YEAR 7 Autumn 2, Spring 1 & 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Big Bible Stories

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** To gain an understanding into one of the six world religions which is essential study in the Oldham LAS. To help students gain an insight into the stories in the Bible and how they relate to key concepts such as justice, atonement, forgiveness etc. Students will be able to gain a deeper understanding of the stories through Bible study. To help students understand and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies. Students are also taught to access and refer to scripture and/ or sacred texts within Christianity. To analyse arguments used when considering issues of truth in religion and to allow students opportunities to develop their skills by explaining the views of others, sharing their opinions and the opposite point of view and to enable them to evaluate approaches to moral decision making and religious practice. **Why do we teach this now?** Students will have studied 'The Island' which introduced them to religious concepts. These concepts are developed in more detail in this unit of work as the pupils focus on teachings from the Old and New Testament. These teachings can be linked to further units of work throughout KS3 and KS4 particularly through further study of Christianity and Judaism. **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? 3.6 – What happens when we die? What are the arguments? Christianity 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 concepts of time through the creation story (lesson 1-creation) and through holy week (lesson 15- sacrifice)
Literacy	**Vocabulary Tier 2:** explain, commandments, temptation, attitudes, actions, heaven, suffering, justice **Vocabulary Tier 3:** Creation, sin, forgiveness, sacrifice, atonement, prophet, exile, Messiah, resurrection, Israelites **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 (Knowledge)

#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:	This will be developed in:
1	**Creation** To understand the meaning of the Christian Creation story. Scripture: Genesis 1:1-2:3 - To know that the Bible starts with the story of creation. - To know that this shows that there is a greater being who made the world and everything in it. - To know that the key 'characters' in the Bible story are God and humans. - To know that this teaches Christians that God is omnipotent and omnibenevolent	Yr The Island: Introduction of religious concepts and understanding of how religion influences the lives of religious believers.	L2: Continuation of Genesis with the story of the Fall GCSE Christian Beliefs: Creation GCSE Religion and Life: Origins of the Universe
2	**The Fall** To explain the importance of the Fall. Scripture: Genesis Chapter 2 - To know that the Fall is when Adam and Eve ate from the tree of knowledge and fell from Grace. - To know that Adam and Eve had free will – as do we today. - To know that this event brought sin into the world. - To know that the consequence of the sin is a broken relationship with God.	L1: Pupils will have looked at the creation story and how God created the world and humans. This lesson will then look at the story of Adam and Eve as the first humans disobeying God.	L3: Further development on rules given by God. L5: That a sin is disobeying God's commandments and as such distancing the relationship with God. Yr 8 Religion and the Media: Chronicles of Narnia lesson and links to the Fall. Yr 8 Ultimate Questions: Problem of evil GCSE Christian Beliefs: Sin and Problem of evil and suffering.
3	**Commandments** To understand why God gave the 10 commandments and the impact they have on people. Scripture: Ten Commandments found in Exodus - To know that God gave us a second chance with the commandments. - To know that following the commandments will reverse the effects of the fall and fix our relationship with God. - To know the impact of the commands on people.	L2: Adam and Eve were given a rule by God, which they broke. This lesson focuses on further rules (commandments) that have been given by God.	L5: How David broke the Ten Commandments. L6: How breaking God's commandments feel. Pupils understand the concept of sin and as such, will explore forgiveness. GCSE Judaism: Ten Commandments form part of mitzvot. GCSE Jewish Beliefs: Mosaic Covenant
4	**Summative Assessment 1**	Drawing upon all lessons prior to this test.	
5	**Sin** To understand the struggles of conscience we are likely to face. Scripture: 2 Samuel 11 - To know that because of original sin we struggle not to sin. - To know that even Gods most righteous (David) couldn't follow the commandments. - To know the impact of sin on our relationship with God.	L2: Adam and Eve were given a rule by God, which they broke (sin). L3: Ten commandments given by God – this lesson focuses on applying these to the story of David and Bathsheba.	L6: How breaking God's commandments feel. Pupils understand the concept of sin and as such, will explore forgiveness. GCSE Christian Beliefs and Crime and Punishment.
6	**Forgiveness** To explain what the Prophet Nathan teaches David and Christians. Scripture: Psalm 32, Parable of the poor man's lamb. - To know that God is merciful – forgives us, even though we don't deserve it. - To know that the story of the prophet Nathan teaches Christians that if we repent then God will forgive us.	L3 and L5: Understanding the Ten Commandments and which were broken in the story of David and Bathsheba.	L7: How people were cleansed of their sins through sacrifice in the Old Testament. Yr 8 Faith in Action: L12 – Jesus teachings on forgiveness

