

Year 7 RE Curriculum Map

	Autumn Term	Spring Term	Summer Term
Unit Length	Who am I unity Including Baseline assessment (AC1)	Muslim Identity + assessment (10/11 lessons)	Leaders and founders
	Life of Jesus + Assessment (6 lessons)	Beliefs in God including Assessment x1 (8-10 lessons)	Rites of passage + Assessment
Links to the National curriculum/Assessment Objectives	<p>Birmingham Agreed Syllabus For RE:</p> <p>AO1: Learning From Faith</p> <ul style="list-style-type: none"> • Consider the fundamental sense, purpose and meaning of life. • Lifestyles inspired by scriptures and religious traditions, events and places of religious significance. • Reflect on some key cultural expressions of religious life. • Develop characteristics of selflessness, altruism and concern for friends, neighbours, and strangers, particularly those in situations of social deprivation, caught up in natural disasters and conflict or experience personal disabilities. • Develop a sense of responsibility for the care of animals and the environment and a sense of the interdependence and unity of all things. • Cultivate values and virtues (honesty, patience, non-violence, courage) through the study of heroic figures and events. • Sustain key social institutions such as family through reflection on human relationships. <p>AO2: Learning About Religious Traditions:</p> <ul style="list-style-type: none"> • Appreciate the roots and history of religious faith in Britain and the wider world. • Studying key religious beliefs and practices, the origin and context of sacred writings, persons and institutions. • Developing an understanding of religious views on and attitudes towards animals and the environment. • Exploring the significance of religious fiction, narratives, events and places. • Enlarging religious vocabulary and concepts. • Studying religious positions on human relationships. • Learning how faith traditions have encountered and engaged with each other in history and contemporary Britain. 		

Areas of Study:
 Moral and Social Dispositions:
 Expressing Joy
 Being Thankful
 Caring for others, animals and the environment
 Sharing and being generous
 Being Regardful of suffering
 Being Merciful and Forgiving
 Being fair and jus
 Living by rules
 Being accountable and living with integrity
 Cultivating inclusion, identity and belonging
 Creating unity and harmony
 Participating and willing to lead
 Remembering roots
 Being Loyal and steadfast
 Being Hopeful and Visionary

GCSE:

AO1: Demonstrate knowledge and understanding of religion and beliefs including:

- belief
- influence on individuals, communities and societies
- similarities and differences within and/or between religions and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

Description of the topic and key learning outcomes (key knowledge and understanding)

Topic 1 Overview: Introduction to RE
 Identify common features of religion (place of worship, holy books, symbol etc).

- Who am I am why am I special
- Difference between religious and non-religious concepts

- Topic 3 Overview: Muslim identity
- Life of the prophet
- Belief in God
- Payer
- Fasting
- Pilgrimage
- Charity
- Mosque

Topic 5 Leaders and founders

- What makes a good leader?
- Moses
- Jesus
- Ghandi
- Mai Bhago
- Leadership qualities

	<ul style="list-style-type: none"> • Baseline assessment 		
	<p>Topic 2 Overview: the life of Jesus To know and understand the key elements of the life of Jesus for Christians and why Christians believe that Jesus is the Son of God. To assess and evaluate whether there is evidence to support this belief. To analyse the teachings of Jesus and apply them to life in the 21st century.</p> <ul style="list-style-type: none"> • Who was Jesus • Parable of Lost Son • Miracle- calming the storm • Assessment • Trial and death of Jesus • Death and resurrection 	<p>Topic 4 Overview : Belief in God (Hinduism)</p> <ul style="list-style-type: none"> • Hindu beliefs in Trimurti • Rama and Sita • 99 names of Allah • Christian concepts in the Bible • The rise of Atheism 	<p>Topic 6 Overview of Rites of Passage</p> <ul style="list-style-type: none"> • General non- religious rites • Christian Baptism • Muslim Aqeeqha • Bar Mitzvah • Sikh Amrit (optional, depending on term length) • Hindu Marriage
<p>Related Concepts (that are revisited)</p>	<p>Keywords: omnipotent, omniscient, eternal, monotheist, omnibenevolent Concepts from</p> <p>KS2 revisited: Learning From Faith: Appreciation of spiritual, moral and aesthetic values. Empathy for friends and neighbours Reliance on various social institutions</p>	<p>Keywords:</p> <p>Learning From Faith: Appreciation of spiritual, moral and aesthetic values. Empathy for friends and neighbours Reliance on various social institutions</p> <p>Learning About Faith: on social and cultural life Using a range of narratives and ideas.</p>	<p>Keywords</p> <p>Learning From Faith: Appreciation of spiritual, moral and aesthetic values. Empathy for friends and neighbours Reliance on various social institutions</p> <p>Learning About Faith: on social and</p>

