

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group
 Ensuring that end points & NC/spec are covered
 Identifying what assessments are planned and when
 Allowing for whole academy intent priorities to be planned for

Religious Education - YEAR 7

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|--|---|---|----------|--|---|
| Unit title: | Judaism | The Bible | | | Christianity | Islam |
| Unit length: | 7 lessons | 7 lessons | | | 6 lessons | 6 lessons |
| Key concepts: | Judaism 1. Intro to Judaism 2. Abraham. 3. Moses and the Exodus 4. Mitzvot 5.. Bar and Bat Mitzvah 6.. The Synagogue 7. Summative Assessment | 1. Introduction 2. Exploration into Genesis 3. The Fall 4. The 10 Commandments part 1 5. The 10 Commandments part 2. 6. King David Part 1 7. Assessment | During these terms the students study the character curriculum. | | 1. The Life of Jesus 2. The Crucifixion 3. The resurrection. 4. The Ascension. 5. Pentecost. 6. Sin Judgement and forgiveness. 7. Summative Assessment | 1. The 5 Pillars of Islam 2. Christianity and Islam. 3. The Life of Muhammad 4. Salah 5. Zakah. 6. Ramadan 7. Assessment |
| Knowledge/ Skills: | To develop understanding of the topic and be able to explain the different concepts and to develop analytical skills in evaluating key beliefs. | To develop understanding of the topic and be able to explain the different concepts and to develop analytical skills in evaluating key beliefs. | | | To develop understanding of the topic and be able to explain the different concepts and to develop analytical skills in evaluating key beliefs. | To develop understanding of the topic and be able to explain the different concepts and to develop analytical skills in evaluating key beliefs. |
| End points covered: | Develop student's ability to confidently express their own opinions and beliefs whilst appreciating | Develop student's ability to confidently express their own opinions and beliefs whilst appreciating | | | Develop student's ability to confidently express their own opinions and beliefs whilst appreciating | Develop student's ability to confidently express their own opinions and beliefs whilst appreciating |

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| | other's beliefs and conventions. | other's beliefs and conventions. | | | other's beliefs and conventions. | other's beliefs and conventions. |
| NC/Spec coverage: | SACRE Agreed Syllabus | SACRE Agreed Syllabus | | | SACRE Agreed Syllabus | SACRE Agreed Syllabus |
| Cross-curricular links: | Literacy | Literacy | | | Literacy | Literacy |
| Assessments: | Formative-explanation /evaluation of a key concept of a key belief Summative-Knowledge quiz and exam questions. | Formative-explanation /evaluation of a key concept of a key belief Summative-Knowledge quiz and exam questions. | | | Formative-explanation /evaluation of a key concept of a key belief Summative-Knowledge quiz and exam questions. | Formative-explanation /evaluation of a key concept of a key belief Summative-Knowledge quiz and exam questions. |
| <i>Other academy intent priorities</i> | | | | | | |
| Curriculum Careers - Gatsby 4 | Understanding of roles in society and different cultural differences and how this may link to Jobs or employment. Building employability skills of communication and debating skills. | Understanding of roles in society and different cultural differences and how this may link to Jobs or employment. Building employability skills of communication and debating skills. | | | Understanding of roles in society and different cultural differences and how this may link to Jobs or employment. Building employability skills of communication and debating skills. | Understanding of roles in society and different cultural differences and how this may link to Jobs or employment. Building employability skills of communication and debating skills. |
| Culturally rich – broadening horizons | Opportunities to visit religious sites in the local community. Opportunities for external speakers to come into the academy . | | | | | |