

Curriculum Map: Year 7 Religious Studies

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Identity - 'What makes you, you?'	'How is Jewish history reflected though Jewish practice and celebrations today?' (Part 1)	'How is Jewish history reflected though Jewish practice and celebrations today?' (Part 2)	'How is Christian faith reflected in Christian practice?' (Part 1)	'How is Christian faith reflected in Christian practice?' (Part 2)	'What does it mean to be a Muslim?'
Intent	To discover the students own beliefs and how they have been shaped. To discuss how they and others may express themselves through religious or secular practices. To consider how one's own identity changes over time and how identities intersect.	To discover the origins and history of Judaism, its founder and Prophet, the religions scriptures and commandments.	How Jewish people reflect on their history though celebrations, gatherings and rites of passage. Considering how does Jewish History impact the lives of Jewish people today?	To discover the main tenants of the Christian faith such as creation, beliefs about Jesus and the Trinity.	To consider how Christian beliefs are reflected though worship in Christianity today. To question whether all Christians believe the same.	To consider the question of who a 'Muslim' is through examination of the 6 beliefs and then reflecting on the diversity that exists within Islam. Who is truly a 'Muslim'?
Key Knowledge	Meaning of Identity How identity is expressed How identity is formed How difference should be understood Religion and identity	Origins of Judaism – Role of Abraham and Moses The 10 Commandments Jewish scriptures	Jewish festivals including: Shabbat Sukkot Hannukah Rites of passage such as: a Bar and Bat Mitzvah Marriage	Christian beliefs about: Creation The Trinity Key events in the life of Jesus (his birth, miracles and Parables, his death and resurrection)	Christian practices: The Holy communion Worship in at Church and at home Baptism	Meaning of 'Muslim' as one who submits to Allah The 5 Pillars Diversity in Islam – Sunnis, shi'as and Sufis
Key Skills	Investigation, interpretation, empathy, reflection, evaluation, analysis, application, self-expression	Investigation, interpretation, empathy, reflection, evaluation, analysis, application, self-expression	Investigation, interpretation, empathy, reflection, evaluation, analysis, application, self-expression	Investigation, interpretation, empathy, reflection, evaluation, analysis, application, self-expression	Investigation, interpretation, empathy, reflection, evaluation, analysis, application, self-expression	Investigation, interpretation, empathy, reflection, evaluation, analysis, application, self-expression
Key Vocabulary	Identity Expression Faith/Belief/Religion	Judaism 10 Commandments Mitzvot Covenant Prophet Tenakh, Talmud Tzedkah (justice) and Chesed (charity)	Shabbat Sukkot Hannukah Bar and Bat Mitzvah	Creation Trinity Parable Miracle	Holy Communion Protestant, Baptist, Orthodox, Catholic	Tawhid, submission, shirk Sunni, Shi'a, Sufi, Ahmadiyya
Key Reading		The 10 Commandments Rabbi Sack's resources: The Way of Tzedakah: Love as Justice Unit 5 - Rabbi Sacks	Exodus 3 Exodus 7:14-11:10	Genesis 1 The Nicene Creed Parables: The Lost Son	Sue Penny: Christianity	Sue Penny: Islam Egan: Islam Watton: Islam

				Miracles: The Feeding of the 5000, the paralysed man		
End Point	Students know what makes them who they are and how their identity has been shaped.	Students know the origins of Judaism and key Jewish beliefs	Students can link Jewish beliefs with how they are remembered and celebrated today	Students can explain beliefs at the core of Christianity	Students know how Christian beliefs can be reflected in Christian practices	Students know what it means to be a Muslim and can reflect on the diversity in Islam
Form of Assessment	Progress check: Identity Students write a poem or statement of beliefs to articulate who they are	Progress check: Students can explain the main Jewish Beliefs	Progress check: Students write a diary entry of a Jewish person celebrating a festival and reference the importance and history of the festival	Progress check: Students can explain the meaning and importance of Christian beliefs	Progress check: Students explain the importance of a baptism and link this with Jesus' baptism	Progress check: Students write a poem or speech on what they think it means to be a Muslim
Enrichment Opportunities	Visits to local places of worship – Church/Synagogue/Mosque Outside speakers and adherents of the faith to be examples RS creative club					
Leadership Opportunities	Involvement in groups work and presentations Opportunities to 'teach the class' demonstrate a task					