

Curriculum Plans: Year 7 (RE)

	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1/Michaelmas 2	Creation and Covenant	<ul style="list-style-type: none"> -Different definitions of God and problems with defining God -What revelation is and different types of revelation -The different literary forms in the Bible -Implications of literary forms on reading the Genesis creation accounts -Key truths about God, creation and humans found in the Genesis creation stories -Similarities and differences in the Genesis creation accounts -Artistic expressions of Genesis and how they can help Catholics understand creation, particularly Donald Jackson's Genesis frontispiece: Creation -How God can be known through reflecting on creation and the nature of humanity -The belief that humans are created in the image of God and implications of this including Catholic Social teaching and Stewardship -Pope Francis' teaching in Laudato Si on stewardship -How Christians can respond to God as creator through prayer -Scientific theories about the creation of the universe -Catholic teaching on the compatibility of scientific theories on creation and belief in God as the creator -What the first cause argument is and strengths and weaknesses with the argument 	<p>Literacy skills – students should be able to accurately use advanced key terms</p> <p>Oracy skills – working collaboratively to explore ideas and big questions</p> <p>Essay writing skills - students will begin to form logical chains of reasoning and reach conclusions</p> <p>Evaluative skills – students will analyse relevant pieces of scripture and Church teaching to develop their own arguments</p> <p>Reasoning - students should be able to articulate their own judgements successfully and provide reasons to support judgements.</p>	<p>God</p> <p>Monotheism</p> <p>Revelation</p> <p>Literal sense of scripture</p> <p>Literary form</p> <p>Creationism</p> <p>Eternal</p> <p>Transcendent</p> <p>Omnipotent</p> <p>Immanent</p> <p>Ex-nihilo</p> <p>Fundamentalism</p> <p>Catechism</p> <p>Scientism</p> <p>Stewardship</p> <p>Imago dei</p> <p>Dignity</p>	Written assessment
Michaelmas 2/Lent 1	Prophecy and Promise	<ul style="list-style-type: none"> • The structure of the Bible, as a library of books written by different authors • The different literary forms in the Bible • The canon of scripture, including the names and order of the books within it. 	<p>Literacy skills – students should be able to accurately use advanced key terms</p>	<p>Revelation</p> <p>Scripture</p> <p>Canon of Scripture</p> <p>Old Testament</p> <p>New Testament</p>	Essay assessment

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		<ul style="list-style-type: none"> • Different translations of the Bible and the difference a translation can make to how a passage is understood • The connection between Judaism and Catholicism regarding the Old Testament • The importance of the Old Testament for Catholics • The story of the New Testament and how it connects to the Old Testament • The importance of the New Testament for Christians • What it means to say that the Bible is the inspired word of God • The relationship between God’s authorship of scripture and its human authors • Sacred tradition and its importance for Catholics • The magisterium and its importance for Catholics • The relationship between scripture, tradition and magisterium • The structure of the Catholic Mass • The place and importance of the liturgy of the word in the Mass • The way in which scripture is used through Ignatian prayer • The way in which scripture is expressed in artwork through the book of Kells • The influence of the Bible in modern civic life 	<p>Oracy skills – working collaboratively to explore ideas and big questions</p> <p>Essay writing skills - students will begin to form logical chains of reasoning and reach conclusions</p> <p>Evaluative skills – students will analyse relevant pieces of scripture and Church teaching to develop their own arguments</p> <p>Reasoning - students should be able to articulate their own judgements successfully and provide reasons to support judgements.</p>	<p>Tanakh</p> <p>Tradition</p> <p>Magisterium</p> <p>Dei Verbum</p> <p>Liturgy of the Word</p>	
Lent 1/Lent 2	Galilee to Jerusalem	<ul style="list-style-type: none"> • God as one indivisible being • The Trinity as one God in three Divine persons, all equal in power • Trinity as Father, Son and Holy Spirit • The Son as part of the Trinity, sent down to earth incarnate by the Father, guided and inspired by the Holy Spirit • Jesus as a form of revelation • Nature of Jesus as eternal, omnipotent, consubstantial with the Father • A study of Rublev’s trinity and after Rublev, William Blake trinity sketch, The Blessed Trinity by Marlene Scholtz • Jesus as the incarnation, fully God and fully human 	<p>Literacy skills – students should be able to accurately use advanced key terms</p> <p>Oracy skills – working collaboratively to explore ideas and big questions</p> <p>Essay writing skills - students will begin to form logical chains of reasoning and reach conclusions</p>	<p>Incarnation</p> <p>Trinity</p> <p>Christ</p> <p>Arianism</p> <p>Hypostatic union</p> <p>Heresy</p> <p>Lex orandi, Lex credenda</p> <p>Monotheism</p> <p>Lord</p> <p>Son of Man</p> <p>Icon</p>	Written assessment

