

## Year 7 CURRICULUM MAP: Religious Studies

	Autumn	Spring	Summer
<b>Unit Length</b>	<b>1 topic overed in the Autumn Term</b>	<b>1 topic covered in the spring term</b>	<b>2 topics covered</b>
<b>Assessment Objectives</b>	<b>AO1</b> Demonstrate Knowledge and understanding (50%) <b>AO2</b> Analyse and evaluate using religious sources (50%)	<b>AO1</b> Demonstrate Knowledge and understanding (50%) <b>AO2</b> Analyse and evaluate using religious sources (50%)	<b>AO1</b> Demonstrate Knowledge and understanding (50%) <b>AO2</b> Analyse and evaluate using religious sources (50%)
<b>Description of the Topic and Key Learning Outcomes</b>  <b>Unit title and number</b>  <b>List- numbered key learning outcomes (sequenced correctly)</b> <b>Assessments embedded and colour coded (Intentional monitoring )</b>	<b>What is RE?</b>  What does it mean to study RE and how to do we create uniqueness and a sense of belonging? This topic looks to support students around the idea of kindness and compassion for religions, faiths, and differences in life.  <b>1. What is RE?</b> <b>2. What is a sense of Belonging?</b> <b>3. What makes me unique?</b> <b>4. What Does it mean to belong?</b> <b>5. Atheism</b> <b>Intentional Monitoring Activity</b> <b>Atheism definitions and descriptions</b> <b>6. Who is my Neighbour</b>  <b>Assessment TBC</b>	<b>Nature of God</b>  This topic aims to explore what God is like and described as and arguments for and against existence of God.  <b>1. What is God like?</b> <b>2. Does God Exist?</b> <b>3. What is forgiveness?</b> <b>4. Design Argument</b> <b>5. Evil and Suffering</b> <b>6. Good Neighbour</b> <b>7. How does Belief in God affect someone’s life?</b>  <b>Intentional Monitoring Activity</b> <b>Debate</b>	<b>Religious Festivals</b>  Learning about and from different religions and how they are celebrated at various points of the year.  <b>1. What are a religious festival?</b> <b>2. Why a religious festival?</b> <b>3. Judaism</b> <b>4. Eid</b> <b>5. Diwali</b> <b>6. Buddhism</b>
<b>Milestone Assessments</b>  <b>Intentional monitoring steps</b>			
<b>RRSA</b>	Article 14: Freedom of thought, belief and religion Article 28: Right to education. Article 29: Goals of education	Article 14: Freedom of thought, belief and religion Article 28: Right to education. Article 29: Goals of education	Article 14: Freedom of thought, belief and religion Article 28: Right to education. Article 29: Goals of education
<b>Cross curricular links</b>	Enrichment: PRIDE values of SGS school.		English – aspects of religions covered in texts in literature.

<b>Literacy Programme</b>	<ul style="list-style-type: none"> <li>• WOW Words</li> <li>• Sentence Starters</li> <li>• Creative Writing.</li> </ul>	<ul style="list-style-type: none"> <li>• WOW Words</li> <li>• Sentence Starters</li> <li>• Creative Writing.</li> </ul>	<ul style="list-style-type: none"> <li>• WOW Words</li> <li>• Sentence Starters</li> <li>• Creative Writing.</li> </ul>
<b>Useful websites/videos</b>	BBC Teach Class Clips shared		
<b>Wider Reading</b>	News Articles shared via Teams Religious Scripture shared within lessons	.	
<b>Independent Learning Tasks</b>	Mind-map revision homework Retrieval practice homework Knowledge Organiser practice Questions.	Mind-map revision homework Retrieval practice homework Knowledge Organiser practice Questions.	Mind-map revision homework Retrieval practice homework Knowledge Organiser practice Questions.