YEAR 7 Autumn 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Christmas

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** Developing Christianity through Christmas. The aim of this content is to provide students with a deeper understanding of Christianity which contributes towards the GCSE curriculum. Embedding the person of Jesus as God incarnate, a key concept which is then revisited throughout KS3 and 4. **Why do we teach this now?** Students start year 7 by being introduced to religious concepts and the understanding of religion as a human concept which influences the lives of religious and non-religious believers. As we move into autumn 2 and the lead up to Christmas we look at the person of Jesus and the Christian belief of the incarnation. This reinforces to students who Jesus is and why we celebrate Christmas – what Christmas is really about which coincides with the festive season of advent. This concept is then revisited in the next unit when we look at if Jesus was the Messiah. **Links to the Oldham Local Agreed Syllabus:** **Links to the Manchester Diocesan Agreed Syllabus:** 3.2 – Why do Christians believe Jesus was God on Earth? 3.11 – What difference does it make to believe in Christianity? **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 the sequencing of events from the birth narratives
Literacy	**Vocabulary Tier 2:** Christmas, explain, charities, conception, Santa, nativity, religious, sin **Vocabulary Tier 3:** Advent, immaculate conception, incarnation, trinity, birth narratives, secular **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 **QFT/SEND Provision**	Throughout this topic, quality first teaching will provide differentiation: **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	**Advent** To be able to explain the importance of Advent to Christians • To know that advent is the preparation for the arrival of Jesus. • To know how Christians prepare for Christmas in Advent. • To know that in advent Christians go to church and that wreaths and calendars are used. • To know what Epiphany is the end of the Christmas season and celebrates the arrival of the 3 wise men.	Students may have already looked at Christmas in KS2 – Unit U2.8 of the locally agreed Syllabus. This allows the students to focus on preparation for the arrival of God incarnate and how this time impacts a believer.	L2-4: Students will further develop their learning by understanding the importance of Jesus and his birth which links to the celebration of Christmas
2	**The immaculate conception** To explain the immaculate conception and why we needed Jesus. • To know what immaculate means. • To know that humans are not immaculate because of original sin • To know why Jesus needed to come to earth. • To know that in order to be born without sin that Mary was the immaculate conception and born without sin. • To know what the virgin birth is.	L1: Student will build on the understanding of the celebration of Christmas by exploring the term the immaculate conception. They will also explore why Christians needed Jesus.	L3 and L4: Students will develop their learning through understand how Jesus forms part of the Trinity and looking at different birth narratives in the Gospels. Yr 8 – Religion and the media: Chronicles of Narnia where students explore the significance of Jesus's death and how this is portrayed in the film. GCSE Christian Beliefs: The Trinity
3	**The Trinity and Incarnation** To explain the Christian belief of the Trinity and incarnation. • To know that the incarnation is Jesus – God on earth, God as human. • To know who Jesus is to Jews and Muslims • To know what the trinity is and how the Christian view of Jesus is unique to Christians. • To know what the trinity is God the father, God the son and God the Holy Spirit.	L1 and L2: Students will further understand the significance of Jesus by exploring his place in the Holy Trinity and understanding the concept of the incarnation.	L4: Students will analyse birth narratives of Jesus from the Bible. L8: Students will be required to use their learning to explain the incarnation in their written KAT. Yr 8 – Religion and the media: Chronicles of Narnia where students explore the significance of Jesus and how this is portrayed in the film. GCSE Christian Beliefs: The Trinity and incarnation
4	Birth Narratives To compare and contrast the stories of Jesus' birth found in Luke and Matthew. Scripture: Matthew and Luke's gospel • To know events of Jesus birth in Luke • To know the events of Jesus' birth in Matthew. • To know how they are similar and different. • To know why they are different.	L1 – L3: Students will develop their learning on the birth and significance of Jesus by analysing the birth narratives in Matthew and Luke's gospel	L6: Students draw on their knowledge on Christmas from a religious perspective GCSE Christian Beliefs: The Incarnation
5	**Where does Santa come from?** To explain where the non-religious traditions of Christmas come from. • To know that the incarnation is Jesus – God on earth, God as human.	L1-L4: Students will have an understanding on the religious traditions on where Christmas comes from. This lesson will be looking at the non-religious traditions.	L6: Students draw on their knowledge on Christmas from a non-religious perspective
	Religious vs Secular Christmas		

	6	To explain a religious and secular Christmas. • To know secular means non-religious. • To know that religious means something linked to religion. • To know how Christmas is celebrated as a religious festival. • To know the secular customs that are used to celebrate Christmas in the UK.	L1-L5: Students will draw on the knowledge obtained of religious and non-religious traditions of Christmas and further develop an understanding of practices which take place during Christmas	L7: Students will develop their understanding by exploring how Christmas influences the work of charities
	7	**Charities at Christmas** To be able to explain work of charities at Christmas time • To know James 2.17 • To know that faith is believing without knowing. • To know that faith influences behaviour • To explain the work of the Christian charity Barnabus at Christmas. • To explain the 'true meaning of Christmas' for Christans.	L1-6: All previous lessons by understanding the importance of Christmas for Christians	GCSE Christian Practices: further develop their learning by understanding how Christian teachings influence the work of charities.
	8	**KAT** **KAT:** Explain task 'Explain the incarnation in Christianity'	L2 – L3 and L6: To draw upon knowledge learnt in these lessons to complete this KAT.	The skill of supporting arguments, and counter supporting arguments, conclusions and interpretating scripture will be used in summative and formative assessment at KS3. Key focus in Yr 7 is to ensure pupils are competent in supporting arguments before moving onto the skill of counter supporting arguments in Yr 8.

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 concepts that can be drawn upon in subsequent religious belief units whilst providing them with knowledge of how religion is shown through day-to-day life.
Assessment	Students will be formatively assessed in all lesson. There is also a formative written assessment: 'Explain the Christian belief of the incarnation.' This content will be summatively assessed in the Summative assessment that happens in January.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.