


RE




Year 7 Curriculum Map

	<h2>Year 7 – Autumn Term</h2> <h3>Catholic Community</h3> <h3>Advent & Christmas</h3>
Prior Learning	<p>Pupils will have had a varied experience of RE in primary, varying from regular RE in faith schools to the minimal requirement in non-faith schools. Understanding of Christian festivals e.g. Easter & Christmas is widely looked at and the investigation of some of the world religions along with ethical issues such as the environment. Catholic feeder schools will have looked at the Catholic faith in more detail, such as feast days, prayers and stories from the Bible.</p>
What will I learn?	<p>Pupils will learn about ‘what does it mean to belong to a Catholic School?’ and ‘what to expect from being part of a Catholic Community?’ Pupils will explore the school life and daily routines, the saints, prayers and Catholic traditions.</p> <p>Pupils will learn about the meaning of Advent and Christmas, through to the festival of the Epiphany. Pupils will examine the ‘real’ meaning of Christmas, the importance of St Nicholas and St Stephen and the meaning of Christmas spirit through the Christmas Truce of World War 1.</p>
How will I be assessed?	<p>Formative assessments are included throughout the units and these will include low stake testing, such as quick 10 retrievals on the key essential knowledge. Self and peer assessments, question and answer sessions and written tasks. Pupils will have end of unit assessments at the end of the Catholic Christianity unit and at the end of the Advent & Christmas unit.</p>
Next Steps	<p>Throughout key stage 3, pupils will build upon their knowledge of what it means to be part of a Catholic Community through different Christian festivals such as Christmas & Easter in year 7. They will explore the History of the Catholic Church in year 8 and how it has progressed through the ages. At key stage 4, in year 10, pupils will also examine the Catholic Christianity beliefs & teaching; practices; sources of wisdom and forms of expression.</p> <p>Following on from the Advent and Christmas unit in the summer term of year 7, pupils explore world religions and the different festivals that they celebrate. Within the unit they get the chance to compare and contrast different faiths, beliefs and festivals through the project work. In year 8, pupils will explore the Islamic festivals and in year 9 the Jewish festivals. At key stage 4, pupils will examine the importance of Christmas to Catholics.</p>
Opportunities for Independent Learning	<p>In the Catholic Community unit pupils will independently investigate the history and the background of the school saints, St John Fisher and St Thomas More – https://mycatholic.life/saints/saints-of-the-liturgical-year/june-22-saints-john-fisher-bishop-and-martyr-and-thomas-more-martyr/</p> <p>They will examine the hierarchy of the Catholic Church and its role - https://www.bbc.co.uk/bitesize/guides/zv9yd6f/revision/1</p> <p>They will also examine the different types of prayer within a Catholic school, but also have the chance to write and develop their own prayers linking to different themes on Catholic Social Teaching and everyday issues - https://mycatholic.life/catholic-prayers/</p> <p>In the Advent and Christmas unit pupils will research the Christmas Truce of World War 1 and the Christmas message, linking it to the ideas of Christian teaching.</p> <p>Pupils can also independently revise for their end of unit assessments using: https://www.youtube.com/watch?v=6KH0VBK2EVE https://www.history.com/topics/world-war-i/christmas-truce-of-1914</p>
Personal Development and CEIAG	<p>In the Catholic Christianity unit, pupils build upon their ability to recognise, and value, Fisher More as a community which they are part of. They can recognise the positive personal contribution they make to our community and the other communities they belong to. Pupils develop a sense of respect for the roles and responsibilities of key members of a community and the rules which contribute to the safety of a belonging to a Catholic school community.</p>

	In the Advent & Christmas unit, pupils have the chance to investigate the “real” meaning of Christmas in relation to materialism and the work of many charities at this time. This links in with the school ‘Christmas Jumper’ day and the collection for the local food bank.
Enrichment Opportunities (Cultural Capital)	<p>In the Catholic Christianity unit, pupils will investigate the difference and similarities between Catholic and Protestant Christians. They will explore the meaning of Christian moral values and Catholic Social Teaching through what it means to be part of a Catholic community and the tolerance we have within our school. They will also have the chance to explore their beliefs and teachings and what makes them unique as individuals, but how we also respect the beliefs and teachings of others.</p> <p>In the Advent and Christmas unit, pupils will investigate the role of St Nicolas and his values of equality, helping the poor and charity. The pupils investigate how Christmas, and the Epiphany is celebrated around the world including Europe, South America, Africa and Asia.</p>

