

Curriculum Map Year 7: Subject Religious Education

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Half Term 1	Creation to Covenant	Students will explore the Creation accounts of Genesis and what this means for Christians today. They will learn high level vocabulary in relation to the different ways that the Bible can be read. They will then apply this to the different purposes of the various books of the Bible and how this is interpreted in relation to different denominations of Christianity. Students will consider the very current theme of Stewardship which has its roots in Genesis. They will question what this means for Christians today. They will learn about the concept of Imago Dei and how this impacts on our treatment of other people. They will consider the work of Mary Ward in her fight for equality.	- Students are new to Loreto so the teacher will be assessing the students' current knowledge and understanding. - Some students may already be confident in using a Bible, others may not be. This will be an important skill to work on in this half term. - Literacy skills will be important as vocabulary used is quite advanced. Guided reading will be used to aid this. - Students will be able to explain different Christian perspectives.	Key word test Formal marked pieces: - Revelation and literary sense - Catholic beliefs about Genesis Baseline assessment End of topic graded test
Half Term 2	Prophecy to Promise	Students will explore the history of the Bible including the different languages that the original parts were written in and how it was formed, with reference to the early councils. Students will build on this knowledge and consider the different styles of books that were written eg letters. They will consider the different sources of authority for Catholics including the Magisterium. Students will look at how the Scripture is used in Liturgy and the Mass. They will also look at idioms that have come about from the language used in the Bible and how this has impacted on our language today. There will be an opportunity to look at art work and in this unit it will be the Holy Ball Samson Kambalu.	- Literacy skills identifying idioms in our every day language derived from the Bible. - Students will use their cross-curricular art skills to analyse the Holy Ball. - Reading skills- learning new vocabulary, analysis and evaluation. - Sequencing skills to be able to draw on links between the different historical timeframes to do with the Bible.	Key word test Formal marked pieces: - The Bible - Dei Verbum End of topic graded test
Half Term 3	Galilee to Jerusalem	Students will consider the life of Jesus Christ in much depth in this topic. They will consider Jesus' ministry but particularly how he reached out to different groups who had been marginalised in this society- Gentiles, the sick, women, sinners, the ritually unclean. Students will study each of these groups in turn and will look at individual examples of how Jesus treated these different people.	- Understanding the cultural, historical and geographical context in the areas where Jesus lived and travelled to. - An analysis of the Gospel stories, and where relevant, their link to the Old Testament.	Key word test Formal marked pieces: - St Augustine - The Council of Nicaea End of topic graded task

		The topic then asks students to consider how this affects Christians today. How should Christians act in our world when considering Jesus' teachings. For example, how should we treat the homeless? Students will reflect on the sacraments especially the Sacrament of the Sick and how this brings Catholics closer to God. How does this give Catholics the strength to live out Jesus' message. Seigar Koder The Jesus Table will be analysed- how does this show inclusion and reaching out to the marginalised?	• Cross curricular links to history and art when studying The Jesus Table (considering the historical context of the artist) • Students will be asked to demonstrate empathy when considering the plight of some in our world today.	
Half Term 4	Desert to Garden	Students will study the Gospels and learn about the synoptic gospels. They will study the New Covenant with Jesus and the links to John the Baptist there. They will make the links to Lent and its roots in the Gospels but also what Catholics do during Lent and CAFOD. They will explore Catholic prayer. Students will study Holy Week, especially the Last Supper. They will look at the Stations of the Cross. They will study the sacrament of Reconciliation and consumerism in our modern world including an example of a Catholic who works to improve this.	• Students will complete a literary analysis to see the context of each of the Gospels using their literary skills. • Students will be asked to make links between the Biblical story of Jesus in the desert for forty days and forty nights. They should then compare this to modern day actions during Lent. • Students will require a modern worldly understanding of fast fashion and consumerism and the problems that comes with this. They should make links between this and their own experiences in life.	Key word test Formal marked pieces: • Passover • The Mass End of topic graded task
Half Term 5	To the ends of the Earth	In this topic, students will really get to grips about the mystery which is at the centre of the Catholic faith- the Eucharist. They will be asked to learn and define key vocabulary which is used in relation to the Eucharist by Catholics- transubstantiation, Blessed Sacrament, Holy Communion. They will read and analyse the Gospel story of the Last Supper and make the connections to how Mass is celebrated. They will analyse Luke's Gospel in particular. And separately, they will look at the story of the Road to Emmaus. Students will explore the Exodus story of the Passover and make the link between the lamb in that story and Jesus as the "Lamb of God". Students will consider how the Mass has come to be structured as it is today and how Jesus is present both	• Literacy skills will be a key focus as students learn very specific and quite difficult new vocabulary. • They will require comprehension skills to read the various Bible passages and how this then links to the overall theme of the Eucharist. • Students will learn to explain the different viewpoints of various Christian perspectives. • Students will make the link between the theology of the Eucharist and how this impacts on a Christian today.	Key word test All branches included in the end of year exams. The end of year exam will test understanding of content. Then the second half will include a thematic question which will enable the student to bring together all of her learning.

		during and after the Mass. They will also consider how this is not the belief of other Christian denominations. Students should see how this belief extends to bringing Christ into the world through organisations such as the SVP.		
Half Term 6	Dialogue to Encounter	Students will learn about another faith perspective- Islam. They will develop an understanding of this faith and its key beliefs in practices including: the history of Islam; important sources; the pillars of Islam; and the meaning of Jihad. As students will be learning about both the mosque and Islam in Manchester, we endeavour to take our students to the local mosque to enhance their experience of learning outside of the classroom in RE. They will analyse and compare different practices and the impact of these in the community. Students will also explore the importance of dialogue between different faiths, considering for example, the relationship between Islam and Christianity.	- Students will explore historical events and be able to explain key outcomes for these events. - Students will start to discern the relevance of councils today. Giving reasons for their opinions. - Students will develop literacy of key terms such as gentile. - Students will start to make links between different faith perspectives and their own faith.	Key word test Formal marked pieces: - Key beliefs of Islam - Similarities to Christianity End of topic graded task