YEAR 7 Autumn 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: The Island

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** This scheme of work explores the life and experiences of the Islanders and looks at key concepts of 'community, identity, belonging, prejudice, marriage, birth & death.' Through doing this, students will be able to explore their own beliefs and values and compare them to traditional religious beliefs and practices. **Why do we teach this now?** Students require an introduction into religious concepts and an understanding of how religion influences lives of religious/non-religious believers before they move onto further units of work in KS3. These key beliefs can be linked to further units of work. For example, key concepts of 'community, identity, belonging, prejudice, marriage, birth & death are revisited not only in KS3 but KS4. **Links to the Oldham Local Agreed Syllabus:** **Links to the Manchester Diocesan Agreed Syllabus:** 3.6 – What happens when we die? What are the arguments? Christianity/Muslim/Buddhist 3.11 – What difference does it make to believe in Christianity/Buddhism/Islam? **Specification aims:** The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. (Manchester Diocesan Agreed Syllabus) **Assessment Objectives:** As the most up to date document out assessment objectives are taken from our Locally Agreed Syllabus. These reflect the 3 main assessment objectives of our diocesan agreed Syllabus. **Make sense of a range of religious and non-religious beliefs, so that they can:** - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary; - explain how and why these beliefs are understood in different ways, by individuals and within communities; - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation. **Understand the impact and significance of religious and non-religious beliefs, so that they can:** - examine and explain how and why people express their beliefs in diverse ways; - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world; - appreciate and appraise the significance of different ways of life and ways of expressing meaning. **Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:** - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses; - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response; - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.
Spiritual, moral, social, and cultural development	**SMSC: Spiritual:** The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them. **Moral:** acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural:** understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. **PSHE:** Tackling religious discrimination **British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. **Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
Numeracy	Students will explore numeracy through the lesson on identity and reviewing the 5k's
Literacy	**Vocabulary Tier 2:** explain, belief, opinion, fact, identity, birth, heaven, hell, belonging, marriage, death, **Vocabulary Tier 3:** Prejudice, sanctity of life, atheist, theist, agnostic, community, prayer, sexism, afterlife **Reading:** Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand. **Writing:** Religious Studies is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on explaining their own views and beliefs as well as those of others. **Oracy:** Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.
Becoming future ready	RS students develop: - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views - the ability to work methodically and accurately - independence of mind and the ability to think for yourself.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	**By product:** differential outcomes using must, could, should. **By resource:** PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge. **By Intervention:** by providing different levels of supervision and support, revision drop ins, catch up sessions. **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender and behaviour **By Task:** Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability. **By Offering Optional Activities:** In class or as homework, to extend learning.

Implementation Curriculum Delivery

Learning Outcomes (Core Knowledge)