	<h2>Year 7 – Spring Term</h2> <h3>Sacraments</h3> <h3>Lent & Easter</h3>
Prior Learning	<p>Pupils will have investigated sacraments at key stage 1 & key stage 2 in Church schools, especially baptism, reconciliation and Holy Communion. Many non-faith schools will have investigated baptism as an initiation process for Christianity.</p> <p>Understanding of Christian festivals such as Easter and the period of Lent is widely looked at and many pupils will have a basic concept of these festivals.</p>
What will I learn?	<p>Pupils will investigate their own life journeys and key event within their lives. They then examine the baptism of Jesus and its importance for Christians worldwide. This then leads onto exploring the 7 sacraments within the Catholic church and how they pass the ‘grace of God’ onto believers. Pupils will examine the key symbols linked to each sacrament and the impact and importance of each sacrament to a Catholic.</p> <p>Pupils will explore the meaning of Lent and Easter, from the start of Lent on Shrove Tuesday through to the festival of Easter and the key events of Holy Week via key scripture from the Bible. Pupils will develop their knowledge of key Catholic teachings such as resurrection, ascension and salvation and the key Catholic Church teachings on these beliefs.</p>
How will I be assessed?	<p>Formative assessments are included throughout the units, and these will include low stake testing, such as quick 10 retrievals on the key essential knowledge. Self and peer assessments, question and answer sessions and written tasks.</p> <p>Pupils will have end of unit assessments at the end of the Sacrament unit. For the Lent and Easter unit, pupils will be assessed on the News Paper report they produce based on the Easter story, using Bible scripture to write their reports.</p>
Next Steps	<p>Pupils will build upon their knowledge of the sacraments in year 8 when they investigate the History of Christianity e.g. Holy Orders through the role of a priest, reconciliation & forgiveness in faith & pilgrimage and Holy Communion and the Last Supper in Jesus & the Holy Lands. At key stage 4, in year 10, pupils will also examine the sacramental nature of reality and explore divergent Christian viewpoints on the sacraments including those of Protestants.</p> <p>In the summer term of Year 7, pupils explore world religions and the different festivals that they celebrate. Within the unit they get the chance to compare and contrast different faiths, beliefs and festivals through the project work and can apply Easter to the project. In year 8, pupils will explore the Islamic festivals and in year 9 Jewish festivals. At key stage 4, pupils will examine the importance of the Easter story through the Paschal Mystery, Incarnation and Salvation in Catholic Beliefs & Teaching and Practices.</p>

Opportunities for Independent Learning	<p>In the unit on sacraments when exploring their “own life journey”, pupils will create their own life journey timeline, where they have the chance to interview their parents/carers on key event in their life before creating their own timeline.</p> <p>Pupils will analyse the Gospels to write their newspaper report on the events of Holy Week and Easter as though they were an eyewitness. They will create a rough copy within their books before creating their final version using ICT. https://www.biblegateway.com/</p> <p>Pupils can also independently revise for their end of unit assessment using: https://www.bbc.co.uk/bitesize/guides/z63pfcw/revision/2 https://www.youtube.com/results?search_query=sacraments+101</p>
Personal Development and CEIAG	<p>In the sacrament’s unit, pupils reflect and compare each other’s “life journeys” which gives them the chance to reflect on the highs and lows of their lives and what has led them to this point. They will highlight were they have been given the opportunities to do some amazing things, yet also deal with some of life’s challenges. It will also highlight once again the different communities they belong to.</p> <p>Within the unit on Lent and Easter, pupils will examine the importance of lent and abstinence, concentrating on the importance of prayer, charity and forgiveness of themselves and others.</p>
Enrichment Opportunities (Cultural Capital)	<p>Within the Sacraments unit, pupils will briefly investigate the difference and similarities between Catholic and Protestant Christians and their beliefs on the different sacraments. They will explore each other’s ‘Life journeys and beliefs’ but also the importance of different vocations in life through the sacraments of Holy Orders.</p> <p>In the Lent and Easter unit, we investigate how Jesus being Jewish impacted his actions leading up to his death. From the festival of Passover at the Last Supper and customs associated with the Jewish faith and how it conflicted with Roman authority at the time. The impact that charity has at Lent and the role of CAFOD and its values of equality, helping the poor and prayer, this usually links with the whole school charity event which runs through Lent raising money for CAFOD https://cafod.org.uk/</p>

