

Religious Education Long Term Plan Year 7

Temperance Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	HALF TERM
Topic	What is Religion?							
	<u>Baseline assessment</u>	<u>What is religion?</u>	<u>God and religion</u>	<u>History of religion</u> <u>1</u>	<u>History of religion</u> <u>2</u>	<u>Religion today</u>	<u>Religion and identity</u>	
Objective	To recall prior knowledge and ascertain understanding within Religious Studies.	To examine the meaning behind religion and religious identity.	To understand beliefs and non-belief about God.	To examine the early religious beliefs and how they impact on modern faith.	To examine how religion has evolved in the UK.	To examine how some religious believers, respond to modern problems.	To understand how religious identities could reflect tradition of the religion.	
Core (AO1)	State basic beliefs and practices.	Describe what religion is.	Describe the varying beliefs surrounding God.	Understand how ancient religion and belief evolved from the beginning of mankind.	Look at how differing religions have evolved within the UK.	Understand how religions respond to modern problems.	Identify the relationship between religious identity, tradition, and faith.	
Hermeneutical approach	Ascertain prior knowledge gained.	Explore how differing views about religion lead to misinformation on the subject.	Investigate how these beliefs could impact on living faiths.	Reflect upon these first beliefs and how that impacts on modern belief.	Interpret how these religions have impacted on the UK.	Make connections between the belief and faith of modern ethical issues.	Build links between identity and faith.	
Challenge (AO2)	Reflect upon knowledge gained so far within the (collective) subject of RE.	Reflect upon own preconceptions and how they have changed or evolved.	Evaluate preconceptions with knowledge gained on the varying beliefs surrounding God.	To explore the history of how religion developed all over the world	Reflect upon how religion affects the culture of the UK.	To explore what religion looks like in modern life and how religion has been shaped by modernity.	To investigate religious identity in modern life and how that has been influenced by history.	

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Assessment	Formative assessment to ascertain prior knowledge within RS.							Formative assessment piece that consolidates the learning for the half term unit.	
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W/C	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	CHRISTMAS
Topic	The Abrahamic Faiths						
	<u>The Abrahamic Faiths</u>	<u>Ishmael and Isaac</u>	<u>Abram/Abraham/Ibrahim</u>	<u>Moses and the Abrahamic Faiths</u>	<u>Jesus and the Abrahamic Faiths</u>	<u>The Abrahamic Faiths today</u>	
Objective	To explore who Abraham was and how the three religions were formed.	To investigate the story of Ishmael and Isaac.	To analyse Abraham's character and faith.	To explore Moses' character and faith.	To explain who Jesus is to Jews, Christians, and Muslims.	To explain how the history of the Abrahamic faiths influence modern believers.	
Core (AO1)	Explore who Abraham was and his life story.	Look at the role of Ishmael and Isaac in the Abrahamic Faiths.	Ascertain a character profile of Abraham.	Ascertain a character profile of Moses.	Ascertain a character profile of Jesus.	Make comparisons between traditional and modern beliefs within the Abrahamic Faiths.	
Hermeneutical approach	Investigate how the differing beliefs of the story of Abraham impacts on the differing religious views.	Investigate the meaning and role the two sons have on the Abrahamic Faiths.	Decipher the characteristics that could help a modern believer.	Decipher the characteristics that could help a modern believer.	Decipher the characteristics that could help a modern believer.	Explore the impact the traditions have on modern views.	

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Challenge (AO2)	Explore how the founding father shaped three religions	To understand how the story of Abraham, Ishmael and Isaac formed these religions	To understand the man Abraham and evaluate whether his character would have influenced believers today	To examine how Moses brought forward the message of his ancestor, Abraham	Analyse the character of Jesus in his role in the differing Abrahamic Faiths.	To justify how the traditions within the Abrahamic Faiths contribute to the modern believers	
Assessment						Formative assessment piece that consolidates the learning for the half term unit.	

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Justice Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM	
Topic	Judaism: tradition and modern life							
	<u>Abraham and the first covenant</u>	<u>Moses and the 10 commandments</u>	<u>The Shema</u>	<u>Torah and remembrance</u>	<u>The role of the Synagogue</u>	<u>Kosher and kashrut</u>		
Objective	To draw upon the knowledge from last unit and apply it to the Jewish context of Abraham and the first covenant.	To begin to explain why the 10 Commandments were so important.	To describe some elements of the Shema and its importance to Jews.	To describe how important the Torah is to Jewish people.	To describe the main elements of the synagogue and begin to explain why they are important.	To begin to explain why certain food laws are important.		
Core (AO1)	Describe the main events from the life of Abraham.	To describe the story of how the 10 Commandments were delivered to Moses.	Explain the meaning and significance of The Shema.	Describe some significant facts about the Torah.	Give examples of the significant parts within a synagogue.	Give some examples of kashrut food laws.		
Hermeneutical Approach	Use the events to ascertain what life was like at the time of Abraham.	Explain the situation at the time of when the 10 Commandments were given.	Using the Shema to bring out the reasoning for it's consistent use.	Give examples of how the Torah is treated.	Using evidence, show how the synagogue is viewed in Judaism as a place of worship and community life.	Use context to explain why these rules are put in place.		
Challenge (AO2)	To examine the first covenant and its significance to Jews today	Draw conclusions as to the significance of the 10 Commandments at the time, as well as for modern believers.	To examine how the central prayer in Judaism is revered in every part of a Jews life	Using evidence from previous lesson as well as within this lesson, explain why the Torah is revered amongst the Jewish community.	Explain the significance of the synagogue to modern Jews.	Explain the benefits of adhering to kashrut food laws to modern Jews.		
Assessment						Formative assessment piece that consolidates the learning for the half term unit.		

