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| **Year 7 Curriculum Overview [2024-2025]**  **Subject RE** | | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT1: CREATION & COVENANT**  **HT2:**  **Prophecy and Promise** | MYSTERY OF GOD  REVELATION  PRAYER  CREATION ACCOUNTS IN GENESIS  Creation in Art  RELIGION & SCIENCE  STEWARDSHIP  CATHOLIC SOCIAL TEACHING  ENVIROMENTAL ETHICS  SR. DOROTHY STANG  Scripture and Tradition  Bible Translations  Bible structure  Canon of scripture  Old Testament  New Testament  Bible Authorship  Scripture in Mass  Liturgy of the Word  Lindisfarne Gospels  Illustrating scripture  Scripture in communities  Religious traditions | Recognising that when human beings speak about God that ‘words always fall short of the mystery of God’ (CCC 42), explain what is meant by speaking of God as the Creator and origin of all being (Acts 17:28).  Define what the Catholic Church means by ‘revelation’ and describe different ways human beings can come to know God: through the natural light of human reason and through divine revelation (see CCC 31-50).  Describe what the Church means by ‘prayer’ and explain why prayer is a feature of many different religions.  Explain the difference between the literal and ‘literalist’ sense of scripture (see The Interpretation of the Bible in the Church, p. 82), by describing the literary form and the two different authorial voices in the first two chapters of Genesis. (RVE)  Offer an interpretation of a relevant work of art eg, Creation frontispiece for St John’s Bible by Donald Jackson & The Story of creation by Sieger Koder, making links with Catholic sources and beliefs about Creation. Compare and contrast it with another relevant artwork.  Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about Creation.  Consider how their response to the artworks studied might inspire them to think or act differently towards Creation.  Explain why Catholic teaching rejects both scientism and fundamentalist interpretations of Genesis (‘creationism’) in its teaching about the beginnings of the universe and the origin of human beings. (RVE)  Consider the view that the Genesis accounts of Creation are incompatible with scientific explanations for the origins of human beings and the universe and construct a Catholic response to this. (RVE)  Making relevant connections with Genesis 1:1-2:25 and selected extracts from Laudato Si’, explain the demands of stewardship with reference to the four core principles of Catholic Social Teaching: dignity of the human person, common good, subsidiarity, and solidarity (DC 84). (RVE).  Reflect on their own response to the Catholic belief that the world is made by God and that human beings have a responsibility for it. (RVE)  Investigate the CAFOD LiveSimply Award, assessing the extent to which it represents a good example of a response to Catholic beliefs about stewardship and human dignity.  Consider how they could show solidarity with all creatures and respond to the call to care for our common home. (RVE)  Consider the view that pollution is a necessary consequence of economic development and construct a Catholic response to this view, with reference to Laudato Si’ and other relevant teaching. (RVE)  Investigate the life and work of Sr Dorothy Stang, assessing the extent to which they were a faithful response to Catholic beliefs about stewardship and human dignity.  Reflect on the life of Sr Dorothy Stang and consider how they might be inspired by her life and example.  Understand what Scripture, Tradition and the Magisterium are  Explore the relationship between all three and why each is important  Identify the original languages of the Bible  Analyse the differences between three translations  Assess the impact different translations can have on an interpretation  Understand how to find a Bible passage  Identify the different literary forms of the Bible  Evaluate the benefits of reading the Bible as a library of books  Explain what is meant by 'Canon of Scripture'  Begin to memorise the different books in the Bible  Trace the story of the Old Testament  Analyse what the Old Testament reveals about God  Explain why many books are shared with Judaism  Trace the story of the New Testament  Compare the differences to the Old Testament  Design a map of the Bible story  Understand why Scripture is described as inspired & without error  Describe the relationship