	<h2>Year 7 – Summer Term World Religions</h2>
Prior Learning	<p>Pupils will have investigated a number of different world religions at key stage 1 & key stage 2 in their respective primaries. However, to what extent will be varied.</p>
What will I learn?	<p>In this unit pupils will investigate a variety of world religions in the following order Buddhism and Hinduism, followed by Sikhism and Judaism. The unit starts with the analysis of world religions in general, such as how many followers, geographical location, and the growth and decline of the different faiths. Pupils will examine the importance of why we have religions and faiths and the role of festivals within society. As the pupils explore each religion they will examine the key beliefs, religious holy texts and books, key stories and myths, places of worship, clothing and symbols. The unit is finished off with pupils evaluating why it is important that we have different beliefs, religions, teaching and faiths in the world today.</p>
How will I be assessed?	<p>Formative assessments are included throughout the units and these will include low stake testing, such as quick 10 retrievals on the key essential knowledge. Self and peer assessments, question and answer sessions and written tasks.</p> <p>For the World Religions unit, pupils will be assessed on project where they will analyse and compare two contrasting religions. They will include the origins and beliefs of the religion; stories and myths from the religions, places of worship and how they worship; festivals followed by a personal opinion on why they picked the respected religion.</p>

	In June, pupils will also have an end of year assessment on the 5 topic areas covered in Year 7 - <i>Catholic Christianity, Advent and Christmas, Sacraments, Lent and Easter and finally World Religions.</i>
Next Steps	Pupils will build upon their knowledge of other world religions when they complete the Islam unit in year 8. They will then revisit Judaism via the Jesus and the Holy Lands unit in year 8, Jewish beliefs and practices in year 9 and again in year 11 at key stage 4. Pupils will then examine how the Catholic Church works alongside other faiths on ecumenical matters at key stage 4 when studying Second Vatican II.
Opportunities for Independent Learning	<p>For the World Religions project, pupils will analyse and compare two contrasting religions. They will include the origins and beliefs; stories from the religions, place of worship and how they worship; festivals followed by a personal opinion on why they picked the respected religion.</p> <p>https://www.bbc.co.uk/religion/religions/ https://www.youtube.com/watch?v=AvFI6UBZLv4 https://www.bbc.co.uk/programmes/b05pc1c9/clips - BBC My life, my religion clips.</p> <p>Pupils can also independently revise for their end of unit assessments using: https://www.bbc.co.uk/bitesize/guides/z63pfcw/revision/2 - sacraments https://www.youtube.com/results?search_query=sacraments+101 - sacraments https://www.biblegateway.com/ - Bible scripture https://www.bbc.co.uk/bitesize/guides/zv9yd6f/revision/1 - Catholic Church https://mycatholic.life/catholic-prayers/ - Prayer</p>
Personal Development and CEIAG	<p>In the World Religions unit, pupils develop their understanding of different faiths and communities around the world and how these communities show their identity through their dress, styles of worship and festivals. This allows them to reflect on how these communities compared to their own community, linking with the work they did at the start on Year 7 on community.</p> <p>Pupils develop a sense of respect and tolerance of other faiths and beliefs and how these faiths are free to practice their faith within the UK. They will respect the practice, rituals and beliefs through developing their understanding of other faiths.</p> <p>Pupils explore the different styles and alternative forms of worship such as meditation in Buddhism and Hinduism allowing them to experience the benefit not only physically but mentally.</p> <p>The analysis of why it is important that we have different beliefs, religions, teaching and faiths in the world today at the end of the unit allows pupils to build their own personal opinion on world faiths.</p>
Enrichment Opportunities (Cultural Capital)	<p>The whole unit allows the pupils to investigate the history of the Indian religions and how they influenced each other. They also will have the chance to compare the western beliefs of heaven and hell, and the Indian belief in reincarnation and how this effects people's actions, also known as karma.</p> <p>The project work allows pupils to really investigate the origins and beliefs of the different religions, their stories and myths, places and styles of worship and festivals. Followed by a personal opinion on why they picked the respected religion.</p>