	<p>Learning About Faith: on social and cultural life Using a range of narratives and ideas. Development and character of the Bible and other sacred texts. Developing an awareness of the impact of religious calendars, especially the Christian calendar on social and cultural life and celebration of various religious festivals and the reasons for them, its rituals and forms of worship. How religious organisations meets the needs of community life. Teachings about human beings and the implications of a common humanity.</p>	<p>Development and character of the Bible and other sacred texts. How religious organisations meets the needs of community life. Teachings about human beings and the implications of a common humanity.</p>	<p>cultural life Using a range of narratives and ideas. Development and character of the Bible and other sacred texts. Developing an awareness of the impact of religious beliefs on social and cultural life and celebration of various religious festivals and the reasons for them, its rituals and forms of worship. How religious organisations meets the needs of community life. Teachings about human beings and the implications of a common humanity.</p>
Skills being taught	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • similarities and differences within and/or between religions and beliefs. <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • similarities and differences within and/or between religions and beliefs. <ul style="list-style-type: none"> • influence on individuals, communities and societies <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • similarities and differences within and/or between religions and beliefs. <ul style="list-style-type: none"> • influence on individuals, communities and societies <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>
Milestone assessments	<p>Assessments as per schools calendar</p> <p>Assessment: 4 part assessment, assessing both AO1 (50%) and AO2 (50%)</p> <p>Assessment 1: Baseline assessment</p> <p>Assessment 2: It is right to have images of God</p>	<p>Assessments as per schools calendar</p> <p>Assessment: 4 part assessment, assessing both AO1 (50%) and AO2 (50%)</p> <p>Assessment 3: Rites of passage are more important than anything else</p> <p>Assessment 4: Jesus was the Son of God</p>	<p>Assessments as per schools calendar</p> <p>Assessment: 4 part assessment, assessing both AO1 (50%) and AO2 (50%)</p> <p>Assessment 5: how identity is shape by religion</p>

Wider reading	Research about Rites of Passage and the life of Jesus Bible/ Biblical stories	Research beliefs in God, from Hinduism, Christianity and Islam BBC bitesize and KS3 support	Research key leaders and founders of the different faiths
Literacy programme	Spelling of Keywords: Topic 1: omnipotent, omniscient, omnibenevolent, monotheist, polytheist, eternal, belief Topic 2: Disciple, parable, crucifixion, resurrection, miracle, faith	Spelling of Keywords Topic 3 Hajj, Ramadan, Halal, Haram, Zakat, 5 pillars of Islam, Prophet Muhammad, PBUH Topic 4 Tri murti, Tawhid, Biblical concepts, atheism, agnosticism, theism, humanism	Spelling of Keywords Topic 5: leader, qualities, determination, strength, courage Topic 6 Amrit, Aqeeqha, Baptism, kum kum powder, symbolism, expression of faith
Homework	Knowledge Organisers	Knowledge Organisers	Knowledge Organisers
Oakwood Academy	Half term 2 Lesson 1 https://classroom.thenational.academy/lessons/the-nature-of-god-cmwk2c Lesson 2 https://classroom.thenational.academy/lessons/the-trinity-6cr3gd Lesson 3 https://classroom.thenational.academy/lessons/the-incarnation-68vk4t Lesson 4 https://classroom.thenational.academy/lessons/the-life-of-jesus-74t36c Lesson 5	Half Term 3 Lesson 1 https://classroom.thenational.academy/lessons/muhammad-ctgpad Lesson 2 https://classroom.thenational.academy/lessons/tawhid-64r3ec Lesson 3 https://classroom.thenational.academy/lessons/holy-books-71hk0d Lesson 4 https://classroom.thenational.academy/lessons/shahadah-69gpat	Half Term 5 Lesson 1 https://classroom.thenational.academy/lessons/moses-and-the-commandments-6rw62t Lesson 2 https://classroom.thenational.academy/lessons/the-life-of-jesus-74t36c

<https://classroom.thenational.academy/lessons/the-crucifixion-c5j30d>

Lesson 6

<https://classroom.thenational.academy/lessons/the-resurrection-c8u66d>

Lesson 7

<https://classroom.thenational.academy/lessons/recap-and-practice-71gkjc>

Lesson 8

<https://classroom.thenational.academy/lessons/the-ascension-69gkct>

Lesson 5

<https://classroom.thenational.academy/lessons/salah-60r3gc>

Lesson 6

<https://classroom.thenational.academy/lessons/zakah-cmtk4t>

Lesson 7

<https://classroom.thenational.academy/lessons/sawm-6nj6ct>

Lesson 8

<https://classroom.thenational.academy/lessons/hajj-6cr32d>

Lesson 9

<https://classroom.thenational.academy/lessons/eid-ul-fitr-74u34e>

Lesson 10

<https://classroom.thenational.academy/lessons/id-ul-adha-6cu3je>

Half term 4

Lesson 3

<https://classroom.thenational.academy/lessons/history-of-atheism-70u3ae>