between God's authorship and the human authors  Know the order of Mass  Explain how important the Bible is in Mass  Explain the importance of the Liturgy of the Word  Experience how Scripture is used in the praying of Psalms  Design your own Liturgy of the Word  Know what the Lindisfarne Gospels are  Analyse the extent to which they express Church teaching  Consider the view that Scripture needs no illustration  Reflect on your personal response to the artistic presentation of scripture  Create an artistic expression of scripture  Assess the extent to which this impacts individuals  Consider how important the Bible is in your life  Remember the names of sacred texts from other religious traditions  Investigate how these sacred texts are reverenced  Analyse the impact this has on those communities | Each lesson – Do Now Task  End of term retrieval grid  Each lesson – Do Now Task  End of term retrieval grid  Bible and the Genesis accounts (HT1) | Reciprocal reading  Key words  Key concepts  Understanding nonliteral concepts – inference  Scientific Language  Extended answers to questioning, debate  Read and evaluate key text and biblical passages  Extended writing opportunities | World views – different lenses  Discussion  Reading & writing  Negotiation and persuasion skills  Listening skills | Key word test  MCQ 1 & 2  Formative Assessment  Summative Assessment  Key word test  MCQ 1 & 2  Formative Assessment  Summative Assessment |
| **Year 7 Curriculum Overview [2024-2025]**  **Subject** | | | | | | |
| **Spring Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT3:**  **Galilee to Jerusalem**  **HT4: Desert to Garden** | Final revelation  The incarnation  True God, true man  Arian heresy  Jesus’ Titles  Son of God  The Trinity  Trinity artwork  Trinitarian prayer  Jesus’ example  Elizabeth Prout  Missionaries of Charity  The Sacraments  The Paschal Mystery  God’s grace today  Exodus & The Last Supper  Transubstantiation  Signs and Effects  Blessed Carlo Acutis  Corpus Christi Processions  Liturgy of the Eucharist  Eucharistic Artwork | Explain why Jesus is described as the Final Revelation of God  Explore what implications this has for belief in God  Describe Catholic beliefs about Jesus  What is the incarnation?  Why did the Word become flesh?  Explain why the Church teaches that Jesus was true God and true man Is it possible to be fully human and without sin?  Explain what Arius claimed about Jesus  Understand why the Catholic Church rejected his view  Justify the importance of the Nicene Creed  How were the titles of Jesus used in the Old Testament?  Why does the Church describe Jesus as Christ, Lord & Son of God?  Where are these titles used in Scripture?  Reflect on the ways you pray and how you address Jesus  Consider the view that Jesus was just a nice man  What would a Catholic say in response to this view?  What does the Church not teach about the Trinity?  What does the Church teach about the Trinity?  What does Scripture say about the Trinity?  Interpretation of the Scutum Fidei and Rublev's artwork  Discuss the artists' aims and how effectively they convey Catholic beliefs about the Trinity  Consider the claim that Trinitarian artwork is more distorting than helpful  Describe the meaning of the phrase 'lex orandi, lex credendi'  Give examples to show the Trinitarian nature of prayer  Reflect on the ways you pray and the titles you use to address God  Explain why the Church teaches that Jesus is a model of perfect human living  Make links to the Catholic Social Teaching of human dignity  Consider how you can respond to the call of service  Investigate the work of Elizabeth Prout  Assess the extent to which her life was modelled on Jesus' example  Is there such a thing as a truly selfless act?  Know who Mother Teresa was  Explore the work of the Missionaries of Charity today  Reflect on how you could support this work  Identify the 7 sacraments  Explain why the Eucharist is described as the 'source and summit' of Christian life  What is the paschal mystery?  Why did we need saving from sin?  How did Jesus save us from sin?  How do the sacraments make present the Paschal Mystery?  What happened at the Jewish Passover in Exodus?  What happened at the Last Supper?  How does one foreshadow the other?  