7	**Sacrifice and Atonement** To understand the meaning of sacrifice in the Old Testament. Scripture: Leviticus 1:1-9 - To know that sacrifice is giving up something for the sake of others. - To know that the term 'scapegoat' is someone else taking the blame for the actions of others. - To know that in the Old Testament a system of sacrifice was set up where our sins would be passed to the goat which was sacrificed in our place. - To know that this involved a public ritual of burnt offerings and blood splashed on the alter.	L6: Develops pupils understanding of how people were cleansed of their sins and forgiven in the Old Testament.	L8 and L9: Example of where the Israelites were informed by prophet Amos about their wrong doings. Also, what has happened in the Bible were people failed to do the right thing.
8	**The prophets** To explain the role of prophets in working for justice. Scripture: Amos 'Woe to you' speeches - To know that a prophet is a messenger of God. - To know that God sent prophets to warn people about their behaviour, to tell them what the consequence would be and also to show how they could act differently. - To know that Prophets were often ignored. - To know that Amos was sent to warn the Jews about their sinful behaviour. - To know that Amos was being sarcastic towards the Jews in his Woe to you speech. - To know that Amos was calling for justice. - To know that we could work for justice in the world today.	L3 and L4: Pupils apply their prior knowledge of the Ten Commandments, and which constitute as a sin L7: Further develop this lesson by looking at what the Israelites were doing wrong and the warning they received from prophet Amos.	L9: Pupils explore what happened to the Israelites as they did not listen to prophet Amos Yr 9 Judaism Unit: Further explores prophets in Judaism
9	**Exile** To understand the reaction to the exile of the Israelites. Scripture: book of Lamentations - To know that the consequence of sinning was to be exiled from the Promsied Land. - To know that some blamed God, some blamed their ancestors and some blamed themselves for being exiled. - To know that the book of lamentations details the suffering of the Jews during this time. - To know that the Jews had hope that God will not abandon them forever.	L8: To explore what happened to the Israelites after they failed to listen to the warnings provided by prophet Amos.	L10: Pupils explore what expectations the Israelites had of the Messiah before and after they were exiled for their wrong doings.
10	**Messiah pt 1** To understand the Israelites view of the Messiah in the Old Testament. Scripture: text from Psalms of Solomon - To know that the view of the Messiah changed after the exile. - To know that before the exile Jews were seeking a wise teacher of the law who will challenge injustice. - To know that after the exile Jews were seeking a strong warrior who will destroy others and unite all Jews back in Jerusalem.	L9: to develop their learning further by looking at texts before and after the Israelites were exiled with expectations of the Messiah	L11: to further develop pupils understand of the expectations of the Messiah and apply it to New Testament texts. Yr 9 Judaism and GCSE Jewish Beliefs: Further extension of learning on the concept of the Messiah
11	**Messiah pt 2 and KAT (Knowledge Check)** To explain if the New Testament shows that Jesus was the Messiah. Scripture: Birth narratives of Jesus from New Testament - To know that Jesus didn't meet all of the criteria of the Messiah. - To know that he could be seen to meet the criteria before the exile. - To know that the Pharisees wanted to uphold the law and expected the Messiah of free Israel of foreign rulers and establish the kingdom of God - To know that the Saducees did not believe in the Messiah	L10: To further develop the knowledge on the expectations of the Messiah and interpret religious text for evidence Jesus was the Messiah	L12 – L14: To develop an understanding on key moments in Christianity and some key teachings of Jesus as the Messiah in Christianity.

