

Term/Focus	Autumn 1 Identity	Autumn 2 Christianity	Spring 1 Humanism	Spring 2 Pilgrimage	Summer 2 Family and religion	Summer 2 Buddhism
<p>Key knowledge and skills – What core knowledge and key skills will be acquired and developed by students?</p>	<p>Foundation / Developing</p> <ul style="list-style-type: none"> - What makes us unique? - What are our characteristics? - What is our vision? - What are the identities of people from different religions? <p>Skills:</p> <ul style="list-style-type: none"> - Stilling (this will allow students to develop empathy) - Group work - Self-reflection 	<p>Foundation / Developing</p> <ul style="list-style-type: none"> - Who was Jesus? - How did Jesus' life save people? - How do other religions view Jesus? - Did Jesus perform miracles? - How did Jesus die? - Christmas <p>Skills:</p> <ul style="list-style-type: none"> - Stilling and empathy of what people were expecting out of a leader. - Comprehension – reading text and answering questions - Perception (understanding different religion's perspectives on Jesus) - Evaluation of own views of Jesus and his actions. 	<p>Foundation / Developing</p> <ul style="list-style-type: none"> - What is important to me? What values do I have? - What values does a Humanist have? - What is Humanism? - What actions are good or bad? - What makes a good action for a Christian and Humanist? <p>Skills:</p> <ul style="list-style-type: none"> - reflection when considering own values - comparison - investigation – when learning about Humanism. 	<p>Foundation / Developing</p> <ul style="list-style-type: none"> - What is a journey and why are pilgrimages important? - What are the key features of the following religion's pilgrimages: <ol style="list-style-type: none"> 1. Judaism 2. Hinduism 3. Sikhism 4. Christianity 5. Islam - Are there any similarities and differences with these pilgrimages? <p>Skills:</p> <ul style="list-style-type: none"> - Investigation of different types of pilgrimages - Reflection on own life and significant journeys 	<p>Foundation / Developing</p> <ul style="list-style-type: none"> - What is a family? - What is the Christian understanding of a family? - What is a Muslim understanding of a family? - What is a Hindu understanding of a family? - What is marriage and divorce? Does marriage matter? - To understand about the Jewish journey to adulthood <p>Skills:</p> <ul style="list-style-type: none"> - Students will reflect in different types of relationships and families and evaluate which they believe is most significant. Students will use reflection to consider their own lives and families. 	<p>Foundation / Developing</p> <ul style="list-style-type: none"> - What does 'suffering' mean and why is it relevant to Buddhism? - What was the Buddha's early life like? - What are the Four Noble Truths? - What is the Eightfold Path? - What does Enlightenment mean? - What does a Buddhist believe happens when they die? <p>Skills: This is a creative unit where students will be able to empathise and express themselves. They will be doing two stillings which will allow them to reflect and analyse Buddhism. Students will also be using the skills of application when creating a story board showing the Buddha's early life.</p>
	Good / Exceptional	Good / Exceptional	Good / Exceptional	Good / Exceptional	Good / Exceptional	Good / Exceptional

	<ul style="list-style-type: none"> - Does our upbringing define us? - Are we a product of our circumstances? - Why do we need a vision? - Why is identity important? - What are the key differences in people's identities from different religions? <p>Skills:</p> <ul style="list-style-type: none"> - Stilling (this will allow students to develop empathy) - Group work - Self-reflection - Comparison between religions 	<ul style="list-style-type: none"> - Who was Jesus and why were some people annoyed by him? - How did Jesus' life and death offer salvation? - Is Jesus' message relevant to today? - Did Jesus perform miracles or could it be placebo? - How and why did Jesus die? - What is the meaning of Christmas for a Christian? <p>Skills:</p> <ul style="list-style-type: none"> - Stilling and empathy of what people were expecting out of a leader. - Comprehension and analysis (reading text and finding deeper meaning within it) - Perception and comparison (understanding and comparing different perspectives on Jesus) - Evaluation of own and other views of Jesus and his actions. 	<ul style="list-style-type: none"> - As above and also a comparison of values between a Humanist and a Christian - What makes an action good or bad and compare Humanist and Christian views on what makes an action good or bad. <p>Skills:</p> <ul style="list-style-type: none"> - reflection when considering own values - comparison - investigation – when learning about Humanism - Evaluation when considering different views of Christians and Humanists - Analysis and application by looking at Humanists values and applying to morality and dilemmas. 	<p>As above and also:</p> <ul style="list-style-type: none"> - How can a pilgrimage help someone who has a faith? - Are these pilgrimages central to each religion's faith? - What is placebo and how can it be linked to any of these pilgrimages? <p>Skills:</p> <ul style="list-style-type: none"> - As above and also evaluation of different types of pilgrimage and the impact of each one. 	<p>As above and also:</p> <ul style="list-style-type: none"> - Is marriage still important? - How important is love? - Is commitment the same as marriage? <p>Skills:</p> <p>As above but students will be challenged to use a higher level of evaluation in comparing different views of family different relationships.</p>	<p>As above and:</p> <ul style="list-style-type: none"> - How is Buddhism different to Christianity and Humanism? - What are the key elements to Buddhist beliefs? - Compare your view of life after death with a Buddhist view. - Why is the Lotus Flower so significant to a Buddhist? - Would Buddhism be easy to follow? <p>Skills:</p> <p>As above but students will also need to reflect on their own lives and compare how they live their life to a Buddhist. They will be encouraged to interpret the meanings of symbols within Buddhism, such as the Lotus Flower and analyse the Buddhist views of life after death.</p> <p>All students will be doing a variety of tasks:</p> <ul style="list-style-type: none"> - Story board (creative skills) - Stillings (empathy and reflective skills) - Writing – a 12 mark question and other written response work.
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Links to GCSE	Identity is fundamental to this subject and to life so this is a great starting point and will allow students to use language from this unit throughout their RE at Colfox.	Students need to have a firm understanding of Christianity in order to understand the concepts in RS GCSE. Christianity is one of the religions students study at RS.	Students will need to be able to give non-religious and secular views in their essay answers at GCSE so Humanism will benefit them.	In the Religion Practices paper for GCSE, students need to know about different ways Christians and Muslims practice their religion – pilgrimage is central here, especially for Islam (Hajj)	Students will do a whole unit on Relationships and Family at GCSE but in much greater depth. This is the foundation to that unit of work.	Understanding Buddhism will be useful in many class discussions comparing Islam and Christianity because Buddhism is a godless religion compared to Islam and Christianity, which is monotheistic.
Homework – Knowledge organiser created and on website?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Responsive Teaching – how do we assess and feed back to students in this subject (formative and summative)	<ul style="list-style-type: none"> - There will be a verbal assessment at the end of the first unit based on a group work activity. This will assess knowledge and understanding. It will be peer assessed as well as teacher assessed. - Students will have fortnightly ‘knowledge checks’, once a peer assessed knowledge task and once with a teacher assessed (using highlighters) task developing their evaluative language in RE. - Students will be regularly assessed doing a 12 mark essay answer, this will help prepare them for GCSE and it also allows students to show greater depth to their knowledge. 					
Termly assessment content – what content will be covered in your termly assessments	<ul style="list-style-type: none"> - Identity - Christianity 		<ul style="list-style-type: none"> - Humanism - Pilgrimage - Identity - Christianity 		<ul style="list-style-type: none"> - Humanism - Pilgrimage - Identity - Christianity - Buddhism 	



Subject: RE

Year 7 Curriculum Map

(the two-week assessment window)?			- Family
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