Describe the ways Jesus is present in the celebration of the Eucharist  Describe what the 'real presence' means  Explain why it is referred to as the 'Sacrifice of the Mass'  Explain the meaning of different titles for Mass  Describe the signs and effects of the Eucharist  Investigate the life of Blessed Carlo Acutis  Assess the extent to which his life was a faithful response to Catholic beliefs  Investigate different practices inspired by Eucharistic beliefs  Assess the extent to which they reflect Catholic Eucharistic beliefs  Assess the extent to which they reflect a Christian community's culture  Connect the structure of Mass to St Justin Martyr's writings  Explain the importance of the Liturgy of the Eucharist in Mass  Consider the words of dismissal and how each demands a different response  Offer an interpretation of the Last Supper and the First Supper  Discuss the artists' aims and how effectively they convey Catholic beliefs about the Eucharist  How does your response to the artwork influence your thoughts about the Eucharist? | Do now  End of term retrieval  Do now  End of term retrieval | Keywords  Tier 3 Vocabulary  Extended writing tasks  Reading and interpreting Bible passages  Key concepts  Extended answers to questioning, debate  Read and evaluate key text and biblical passages  Extended writing opportunities | Negotiation and persuasion skills  Listening skills  Negotiation and persuasion skills  Listening skills | Key word test  MCQ 1 & 2  Formative Assessment  Summative Assessment  Key word test  MCQ 1 & 2  Formative Assessment  Summative Assessment |
| **Year 7 Curriculum Overview [2024-2025]**  **Subject** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT5: To the Ends of the Earth**  **HT6: Dialogue & Encounter (Buddhism)** | Holy Spirit in the Gospel of Luke and Acts  Nicene Creed 8/9  Holy Spirit in the Old Testament  Pentecost  Symbols of the Spirit  The Gifts the Spirit  Sacrament of confirmation  Three different understandings of ‘Church’  Pentecost and the Holy Spirit in Art (LIVE LESSON)  Fruits v Flesh – The Holy Spirit in philosophy & ethics/culture (LIVE LESSON  **The life of the Buddha**  **The four things that Siddhartha saw**  **Enlightenment and Meditation**  **The four noble truths**  **Where and How Buddhists Worship**  **The Eightfold Path**  **Symbols in Buddhism** | Texts that show the significance of the Holy Spirit at key moments in Luke-Acts:  at Jesus, conception (Lk 1:34-38);  at his baptism (3:21-22);  at the beginning of his ministry (4:18-19);  at his resurrection and ascension (24:49-53); Pentecost (Acts 2:1-12);  the beginning of the mission to the Gentiles (Acts 10:44-48)  The Nicene Creed: Articles 8 and 9 The Holy Spirit is God, the third person of the Holy Trinity who ‘with the Father and the Son is adored and glorified’  The Church teaches:  The Holy Spirit is the ‘Lord, the giver of life’,  the breath (ruah) of God,  who was ‘at work with the Father and the Son from the beginning’ (see CCC 686),  hovering over the waters of Creation.  The Holy spirit ‘has spoken through the prophets’  inspires the authors of Sacred Scripture, both the Old and New Testaments (see CCC 105).  What happened on the day of Pentecost (Acts 2:1-12)  Its effect on the first disciples  Why it is considered the birth of the Church  The meaning of the symbols of the Spirit:  Water, Anointing, Fire, Cloud and Light, The Seal, The hand, The Finger, The Dove (see CCC 694-701)  The gifts of the Holy Spirit in outlined in  Old Testament (Isaiah 11:2-3) to be given to David’s descendant, Emmanuel, Jesus.  Wisdom, Understanding, Right Judgement, Courage, Knowledge, Reverence and Awe  There effects on baptised and Confirmed Christians  The origins, rite, meaning, and effect of the Sacrament of Confirmation  Church as:  People of God  Body of Christ  Temple of the Holy Spirit  ‘The mission of Christ and the Holy Spirit is brought to completion in the Church’ (see CCC 737). The Church is the Sacrament of communion with the Holy Trinity (CCC 738) and is the People of God (see CCC 781-786), The Church is the Body of Christ (see CCC 787-796), The Church is the Temple of the Holy Spirit (see CCC 797-799).  Artistic representations of the symbols of the Holy Spirit  Ethical issues arising from:  The fruits of the Holy Spirit (CCC 1832, Gal 5:22-23)  versus  The works of the flesh (Gal 5)  The early life of the Buddha known as Siddhartha Gautama who was an Indian prince.  