

KAA Curriculum Overview		RE	Year 7	EOY Exam	Sequencing and Progression	
<b>Rationale</b> <b>Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</b> Religious Studies at KAA aims to develop our student's knowledge and understanding of a wide range of religious and non-religious beliefs. Students are taught how to construct informed and balanced arguments on a range of different themes and topics. Students have the opportunity to engage with questions of belief, value, meaning, purpose, truth and ultimately prepare them for adult life in a pluralistic society and global community as thoughtful and engaged citizens.  The year is an introduction to the key skills require to succeed built through the study of a mixture of religious and thematic units. It will give students a safe place to learn about, learn from, compare, evaluate and critique religious & non-religious views. It will provide students with the opportunity to read, understand and interpret texts and teachings of leaders. It will give students a subject specific terminology which underpins their knowledge and understanding as they progress in their RE KAA journey.				3 sections each with: Multiple choice Q's or key word match ups (5)  Define (2) - Definition of a key term (What is meant by...)  Explain (8) – Detailed knowledge of how / why / importance of a belief, teaching, practice, event. Must use sources of authority.  Evaluate (10) – Discuss a statement showing more than one point of view. In year 7 focus on Point/Explain with a logical chain of reasoning.  Total paper: 75 marks  Topics: Judaism/Creation/Pilgrimage	<b>How does this year build on what they've learnt last year?</b>  Coming from primary students have different levels of knowledge. Students also enter with different religious backgrounds and worldviews.  The SOW allows students to engage with their own views, learning how to academically support and challenge views.	<b>How will it benefit them as they move forward next year?</b>  Key exam skills embedded in every topic – focus on Point/Explain or Point/Example in year 7  Topics studied in year linked explicitly to GCSE Spec & year 8/9 topics
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
<a href="#">Link to MTP Overview</a>						
<b>Topic studied &amp; Fertile Question</b>	Is religion a source of peace or conflict? Links to GCSE Paper 1 section 4	Is there a beginning?(Creation) Links to GCSE Paper 1 section 2 & Paper 2 Beliefs	Could some people see God as a racist? (Judaism)	Should anyone be blamed for the death of Jesus? (Christianity) Links to GCSE Paper 2 Belief & Practices	Is there a purpose of pilgrimage? Links to GCSE Paper 2 Practices & Paper 3 Practices	What does a successful philosopher do differently? (Revision)
<b>Adjustments following last assessments / evaluation.</b>	Removed individual conflicts: Reasoning: Holocaust is covered in primary/History & Memorial day assemblies Israel/Palestine is too broad to cover in 1 lesson – consider suggesting drop down day with Solutions not Sides.  Assessment brought forward to week 4 to support marking workload.  The Island mini unit moved from SUM 2 to second half of AUT 1.	Scientific theories split into 2 lessons to allow greater teaching time to allow depth & fix misconceptions		Greater links between history of Judaism and emergence of Christianity needed eg Jews waiting for messiah and Jesus as messiah	Add a lesson on Taize – a named pilgrimage for GCSE specification	Pilgrimage & Judaism on EOY as not formally assessed in year  Judaism chosen over Christianity as Christianity formally assessed in year 9 & at GCSE.
<b>Key knowledge and skills students need to have gained by the end of the unit</b>	Knowledge: Human Rights Extremism Censorship Just War Pacifism Reconciliation Charity Tolerance  Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices	Knowledge: Muslim & Christian Creation Stories Different interpretations of Christian Creation Scientific theories of creation Daoist Creation Design Argument  Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices	Knowledge: Story of Noah Story of Tower of Babel Life of Abraham Life of Moses Story of Passover Festival of Brit Milah  Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices	Knowledge: Understanding of the Trinity & each of its roles Miracles Story of the Last Supper Trial of Jesus Crucifixion Resurrection Disciples  Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices	Knowledge: What happens at, who goes to and why this place is important: Bodh Gaya Varanasi Lourdes Canterbury Taize Hajj Karbala  Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices	Knowledge: Muslim & Christian Creation Stories Different interpretations of Christian Creation Scientific theories of creation Story of Tower of Babel Life of Moses Story of Passover What happens at, who goes to and why this place is important: Varanasi Canterbury Hajj  Skills: Defining keywords / Giving opinions / justifying opinions / using examples/

						describing religious beliefs & practices / explaining importance of religious beliefs & practices
<b>How is understanding assessed at the end of the unit?</b>	<p>Walking Talking Mock to ensure solid understanding of questions &amp; criteria</p> <ul style="list-style-type: none"> <li>Recap Knowledge questions - multiple Choice</li> <li>Define the term 'extremism'</li> <li>Explain the criteria of the Just War Theory</li> <li>Evaluate the claim religion only causes conflict</li> </ul>	<p>Summative assessment:</p> <ul style="list-style-type: none"> <li>Multiple Choice</li> <li>Define the term 'liberal creationist'</li> <li>Explain the design argument</li> <li>Evaluate the claim Science and religion can never agree on why we are here</li> </ul>	<p>Walking Talking Mock to ensure solid understanding of questions &amp; criteria</p> <p>Questions TBC – based on gaps in knowledge over lessons</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> <li>Multiple Choice</li> <li>Define the term 'Trinity'</li> <li>Explain</li> <li>Evaluate the claim Pilate was to blame for the death of Jesus</li> </ul>	<p>Walking Talking Mock to ensure solid understanding of questions &amp; criteria before SUM 2 revision and EOY</p> <p>Questions TBC – based on gaps in knowledge over lessons</p>	<p>Summative assessment:</p> <p>Section A: Judaism</p> <p>Multiple Choice</p> <p>Define the term covenant</p> <p>Explain the history &amp; importance of the Jewish festival of Passover</p> <p>Evaluate the claim the Jews are the chosen people of God</p> <p>Section B: Creation</p> <p>Multiple Choice</p> <p>Define the term fundamental creationist</p> <p>Explain what Christianity &amp; Islam belief about the creation of the universe</p> <p>Evaluate Science and religion can never agree on why we are here</p> <p>Section A: Pilgrimage</p> <p>Multiple Choice</p> <p>Define the term</p> <p>Explain from 2 different religions why people go on a pilgrimage.</p> <p>Evaluate the claim that pilgrimage is the best way to worship</p>