#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:	This will be developed in:
1	**What is a community?** To describe what a community is. To explain different types of communities that exist, with examples To evaluate if communities are important Scripture: Ecclesiastes 4:9-12, John 15: 12-15. • To know that a community is a group of people with a shared interest/experience etc • To know that the Christin community is based in love and stronger together.	This is an introductory lesson on the Island.	L3 and L4: Students will be looking at identity and belonging as we progress through the scheme. They will consider if there is ever conflict within communities and how to deal with this. Yr 7 Sikhism – L4 and L5: students explore the Khalsa community Yr Islam – L9: Students explore the Muslim community (Ummah)
2	**Is all life important?** To explain beliefs about the sanctity of life To explain how a belief in sanctity of life will impact the choices / behaviour of people. To evaluate if all life is sacred. Scripture: Jeremiah 1:5 Genesis 1:31 • To know that all human life is sacred – holy and comes from God. • To know that all human life has equal value because it is sacred. • To know that this belief is shared in Islam and Buddhism.	L1 – Are all members of a community equal?	L3 and L4: Students will consider the importance of treating all life with equal value in lesson 3. GCSE Religion and Life: Sanctity of Life revisited in ethical topics; abortion, euthanasia GCSE Crime and Punishment: Death penalty
3	**Identity and belonging** To describe what makes up someone's identity. To explain how we can create a shared identity and the benefits of shared identity. To describe what makes up a Sikh identity and how it influences them. Scripture: Guru Granth Sahib - Faith, contentment and tolerance are the food and provisions of the angels. • To know that identity is what you are, often defined through beliefs, appearance, experiences etc. • To know what the Crompton House identity is. • To know that identity can be shaped by communities that we are in. • To know that being religious shapes your identity. • To know that the Sikh identity is shaped by the 5K's. • To know what the 5 K's are.	L1 and L2 – Importance of identity in a community, how belonging to a community can cause conflict / source of support and everyone having equal value within a community.	L7, L10 and L11: Students will look at ceremonies within religions which help to form a sense of belonging and reinforce the identity of the religion. Yr 7 Islam – L7-L9: Students explore what forms part of a Muslim's identity and shared identity. Yr Sikhism – L4 – L6: Students explore the Khalsa community
4	**What is prejudice?** To explain what prejudice is and evaluate how it can affect a community. To list and evaluate how communities can come together after an injustice. Scripture: Galations 3:28 Matthew 22 • To know that prejudice is to pre judge people • To know that discrimination is to treat people differently • To know that sexism is discrimination based on your gender, • To know how people respond to prejudice.	L1 - L3: This lesson builds on the idea of identity, equality and belonging within a community and how this feels when these ideas are challenged.	L8 and L9 – Students consider if the world would be a better place without religion? They will look at the positive and negative impact religion can have in society. Yr 8 Human Rights - L6-L8: exploring racism as a form of prejudice, exploring sexism in education for some girls not receiving education around the world and looking at court case decisions and the factors involved including bias GCSE Units: Relationships and Family (LGBTQ+)
	What is faith?		