When he was born and his life before the time of Jesus  What was prophesied at his birth  How his father treated him in his younger life and his pathway to leaving the palace.  He saw an old man. He had never seen an old person before.  He saw a sick man. He had never seen anyone unwell before.  He saw a dead body and relatives weeping around it. He had never heard of anyone dying.  He saw a holy man. He had never seen a holy man before. He spoke to the man who told him that he had left his home, his friends and his family and was wandering from place to place trying to find the meaning of life.  Buddhist believe that there is a cycle of birth, life and death and rebirth. This goes on and on. They believe that unless someone gains Enlightenment, when they die they will be reborn. If a person can gain Enlightenment, they can break out of this cycle. Breaking out of the cycle is called Nirvana (sometimes called Nibbana). It is the end of everything that is not perfect. It is perfect peace, free of suffering.  Meditation:  Buddhists try to reach Nirvana by following the Buddha's teaching and by meditating. Meditation means training the mind to empty it all of thoughts. when this happens what is important comes clear.  Dukkha: Suffering exists:  Samudaya: There is a cause for suffering.  Nirodha: There is an end to suffering.  Magga: In order to end suffering, you must follow the Eightfold  The Buddha taught his disciples to live life in ‘the middle way’. This means that they do not live a life of luxury but they also should not live a life of poverty.  Where:  Buddhist worship at home or at a temple. Worshippers may sit on the floor barefoot facing an image of Buddha and chanting. It is very important that their feet face away from the image of Buddha. They listen to monks chanting from religious texts and take part in prayers.  Home:  Buddhists will often have a shrine. There will be a statue of Buddha, candles, and an incense burner.  Temple:  Buddhist temples come in many shapes. Perhaps the best known are the pagodas of China and Japan. Another typical Buddhist building is the Stupa (upside down bowl shape). All Buddhist temples contain an image or a statue of Buddha.  How:  Buddhist worship is called puja. People chant to show their love for the Buddha. They make offerings of flowers, candles, incense and pure water at a shrine. People thank Buddha for his teachings. When Buddhist worship alone they usually meditate and read from the Buddhist holy books.  The Buddha also believed in reincarnation. He taught his followers that nothing in life is permanent and that change is always going to happen. By not becoming permanently attached to things the Buddha believed that you could avoid further pain and suffering.  The Eightfold Path consists of eight areas of life that people focus on towards the path of Buddhism. They can be worked on in any order and some are more difficult to achieve than others depending on the situation or the person.  It is designed to relieve suffering. Buddhism works on promoting learning and self-discovery rather than ‘blind faith’.  Right Understanding  Right Intent  Right Speech  Right Action  Right Livelihood  Right Effort  Right Mindfulness  Right Concentration  **The eight spoke wheel** of life which symbolizes the cycle of life, death and rebirth. The eight spokes remind people that the Buddha taught about eight ways of life.  **The lotus flower** symbolizes purity and divine birth. The lotus flower grows in mud at the bottom of a pool, but rises above the surface to become a beautiful flower. Buddhist say this is how people should rise above everything which is dukkha. A flower may be very beautiful and have a wonderful scent, but it soon withers and dies. This shows that nothing in life is perfect. | Do now  End of term retrieval  Do now  End of term retrieval | Keywords  Tier 3 Vocabulary  Extended writing tasks  Reading  Keywords  Tier 3 Vocabulary  Extended writing tasks  Reading  **Tier 2**  Meditation  Suffering  Dissatisfaction  Self-Denial  Temple  Prince  Symbol  The Buddha  Contentment  Truth  Lotus  Attachment  Mindfulness  **Tier 3**  Siddhartha Gautama  Nirvana  Renunciation  The middle way  Reincarnation  Enlightenment  Eightfold path | Discussion  Reading & writing  World views – different lenses  Discussion  Reading & writing | Key word test  MCQ 1 & 2  Formative Assessment  Summative Assessment  Key word test  MCQ 1 & 2  Formative Assessment  Summative Assessment |