	- To know that the Essenes lived outside of the community and wanted someone who would uphold the religious law - To know that the zealots hated the Romans and wanted someone to help them fight **Knowledge Check**: To complete knowledge check on content covered so far in Big Bible Stories unit and checking for literacy on key terms.		
12	**Temptation** To explain the meaning of Temptation. Scripture: Luke Chapter 4 - To know that temptation is the desire to do something we know we shouldn't. - To know that we all struggle to resist temptation. - To know how Jesus was tempted in the desert. - To know that unlike Adam, Jesus did not give into temptation.	L2: Revisiting the story of The Fall and further developing knowledge by understand what temptation Adam faced. L11: To explore Jesus further.	L13-L17: Pupils will develop their understanding of Jesus' teachings and key moments throughout his life.
13	**Speaking up for Justice** To understand the mission of Jesus. To examine a range of gospel texts and summarise key messages of the text. To create a mission statement for Jesus. To consider the implication there are for how Christians live today. Scripture: Luke 4:14-30 - To know that it was important to Jesus that people come first, helping those in need. - To know that Jesus makes it clear that he came for everyone – the poor and the oppressed. -	L11 and L12: To develop the study of Jesus further by looking at key messages from gospel texts.	L14-L17: Pupils will continue to develop their understanding of Jesus's teachings key moments throughout his life.
14	**Attitudes and actions** To explain what Jesus taught on intention and actions. Scripture: Jesus' teachings - To know that Jesus criticized the Jewish leaders for being good on the outside but not on the inside. - To know that they would follow rules at the expense of helping people and Jesus didn't think that was the right thing to do. - To know that Jesus showed that intentions matter as much as actions.	L11-L13: To develop the study of Jesus by furthering the understanding of his teachings.	L15-L17: Pupils develop their learning through Jesus' teachings and key events of Jesus's life.
15	**Sin and forgiveness** To understand that sin is an ongoing problem in the relationship between God and humans. Scripture: John 8:1 – 11 - To know that sin affects our relationship with God. - To know that sin affects us all, Adam, David and us today. - To know that we are taught to forgive others when they sin and make mistakes. - To know that we are taught not to judge others and remember that we also sin.	L5 and L6: students further their understanding of sin and forgiveness as they studied previous examples of sin and forgiveness in the Old Testament.	L16 and L17: To develop pupils learning on Jesus' by studying two significant events in Christianity (sacrifice and resurrection), which link to cleansing of sin.
16	**Sacrifice** To explain Jesus' death impacts Christians today. - To know the events of Holy week. - To know that some Christians see Jesus' death as lifting a burden – taking away the weight of sin. - To know that some Christians see Jesus' death as being our way back to God. - To know that Jesus' death is like our 'bill' being paid by someone else. - To know that Jesus took our place – he took the punishment instead of us. - To know that Jesus' death influences Christians today: they will thank Jesus, life their life following Jesus etc.	L7: To further develop an understanding of sacrifice by learning about the sacrifice Jesus made. L12-L14: Exploring the life of Jesus by understanding the importance of his death.	L17: Develop an understanding of why Jesus death is significant in reconciling the relationship between God and humans. Yr 8 Faith in Action, Yr 8 Religion and the Media and GCSE Christian Beliefs: Further exploring Jesus' death
17	**Atonement** To understand the interpretations of the Resurrection story.	L7: To further develop an understanding of atonement by exploring	L18-L19: Developing learning through understanding the concept of the afterlife now that the

		To deepen the understanding of Christian beliefs To examine 3 ways in which Christians interpret the stories. To explain at least one of these interpretations creatively. - To know how either: the disciples, the Jewish elders, Christians today or a skeptical agnostic would have responded to the claim that Jesus resurrected. - To know that some Christians believe it was a literal event – it actually happened. - To know that some Christians see it as symbolic, it didn't actually happen.	atonement through the resurrection of Jesus. L11-L13: Exploring the life of Jesus by understanding the importance of his resurrection.	relationship with God has been restored. Yr 8 Faith in Action, Yr 8 Religion and the Media and GCSE Christian Beliefs: Further exploring the resurrection of Jesus
	18	**Living in Exile** To explain the behaviours that Christians need to show to be in heaven and how not living the Christian life can leave us 'in exile.' - To know that giving things up now will lead to a reward later – a reward in heaven (seen in the marshmallow example) - To know how following the Christian teachings can affect someone's life e.g. how they would respond to homelessness. - To know that when we don't do what Jesus asks we are in exile – away from God.	L13 and L14: To further understand the behaviour that Christians try to show and link this to the afterlife.	L19: To further develop teachings on the concept of heaven
	19	**The End** To explain the Christian concept of heaven. Scripture: Revelation 21 and 22 - To know how heaven is described in revelations21/22. - To know that heaven is a contrast to hell. - To know that some Christians think its literal and some Christians think its symbolic.	L18: To further develop an understanding of the afterlife.	Yr 8 Ultimate Questions and GCSE Christian Beliefs: Christian beliefs on the afterlife
	20	**Summative Assessment 2**	Drawing upon all lessons prior to this test	

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 in the Old and New Testament. These teachings can be drawn upon in subsequent thematic units and Christianity/Judaism units of work across KS3 and KS4.
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.