	5	To explain what is meant by faith. To analyse why both theists and atheists are making faith claims. To evaluate how evil and suffering is a problem for religious believers. Scripture: Romans 5:3 • To know that an atheist is someone who doesn't believe in God • To know that a theist is someone who believes in God • To know that an agnostic is someone who is not sure if God exists. • To know that faith is believing in something without having proof. • To know why people are atheist, theist or agnostic. • To know how difficult situations (like the island) might lead people to be atheist / theist.	L1 – Exploration of the faith community. L3 – Sense of belonging through a joint belief.	L6 – Students consider why people continue to pray even when evil and suffering happens. Why prayer is an important source of strength during times of crisis. L7 – Having faith that death is not the end. Yr 8 – Faith in Action Scheme of work; looking at how faith influences actions. Yr 8 Ultimate Questions – L5: Problem of evil and suffering explored further Yr 9 Holocaust – L2: where was God? Looking at arguments for and against evil and suffering. GCSE Christian Beliefs Unit: Problem of evil and suffering
	6	**Why do we pray?** To identify the reasons why people pray. To explain how Muslim believers pray and compare this to Christian prayer. To formulate a prayer for a member of the Island community. Scripture: Quran 2:238, James 5:13 • To know that prayer is communication with God • To know reasons why people pray – talk to God • To know that prayer is a daily act within Islam	L3 – Sense of belonging through collective worship and prayer.	L7 – The importance of prayer to bring hope during bad times. L8 – Is religion still relevant today? L10 and L11 – Rites of passage. Rituals within the faith community. Yr 7 Islam – L4: Looking at prayer in Islam (Salat) Yr 7 Sikhism: Looking at prayer in Sikhism GCSE Christian Practices: Looking at prayer and worship in Christianity
	7	**Is death the end?** To describe different beliefs about life after death. To explain what happens at a Christian funeral. To evaluate why it is difficult to talk about the afterlife. Scripture: John 3:16 • To know why talking about death is difficult • To know what Christians, Muslims, Hindus and Buddhists believe happens when we die. • To know the positive and negative effects on people when they die. • To know how people remember people who have died.	L1-3, L5, L10 and L11 Importance of rituals in a community, how belonging to a community can be a source of support and happiness. All life is a gift from God. Keeping faith.	L8 - The importance of belief in life after death to religious communities will help us to answer the main questions in lessons 8 and 9. L10 and L11 – The importance of rituals and symbolism of rites of passage. Yr 8 Ultimate Questions – L6-L9: Exploring afterlife and religious views on after further. GCSE Christian Beliefs: Christian beliefs on the afterlife GCSE Jewish Beliefs: Jewish beliefs on the afterlife
	8	**Is religion still relevant today?** To analyse if religion still plays an important part in our community. To discuss if the world would be a better place without religion and justify your opinion. Scripture: Matthew 28:19. • To know that the majority of people in the UK are religious • To know that religion is a part of the human experience. • To know that evangelism is spreading the word of God. • To know that some people have been called (mission) to spread the world of God. • To know ways in which this helps people in the world today.	L1-7; Using the previous lessons students would have looked at how religion impacts on individuals in society today.	Lesson 9 – Students will use the analysis and discussion from this lesson to complete an extended writing piece which will be self-assessed/peer-assessed. Yr 8 Religion and the Media – Lesson 1: Explores how religion is shown through society today
	9	**Extended Writing and Knowledge Check (KAT)** **Extended Writing:** To evaluate if religion is still important in the 21st century. To formulate an essay to answer the question using correct spelling, grammar and punctuation. (Peer-Assessed) **Knowledge Check:** To complete knowledge check on content covered so far in The Island unit and checking for literacy on key terms. (Teacher-Assessed).	L8 – Students have analysed and evaluated how religion is important in todays society, if at all. They will be able to voice their own opinion on the subject and use reasons to justify their opinion.	The skill of supporting arguments, and counter supporting arguments will be used in summative and formative assessment at KS3. Key focus in Yr 7 is to ensure pupils are competent in supporting arguments.
	10	**Why do we celebrate new life?** To explore how religious communities celebrate the birth of a baby.	L1-3 and 7: Importance of rituals in a community, how	L11 – rites of passage Yr 7 Islam – L4: Importance of Shahadah when a Muslim is born

		To compare religious and humanist naming ceremonies. Scripture: Quran 3:38, Adhaan (call to prayer) • To know what a rite of passage is.	belonging to a community can be a source of support and happiness. All life is a gift from God. Investigation into the importance of rites of passage.	GCSE Jewish Practices: Brit Milah GCSE Christian Practices: Infant baptism
	11	**Should the Island couple get married?** To describe the reasons why religious and non-religious people believe marriage is important. To compare a Christian and Muslim wedding ceremony. Scripture: Mark 10:9;	L1, L4, L7 – L9: Importance of rituals in a community, how belonging to a community can be a source of support and happiness. Is religion still relevant?	GCSE Christian Practices: Marriage Sacrament GCSE Jewish Practices: Marriage
	12: Extension Lesson	**Rest** To evaluate the importance of work and rest. To explain the significance of a religious day of rest. To analyse if the Sunday trading laws are important in the UK. Scripture: Genesis 1.	L1 and L3: Importance of rituals in a community, how belonging to a community can be a source of support and identity. L8 and L9: Adding to the discussion of if religion is still relevant today.	Yr 8 Religion and the Media – Lesson 1: Explores how religion is shown through society today GCSE Jewish Practices: Shabbat

Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed. This unit develops pupils understanding of religious teachings that can be drawn upon in subsequent thematic units whilst providing them with knowledge of how religion is shown through day-to-day life and key moments within life.
Assessment	Students will be formatively assessed through knowledge checks, key word checks, and being asked to explain their ideas. As we move through Year 7, we are focusing on developing, in detail how students can explain their own views. This content will be summatively assessed in the 2 Summative assessments this year.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.