3

<b>Topics:</b>	<b>Christianity: What is the importance of Jesus' life to Christians?</b>	
<b>Knowledge:</b>	In this unit, students will refer back to the concepts of covenant and sacrifice in Judaism and develop understanding of what Christians believe the purpose of Jesus' life was by focussing on the events of Holy Week. Students will learn about the symbolism and meaning of the events that lead up to Jesus' crucifixion, resurrection and ascension.	Knowledge: Links made to Term 2 Judaism: Prophets; Promised Land; Passover; God Learn key events in Jesus' life Religious concepts of covenants and sacrifice Skills: Symbolism; Comparative;Evaluating
<b>Assessment:</b>	Students will develop their writing- explaining; comparative and evaluative skills. They will continue to develop their ability to make judgements through evaluation. Students will be assessed through formative and summative assessments. Students will be assessed on: Key Vocabulary Knowledge and Understanding of Key Beliefs Understanding of symbolism	
<b>Stretch and Challenge:</b>	Students will be stretched and challenged throughout this unit through the use of evidence based practices such as guided reading; learning higher tier vocabulary and embedding them in their writing Teachers will provide a <i>Thinking Deeper</i> set of activities to broaden and deepen students understanding of Christianity. It is accessible to all and will challenge all learners. Activities range from listening and interpreting gospel music, to reading books written by acclaimed authors such C.S Lewis to analyse the Christian themes that run through the text as well as having the chance to enrich their cultural experiences by embarking on a virtual tour of Westminster Cathedral.	

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Term 4

<b>Topics:</b>	<b>Christianity- How did the Christian faith develop?</b>	
<b>Knowledge:</b>	In this unit, students will learn the history of the development of Christianity from Jesus' death during the Roman Empire. Students will also apply knowledge from Term 2 (when they studied Jesus' life) to key Christian practices and sacraments. Students will also continue to refer to covenants and sacrifice to build an even deeper understanding of what Christians believe and why they worship the way that they do.	Knowledge: Links made to Term 2 and 3 Judaism and Jesus' life Learn the Anglican sacraments of Baptism and Eucharist Religious concepts sacrifice Festival of Easter and links to Passover Skills: Symbolism; Comparative; Justification
<b>Assessment:</b>	Students will develop their writing- explaining; comparative and evaluative skills. They will continue to develop their ability to make judgements through evaluation. Students will be assessed through formative and summative assessments. Students will be assessed on: Key Vocabulary Knowledge and Understanding of Key Beliefs Understanding of symbolism Justification skills	
<b>Stretch and Challenge:</b>	Students will be stretched and challenged throughout this unit through the use of evidence based practices such as guided reading; learning higher tier vocabulary and embedding them in their writing. Students will have another chance to engage with the <i>Thinking Deeper</i> activities range from listening to St Paul's cathedral choir as well as encouraged to have discussions with family members and friends on big questions such as: Should people that aren't Christian celebrate Christmas?	

# Religious Education

Term 5

<b>Topics:</b>	<b>Islam: How does belief in Allah influence Islamic practices?</b>	
<b>Knowledge:</b>	In this unit, students will learn the history of the development of Islam from the special revelation Prophet Muhammad received from Allah. Students will also apply knowledge from Term 2,3 and 4 when they studied Judaism and Christianit to understand why Islam was formed. Students will build on an even deeper understanding of the God of Abrahamic religions and study the five pillars of Islam	Knowledge: Links made to Term 2, 3 and 4 Judaism and Christian beliefs about God Learn the 5 pillars of Islam Skills: Symbolism; Comparative; Justification
<b>Assessment:</b>	Students will develop their writing- explaining; comparative and justification skills. They will continue to develop their ability to make judgements through evaluation. Students will be assessed through formative and summative assessments. Students will be assessed on: Key Vocabulary Knowledge and Understanding of Key Beliefs Understanding of symbolism Justification skills	
<b>Stretch and Challenge:</b>	Students will be stretched and challenged throughout this unit through the use of evidence based practices such as guided reading; learning higher tier vocabulary and embedding them in their writing. Students will have another chance to engage with the <i>Thinking Deeper</i> activities which range from examining Islamic Art and creating own art pieces to debating and discussing with family members and friends theological questions like: Do Muslims, Jews and Christians worship the same God?	

# Religious Education

Term 6

<b>Topics:</b>	<b>Introduction to Philosophy: How can I apply philosophical theories to my life?</b>	
<b>Knowledge:</b>	<p>This unit is an exploration of the contributions of landmark Philosophers, drawn from many periods in history, showing how they applied philosophical thinking to big questions and responded to earlier thinking.</p> <p>Students will learn how thinkers have shaped the thinking styles of the ancient and modern worlds.</p>	<p>Knowledge: Team Working Participation</p> <p>Skills: Evaluation; Introspection; Speaking and Listening</p>
<b>Assessment:</b>	<p>Students will develop their writing- explaining; comparative and justification skills. They will continue to develop their ability to make judgements through evaluation. Students will be assessed through formative and summative assessments. Students will be assessed on:</p> <ul style="list-style-type: none"><li>Key Vocabulary</li><li>Knowledge and Understanding of Key Beliefs</li><li>Understanding of symbolism</li><li>Justification skills</li></ul>	
<b>Stretch and Challenge:</b>	<p>Students will be stretched and challenged throughout this unit through the use of evidence based practices such as guided reading; learning higher tier vocabulary and embedding them in their writing. Students will engage with the <i>Thinking Deeper</i> activities which range from being directed to listening to interesting podcasts and completing philosophical thinking puzzles to debating and discussing with family members and friends philosophical existential questions like: How do we know that we exist?</p>	