

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn Half Term 1	How does religion help people know how to live their lives? Worldviews Abrahamic Faiths How Christians and Muslims make moral decisions. The Ten Commandments The Five Pillars of Islam Humanism & Atheism	Pupils will complete an extended piece of writing responding to the key question of the unit of work in a Key Topic Test. This will enable pupils to demonstrate their knowledge and understanding against key criteria. Knowledge of this is checked with a Knowledge Expert Quiz part way through the unit on TEAMs. Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.	Pupils arrive with many different starting points in RS and this unit allows us to ensure that all pupils have a solid grounding in some key beliefs that will be referred back to regularly during their studies throughout KS3 and KS4. It also prepares them for the lessons we will do around Ramadan later in Year 7 and an in-depth study of The Hajj in Year 8. This unit provides valuable knowledge and introduces opportunities to use sources of authority and begin to weigh up the impact of faith, or no faith, on a person.	Each starter/recall slide has key vocab for the lesson on it and this is also provided on a glossary sheet. There is a challenging text as an extension task on Shari'ah Law. The Mr Khan Mystery gives oracy opportunities and extended writing
	What difference does it make to believe in Sikhi? Guru Nanak & Sikhi Beginnings Khalsa Gurdwara Langar Practices – sewa/worship Selling a Gurdwara	Pupils complete Key Topic Test where they will explain the difference it makes to believe in Sikhi, assessed against given criteria. Knowledge of this is checked with a Knowledge Expert Quiz part way through the unit on TEAMs. Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.	This is one of the opportunities in KS3 to study a faith other than Christianity and Islam. In accordance with the Locally Agreed Syllabus we are not required to cover all six main world faiths, but we are encouraged to cover non-Abrahamic faiths at some point. This work on Sikhi will also feed into the final unit of work for Year 7 when we consider ideas about selling places of worship to provide for the poor.	Each starter/recall slide has key vocab for the lesson on it and this is also provided on a glossary sheet. The lesson on the Five Ks is based around a challenging text. This lesson also includes oracy opportunities.

<p>Spring</p> <p>Half Term 3 and 4</p>	<p>What is so radical about Jesus?</p> <p>Jesus in Art</p> <p>Who did Jesus clash with?</p> <p>Jesus & Sinners</p> <p>Jesus Turning Tables</p> <p>Christians & Wealth</p> <p>Women in Christianity – Jesus & Women</p> <p>Ordination of Women</p>	<p>Pupils will complete an extended piece of writing responding to the key question of the unit of work. This will enable pupils to demonstrate their knowledge and understanding against key criteria.</p> <p>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</p> <p>Pupils will sit their KSA for RS.</p>	<p>This unit of work continues to build a solid foundation of knowledge that provides not only religious literacy, but also cultural capital. This will support pupils in their further study of RS as they will have the building blocks they need to explore, for example, diversity of views within Christianity.</p> <p>Exploring the similarities and links between Christianity and Islam also promotes British Values as it promotes understanding of others and tolerance.</p>	<p>Each starter/recall slide has key vocab for the lesson on it and this is also provided on a glossary sheet.</p> <p>There are several challenging texts which explore the issues around Jesus being radical for pupils to complete and analyse sources of authority.</p> <p>Oracy debate on should women be ordained before written task</p>
<p>Summer</p> <p>Half Term 5 and 6</p>	<p>Should religious buildings be sold to feed the starving?</p> <p>Charity in different faiths</p> <p>Cathedral costs & benefits</p> <p>Notre Dame</p> <p>Churches</p> <p>Mosques</p> <p>Synagogues</p> <p>Mandirs</p> <p>House of One</p>	<p>Pupils will complete an extended piece of writing responding to the key question of the unit of work. This will enable pupils to demonstrate their knowledge and understanding against key criteria.</p> <p>Knowledge of this is checked with a Knowledge Expert Quiz part way through the unit on TEAMs.</p>	<p>This unit of work allows pupils to apply their understanding of how religious people should behave to the moral issue of whether religions/religious people should be wealthy. They will be able to bring together knowledge from the previous three units of work to support their response.</p>	<p>Each starter/recall slide has key vocab for the lesson on it and this is also provided on a glossary sheet.</p> <p>There is a challenging text to introduce the idea of selling places of worship and using the money for charitable actions.</p> <p>Oracy – choral reading & debates about places of worship for charity</p>