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		<ul style="list-style-type: none"> • The purpose of the incarnation - an act of God's grace/love. God as wanting to repair the relationship with man • The Nicene Creed as a response to the Arian heresy • Study of The Nicene Creed and its teachings on the Incarnation such as 'God from God', begotten not made', 'consubstantial with the Father' (of the same substance), for our salvation (explains the purpose of the Incarnation) • A study of Jesus' baptism where all aspects of the Trinity are present • A study of different titles of Jesus – Son of God, Son of Man, Lord, Christ – and what these titles tell us about Jesus. • The Mass as Lex orandi, Lex credenda 	<p>Evaluative skills – students will analyse relevant pieces of scripture and Church teaching to develop their own arguments</p> <p>Reasoning - students should be able to articulate their own judgements successfully and provide reasons to support judgements.</p>	<p>Creed Son of God Messiah Doctrine</p>	
Lent 2/Trinity 1	Desert to Garden	<ul style="list-style-type: none"> • The seven sacraments of the Catholic Church • Eucharist as a sacrament of initiation • The Paschal Mystery as the centre of the Good news and the sacraments making present the Paschal Mystery present • A study of Luke 22:14-20 – the connection and foreshadowing of the Passover to Jesus' saving action • The real presence of Jesus in the Eucharist • Other names for the Eucharist e.g. breaking of bread, Lord's Supper, Mass, Holy Communion and the emphasis conveyed by each of these titles • Structure of the Mass with a focus on the Liturgy of the Eucharist • The Eucharist as the source and summit of Christian life • A comparison with Catholics beliefs and beliefs from other Christian denominations about the Eucharist from other denominations • Case studies of Catholics whose lives have been greatly impacted by the Eucharist - St Carlo Acutis, St Therese of Lisieux, Nguyen Van Thuan 	<p>Literacy skills – students should be able to accurately use advanced key terms</p> <p>Oracy skills – working collaboratively to explore ideas and big questions</p> <p>Essay writing skills - students will begin to form logical chains of reasoning and reach conclusions</p> <p>Evaluative skills – students will analyse relevant pieces of scripture and Church teaching to develop their own arguments</p> <p>Reasoning - students should be able to articulate their own judgements successfully and provide reasons to support judgements.</p>	<p>Sacrament Paschal mystery Grace Passover Eucharist- Sacrifice of the Mass- Transubstantiation Holy Communion Lord's Supper Blessed Sacrament Consecration</p>	Essay assessment

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Trinity 2	Dialogue and Encounter - Sikhism	<ul style="list-style-type: none"> • The context of the origins of the faith in Punjab including the caste system • Explore important events in the life of Guru Nanak • The role of Guru Nanak as the founder of Sikhism and his importance for Sikhs. • The importance of belief in one God to Sikhs • The Sikh names of God: Ik Onkar, Sat Nam, Akal Purakh, Waheguru • Study of the Mool Mantra- the statement of faith at the beginning of the Sikh holy book • The ten gurus of Sikhism their contribution to Sikhism. • The Khalsa -how it was established and how it reflects key Sikh beliefs about equality • The 5 Ks of Sikhism • The Guru Granth Sahib – how it is treated and how this reflects its importance to Sikhs • How the Guru Granth Sahib is used in worship at the Gurdwara and at home. • Study of the gurdwara – key features and its importance as a place of worship as well as a place of community support for Sikhs • Sewa and the Langar – what they are and how they reflect key Sikh beliefs on equality 	<p>Cultural awareness – students will develop understanding and tolerance, helping them to be more broadly educated citizens</p> <p>Literacy skills – students should be able to accurately use advanced key terms</p> <p>Oracy skills – working collaboratively to explore ideas and big questions</p> <p>Reasoning - students should be able to articulate their own judgements successfully and provide reasons to support judgements.</p>	<p>Guru Guru Nanak Gurdwara Guru Granth Sahib Khalsa Sewa Langar Mool Mantra</p>	End of year exam
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