



Academic Overview 2017-18

Religious Education						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.1
Year 7	Where do we come from? Who am I? Is there a God? Genesis Creation myths Evolution and the Big Bang Science and Religion	Religious Beliefs What is God? Jesus Holy Spirit Hinduism Buddhism Islam Sikhism	Finish Religious Beliefs Religious Practices 5 pillars 10 commandments 5 precepts	Finish Religious Practices Kosher Halal 5 Ks Prayer and worship	Religious Places Church (and trip) Synagogue Mosque Mandir Temple	Religious Places Pilgrimage Lourdes Mecca
Year 8	Ethical Dilemmas Animal Testing Cloning Poverty Abortion	Problem of Evil Types of suffering Problem of evil God on Trial Christian Responses	Problem of Evil Holocaust Holocaust memorials	Is Death the End? Soul NDEs Resurrection Heaven and Hell Eastern Religions Judaism	Faith in Action Mother Theresa Jesus Charity	Faith in Action Malcolm X Martin Luther King Amnesty International
Year 9	Religion and life Abortion Euthanasia Abuse of animals Abuse of environment	<u>Finish Christian beliefs</u> Origins of the universe and humanity <u>Christian Beliefs</u> Nature of God Trinity Life after death Sin and Salvation	Christian Practices Jesus – incarnation, crucifixion, resurrection, ascension Relationships and Family Family	Relationships and Family Roles of men and women Marriage Divorce and remarriage Homosexuality	Christian Practices Worship Prayer Sacraments: baptism, communion	Pilgrimage Festivals Work in local community



<p>Year 10</p>	<p>Religion, Crime and Punishment</p> <p>Reasons for crime Christian attitudes to law breakers The aims of punishment Attitudes to suffering</p>	<p>Finish Religion, Crime and Punishment</p> <p>Treatment of criminals Corporal punishment Forgiveness Death Penalty</p>	<p>Religion, Peace and Conflict</p> <p>Violence and terrorism Reasons for war Nuclear War Just War Holy War Pacifism Victims of War</p>	<p>Finish Buddhist Beliefs</p> <p>Buddha's life Dhamma Dependent arising 3 marks of existence 4 noble truths Theravada and Mahayana Buddhism Pure Land Buddhism</p>	<p>Buddhist Practices</p> <p>Worship and puja Meditation Bodhisatvas and Arhats Ceremonies associated with death</p>	<p>Buddhist Practices</p> <p>Kamma Karuna and Metta Wesak and Parinirvana 5 precepts 6 perfections</p>
<p>Year 11</p>	<p>Revision of all Units</p>					



Year 7 Curriculum Content Overview 2017-18

RE – Year 7				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> • Debate and discussion skills • Gain understanding in using sources and examples to back up arguments • State strengths and areas for development for themselves and others • Apply understanding of different theories of creation to their own creation myth • Creative writing skills • Forming an effective argument • Evaluate the views of others effectively • Explain different views using clear reasoning 	Reading <ul style="list-style-type: none"> • Reading sources and being able to give religious teachings as examples 	Questioning in lessons Whole class feedback during lessons Low stakes quizzing	Each unit is assessed in line with GCSE style questions	Topics covered are in line with AQA GCSE and assessments are worded and set out like the GCSE is
	Numeracy <ul style="list-style-type: none"> • Dates of philosophers/ theories • Statistics surrounding the Big Bang theory and other topics 	Student debates and discussions surrounding topical issues		
	Oracy and Literacy (including key words for practical subjects) <ul style="list-style-type: none"> • Key words • Student discussion • Student presentation 			



Assessment Skills, Knowledge and Concepts Map

(These need to be mapped backwards from GCSE and ensure that all students can access their target percentage) – what do all students need to achieve in year 7 to be able access their target grade and be on track for their year 11 target grade?

Religious Education – Year 7	
Key Learning Questions	Where did we come from?
<ul style="list-style-type: none"> • Can science and religion work together? • What are the religious views on creation? • What is the scientific view on creation? 	<ul style="list-style-type: none"> • Be able to form an opinion on a topic • Describe why they have this opinion using examples or reasoning • Explain the views of others • Reference teachings in context to different topics studied • Evaluate the views of others by explaining strengths and weaknesses
Key Learning Questions	Religious Beliefs
<ul style="list-style-type: none"> • Do we need God? • What is the Christian view on God? • Is Buddhism a religion? • Who was Jesus? Why is he important? • What do Hindus and Sikhs believe about God? 	<ul style="list-style-type: none"> • Describe the religious view on God • Be able to explain the teachings of Jesus and why Christians follow his example • Be able to explain the views of Eastern religions on God’s existence • Be able to compare the different views on the existence of God • Be able to evaluate different views on God by giving strengths and weaknesses
Key Learning Questions	Religious Practices
<ul style="list-style-type: none"> • What is worship? • What rules do different religions follow? • Why do they have these rules? • Should religions adapt these rules to society? 	<ul style="list-style-type: none"> • Identify different methods of worship for different religions • Describe the methods of prayer and worships of different religious • Explain why different religions follow certain rules • Evaluate whether we need these different rules and whether they fit with modern society

Cross-Curricular Strands
Reading
<ul style="list-style-type: none"> • Knowledge organiser • Sources • Key teachings and sources of authority
Oracy and Literacy
Debates and discussions in writing Learning skills in comprehension, and extended writing 12 mark questions in assessments
Oracy Student discussion and student feedback Student responses to questions Student to student discussion and debate
Numeracy
Dates and statistics used to back up arguments



Religious Places		
<ul style="list-style-type: none">• What are the features of religious buildings?• Are religious buildings important?• What is pilgrimage?• What are the features of these buildings for?	<ul style="list-style-type: none">• Identify different features of religious buildings• Explain the meaning of these features• Compare religious buildings• Evaluate the importance of religious buildings	



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