

Curriculum Assessment Map: Year 7 RE

	Autumn Term	Spring Term	Summer Term
Topic	Introduction to Religion and World views	Christianity	Sikhism
Key Learning & Skills	<p>Students will gain an understanding of major world religions and develop their understanding of faith and belief.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Comparing and contrasting • Evaluating • Concluding • Debating • To recall key terms and apply appropriately. 	<p>Students to gain an understanding of the core beliefs of Christianity.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Comparing and contrasting • Evaluating • Concluding • Debating • Reading and using scripture. • To recall key terms and apply appropriately. 	<p>To identify knowledge and links from prior learning in KS3 to make comparisons between Abrahamic and Dharmic religions</p> <ul style="list-style-type: none"> • To identify different beliefs about Sikhism • To identify keywords and apply the appropriately • To understand how beliefs and teachings influence the lives of believers today <p>Skills:</p> <ul style="list-style-type: none"> • To evaluate different sides of an argument • To form a justified conclusion • To justify their own opinions with evidence to support • To recall keywords and apply the appropriately
End points	<p>To understand the importance of studying religion</p> <p>To evaluate different factors linked to ultimate questions and belief.</p> <p>To know what the six major world religions are and identify their characteristics</p> <p>To know what humanists believe.</p> <p>To Evaluate the reasons both for and against having belief without faith and form conclusions</p> <p>To know what morality is</p> <p>To know Christian beliefs about the role of the conscience.</p>	<p>To understand core beliefs of Christianity.</p> <p>To know the story of Adam and Eve.</p> <p>To identify the key aspects of the Holy Trinity.</p> <p>To develop an understanding of key aspects of Jesus's life and be able to discuss at least one area in detail.</p> <p>To know the events leading up to the death of Jesus, know why he died and understand the importance of the resurrection to Christians.</p> <p>To know contrasting ways that Christians worship.</p> <p>Explain what Jesus taught about love thy neighbour.</p> <p>Explain what Jesus taught about forgiveness.</p>	<p>Pupils will understand the importance of Sikhism as a world religion</p> <p>Pupils will identify and recall the characteristics of Waheguru as depicted in the Mool Mantra</p> <p>Pupils will be able to recall key aspects of the life of Guru Nanak and how it has influenced Sikhism and practices within Sikhism</p> <p>Pupils will be able to recall the 10 Sikh Gurus and how they each influenced the development of Sikhism</p> <p>Pupils will understand the role of the Guru Granth Sahib today and how it became</p> <p>Pupils will be able to identify different areas of the Gurdwara and the symbolism of each area</p>



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	<p>To know what the 10 commandments are and where they come from and evaluate their importance</p> <p>To know the rules on food and drink in Judaism, Islam, Hinduism and Sikhism.</p>	<p>To know what is meant by 'rite of passage'</p> <p>To describe the importance of Christmas and Easter for Christians.</p>	<p>Pupils will be able to identify the 5 Ks and what the symbolism of each is.</p> <p>Pupils will know the story of how the Khalsa came to be and evaluate the importance of the Khalsa for Sikhs today</p> <p>Pupils will be able to clearly identify different types of sewa and evaluate the importance of each</p>
<p>Informal (formative) Assessment</p>	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback.
<p>Formal (summative) Assessment</p>	<p>There will be a baseline assessment during week one to establish what religious knowledge they already have.</p>	<p>Students to complete an end of unit assessment covering the key learning of Christianity beliefs and teachings.</p>	<p>Pupils must be able to apply knowledge to extended writing questions to an end of unit assessment.</p>