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W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	EASTER
Topic	Judaism: tradition and modern life						
	<u>Jewish identity and community</u>	<u>Shabbat and the family</u>	<u>Kosher rules in modern life</u>	<u>Prayer in the Jewish tradition</u>	<u>Ha Shoah and modern Judaism</u>	<u>Judaism: tradition and modern life</u>	
Objective	To begin to explain why identity is important to the Jewish community.	To describe the main elements of the Shabbat and begin to explain why it is important to Jewish community and family.	To begin to explain why rules are important to the Jewish community as a sense of identity.	To give some examples of why prayer is important to Jews.	To explain some Jewish responses to the Holocaust in sense of faith and identity.	To explain how tradition links to modern Jews.	
Core (AO1)	Give some examples of Jewish identity.	Describe the events before, during and after Shabbat.	Give examples of Jewish law and explain what that would look like as a practice.	Explain the significance of why Jews pray in a particular way.	Give some Jewish responses to Ha Shoah.	Give examples of traditional Jewish laws, beliefs, and practices.	
Hermeneutical approach	Explain the historical significance to these aspects of identity.	Explain the significance behind these events and the laws surrounding them.	Explain the historical context as to why these laws were set.	Use quotes from the Torah to explore the reasoning behind the preparation and connection within prayer.	Explain how these beliefs split Theological thinking and create a new, modern Theology.	Apply them to evidence gathered from the unit.	
Challenge (AO2)	Explain, using evidence, why identity is important for Jews as a outward sign of belief.	Explain the importance of family in Judaism, using evidence from this lesson to support your response.	Reflect upon the significance of identity and keeping kosher in Judaism.	Evaluate the way Jews pray and explain the benefits of solitary prayer.	To explore the impact the responses to Ha Shoah has on modern Jewish identity and faith.	To explore how tradition and modern life affect Jewish beliefs	



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Assessment						Formative assessment piece that consolidates the learning for the half term unit.	
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Courage Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
Topic	Sikhism: Equality						
	Langar and community	Mool mantra	The ten Gurus	Guru Granth Sahib	The three duties	Sikhism: Equality	
Objective	To explain how Sikhs, show equality through food.	To explain the main elements of the Mool Mantra.	To describe the lives of the Gurus.	To give some facts that show how the Guru Granth Sahib is respected.	To explain what the three duties are.	To give some examples of how equality is shown in the Sikh faith.	
Core (AO1)	To explore how a free kitchen would benefit a community	To describe what a mantra is and the reasons for having a mantra in a set belief	To understand the role of a Guru in the context of Sikh beliefs	Describe what the Guru Granth Sahib is and how it is treated	Describe what the three duties are and how they could be seen, giving examples	Describe how Sikhs show equality in modern life	
Hermeneutical Approach	Compare the benefits of Langar to war and potential battles by looking into the History of the first Guru.	To analyse the Mool Mantra and explore how it can influence belief and practice	Explore the Ten Gurus and explain how their lives influenced the Sikh faith	To give examples of why the Guru Granth Sahib is treated with reverence and respect.	Explain how the duties are influenced and inspired by the Guru Granth Sahib	To back up the views of equality by using modern reports of Sikh life in differing articles	
Challenge (AO2)	To explore how 'eat together before you meet together' shows the basic beliefs and values within Sikhism	To examine the main statement of belief in Sikhism and how it influences modern believers.	How did and do the ten Gurus shape Sikhism?	To evaluate how the Guru Granth Sahib influences Sikh belief.	What must a Sikh do and how do they compare in modern life, practically	How is equality shown in Sikhism?	
Assessment						Formative assessment piece that consolidates the learning for the half term unit.	

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W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	SUMMER
Topic	This Is Me – Identity and Belonging						
	Identity, belonging and purpose	Identity in religion	Religious identity	Religious identity v identity	Identity project - gallery	Identity project - gallery	
Objective	To explain how the concepts of identity, belonging and purpose affect humanity.	To explain why religious people, want to show their faith in their identity.	To explain the influence religious identity has on believers.	To give pros and cons as to whether religious people should show their identity.	To show your 'This is Me' project to the class.	To show your 'This is Me' project to the class.	
Core (AO1)	To describe how identity, belonging and purpose link together	Give some examples of how religious people show their identity and their beliefs in their identity	Give examples of how religious people show belonging when wearing certain items	Give examples of how religious identity could be misinterpreted	Give examples of how you identify yourselves and how your identity shows your beliefs, purpose and belonging	Give examples of how you identify yourselves and how your identity shows your beliefs, purpose and belonging	
Hermeneutical Approach	Analyse a story of a character with identity, belonging and purpose evidenced in it	Examine the impact these religious people may encounter from having an outward sign of their inner beliefs	Analyse pros and cons of showing your religious identity or whether your religious identity should not be seen by society	Explore, using historical imagery of how religious identity has been given a bad label in society	Use creative ways to show your intrapersonal skills	Use creative ways to show your intrapersonal skills	
Challenge (AO2)	How do we show who we are and the importance of purpose and belonging when we explore the concept of identity	How important is identity in religious practice?	Evaluate the need for religious identity	Should people separate their religious identity from their personal identity?	Examine who you are and how you show it	Examine who you are and how you show it	



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Assessment						Formative assessment piece that consolidates the learning for the half term unit.	
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