

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<p><b>Autumn</b></p> <p><b>Half Term 1</b></p>	<p><b>How does religion help people know how to behave?</b></p> <ul style="list-style-type: none"> <li>• How do we view the world?</li> <li>• What is religion?</li> <li>• How Christians and Muslims make moral decisions.</li> <li>• The Ten Commandments</li> <li>• The Five Pillars of Islam</li> <li>• Other Religious Rules</li> </ul>	<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>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 in 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.</p> <p>This unit provides valuable knowledge and introduces opportunities to use sources of authority and begin to weigh up the impact of faith on a believer.</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>Knowledge of this is checked with a Teams quiz part way through the unit.</p> <p>There is a challenging text as an extension task on Shari'ah Law.</p> <p><b>The Mr Khan Mystery gives oracy opportunities.</b></p> <p><b>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</b></p>
<p><b>Autumn</b></p> <p><b>Half Term 2</b></p>	<p><b>What difference does it make to believe in Sikhi?</b></p> <ul style="list-style-type: none"> <li>• Key figures</li> <li>• Practices – sewa/worship</li> <li>• Challenges of following Sikhi</li> <li>• Selling a Gurdwara</li> </ul>	<p>Pupils complete an extended piece of writing about the difference it makes to believe in Sikhi, assessed against given criteria.</p>	<p>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.</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>Knowledge of this is checked with a Teams quiz part way through the unit.</p> <p><b>The lesson on the Five Ks is based around a challenging text. This lesson also includes oracy opportunities.</b></p> <p>Pupils complete an extended piece of writing about the difference it makes to believe in Sikhi.</p> <p><b>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</b></p>

<p><b>Spring</b></p> <p><b>Half Term 3 and 4</b></p>	<p><b>What is so radical about Jesus?</b></p> <p>The Historical Jesus The person of Jesus Jesus with Sinners Attitudes to contemporary issues – wealth/role of women</p>	<p>Pupils will complete Teams quizzes to check understanding and identify misconceptions.</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>Pupils will also sit a knowledge based exam during the exam window.</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>Knowledge of this is checked with a Teams quiz part way through the unit.</p> <p>There is a challenging text which is the basis of the lesson exploring links between Christianity and Islam.</p> <p>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</p>
<p><b>Summer</b></p> <p><b>Half Term 5 and 6</b></p>	<p><b>Should religious buildings be sold to feed the starving?</b></p> <p>Application of knowledge and understanding from the previous units to come to a considered conclusion about the key question. This will focus largely on the rebuilding of Notre Dame and on the sale of the Guru Tegh Bahadur Sikh Temple in B.C. It will also include the construction of the House of One and what this means for places of worship going forward.</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>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>Knowledge of this is checked with a Teams quiz part way through the unit.</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>Prior to the assessment, pupils will have the opportunity to discuss the key question and the work they have covered.</p>