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

Curriculum Assessment Map: Year 8 RE

	Autumn Term	Spring Term	Summer Term
Topic	Islam	Sacred Earth	Buddhism
Key Learning & Skills	<p>Students to develop an understanding of the core beliefs, teaching and practices within Islam.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Comparing and contrasting • Evaluating • Concluding • Debating • Being able to show both sides of an argument, even if different from their own. • To read, use and apply scripture. 	<p>Students will apply learning of various religious beliefs to world issues and challenges. With a particular focus on Christianity and Islam. Moving towards the idea of themes.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Comparing and contrasting • Evaluating • Concluding • Debating • Developing their own view points and being able to back their view points up. • Being able to show both sides of an argument, even if different from their own. • To read, use and apply key scripture. 	<p>Students to develop an understanding of the core beliefs, teaching and practices within Buddhism.</p> <p>Skills:</p> <ul style="list-style-type: none"> • To evaluate different sides of an argument • To form a justified conclusion • To justify their own opinions with evidence to support • To recall keywords and apply the appropriately
End points	<p>To acquire an overview of the Islamic tradition</p> <p>Explain the belief in Tawhid</p> <p>To compare and contrast Key beliefs of Sunni Islam and Shi'a Islam</p> <p>To explain The Five Pillars, the Ten Obligatory Acts and the Shahadah</p> <p>To know the teachings of Halal and Haram</p> <p>To explain the beliefs of afterlife</p>	<p>To evaluate what makes things right or wrong</p> <p>To identify and conclude Christian views of stewardship</p> <p>To evaluate religious views of environmental issues and challenges</p> <p>To know religious views on poverty and how this is practiced</p> <p>To evaluate animal rights issues through religious teachings</p> <p>To know the beliefs of creation and evolution</p>	<p>To consider what is happiness and what makes people happy.</p> <p>To identify different beliefs about Buddhism</p> <p>To understand key teachings of Buddhism</p> <p>To know key Buddhism practices</p> <p>Identify how Buddhism differs to other religions</p> <p>To identify keywords and apply the appropriately</p> <p>To understand how beliefs and teachings influence the lives of Buddhists today</p>



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<p>Informal (formative) Assessment</p>	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback.
<p>Formal (summative) Assessment</p>	<p>End of unit assessment looking at the core beliefs, teachings and practices of Islam.</p>	<p>Students to complete an end of unit assessment covering the key learning.</p> <p>Students to complete a group project looking at religious views towards environmental issues.</p>	<p>Pupils must be able to apply knowledge to extended writing questions to an end of unit assessment on key beliefs and teachings of Buddhism.</p>

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

Curriculum Assessment Map: Year 9 RE

	Autumn Term	Spring Term	Summer Term
Topic	Is it fair	Crime and punishment	God on trial
Key Learning & Skills	<p>Students to develop an understanding of the core beliefs, teaching and practices they have previously covered in relation to the theme 'is it fair?'. Here students will explore aspects of social justice, discrimination and poverty.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Comparing and contrasting • Evaluating • Concluding • Debating • Developing their own view points and being able to back their view points up. • Applying knowledge to case study. • Being able to show both sides of an argument, even if different from their own. • To read, use and apply key scripture. 	<p>To identify knowledge and links from prior learning in KS3 and term 1 social justice to evaluate different aspects of crime and punishment. There will be a particular focus on Christian and Muslim views.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Comparing and contrasting • Evaluating • Concluding • Debating • Developing their own view points and being able to back their view points up. • Applying knowledge to case study. • Being able to show both sides of an argument, even if different from their own. • To read, use and apply key scripture. 	<p>Students to develop an understanding of the core beliefs, teaching and practices within Buddhism.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Comparing and contrasting • Evaluating • Concluding • Debating • Developing their own view points and being able to back their view points up. • Applying knowledge to case study. • Being able to show both sides of an argument, even if different from their own. • To read, use and apply key scripture.
End points	<p>To identify what are human rights are</p> <p>To explain social justice in Islam</p> <p>To understand Religious freedom and to be able to compare what this means for people around the world</p> <p>To compare Christian and Muslim beliefs about prejudice and discrimination regarding the role of women in religion.</p> <p>To know Muslim beliefs about homosexuality</p> <p>To discuss Religious responses to prejudice and discrimination by Christians.</p>	<p>To identify different types of crime and punishments</p> <p>To successfully create justified arguments regarding punishments</p> <p>To create justified arguments for and against the death penalty</p> <p>To apply key terminology to arguments</p> <p>Describe differing views towards criminals and punishments</p> <p>To differentiate between the British legal system and legal systems globally</p>	<p>To identify and apply different philosophical arguments. This will include Revelation, Cosmological arguments and Teleological arguments.</p> <p>To successfully create justified arguments for and against the existence of God.</p> <p>Students will explore the idea of faith and how faith.</p> <p>Students are to develop their understanding of suffering.</p> <p>To apply key terminology to arguments.</p>



Curriculum Assessment Map: Year 9 RE

	<p>To explain, compare and evaluate Religious views of poverty and wealth</p> <p>To understand Prejudice and Discrimination</p> <p>To know the range of view points on transgender in Christianity linking to bible quotes.</p>		<p>To reflect on and apply Christian and Muslim view points.</p> <p>Describe differing examples of how people may try to prove or discredit the idea of God.</p>
<p>Informal (formative) Assessment</p>	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback.
<p>Formal (summative) Assessment</p>	<p>Google Doodle</p> <p>End of unit assessment covering a range of recall and evaluation questions.</p>	<p>End of unit assessment covering a range of recall and evaluation questions.</p>	<p>End of unit assessment covering a range of recall and evaluation questions.</p>

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