

HUMANITIES Faculty – Religious Education Year 7. Lady Hawkins’ School

	<u>Half Term 1 (8)</u>	<u>Half Term 2 (7)</u>	<u>Half Term 3 (6)</u>	<u>Half Term 4 (7)</u>	<u>Half term 5 (4)</u>	<u>Half term 6 (7)</u>
<u>Topic</u> With Herefordshire key questions	<u>Worldviews & festivals</u> 3.10 What is good and what is challenging about being a Muslim teenager in the UK today?	<u>Christianity</u> 3.1 What does it mean for Christians to believe in God as a Trinity? 3.2 Should Christians be greener than everyone else?	<u>Islam</u> 3.10 What is good and what is challenging about being a Muslim teenager in the UK today?	<u>Judaism</u> 3.11 What is good and what is challenging about being a Jewish teenager in the UK today?	<u>Hinduism</u> 3.9 Why don't Hindus want to be reincarnated?	<u>Sikhism</u> 3.12 How are Sikh teachings on equality and service put into practice today?
<u>Key Concepts</u>	To understand why we have religious festivals and what festivals have in common. To learn about Diwali, Ramadan, and Eid.	To understand creation and stewardship. To learn and understand the Ten commandments To learn about the Trinity. To explore the story of Christmas in further detail. To understand everyday Christian life	To learn about in the five pillars of Islam in detail, Learn about hajj Understand Islam dress To understand everyday Islamic life	To learn about the founder of Judaism, Abraham, and his son Isaac To understand Jewish food and diet The Synagogue and what is inside it. Understand the meaning of Yom Kippur and Rosh Hashana To understand everyday Jewish life	To understand the meaning behind Hindu Gods Brahma Vishnu Shiva Ganesha	To learn who Guru Nanak was and what his story is The Sikhism 5 Ks The Golden temple To understand everyday Sikh life
<p>This scheme of work is based on the Herefordshire agreed syllabus (2020 – 2025) using the Key question approach.</p> <p>The purpose of this scheme of work is to ensure pupils:</p> <ul style="list-style-type: none"> • Make sense of a range of religious and non-religious beliefs. • Understand the impact and significance of religious and non-religious beliefs. • Make connections between religious and non-religious beliefs, concepts, practices, and ideas studied. 						

<u>Knowledge & Understanding Milestones</u>	<p>I can explain why we have religious festivals and what they have in common?</p> <p>I can explain Diwali and how and why is it celebrated</p> <p>I can explain Ramadan & Eid and how and why it is celebrated</p> <p>I can explain Hanukkah and how and why is it celebrated?</p>	<p>I can explain The Trinity</p> <p>I can explain Stewardship and what it means to us</p> <p>I can say what the Ten Commandments and what do they mean to us?</p> <p>I can explain the meaning of Christmas?</p>	<p>I can explain what the 5 Pillars of Islam are and what they mean</p> <p>I can explain what Hajj mean to Muslims</p> <p>I can explain why Muslims wear certain items of clothing and why is it important to the able to do so</p>	<p>I can say who the founder of Judaism is and recap the story.</p> <p>I can explain Jewish dietary requirements</p> <p>I can explain what is inside the Synagogue?</p> <p>I can explain why Yom Kippur and Rosh Hashana important to Jewish people</p>	<p>I can explain what deity means</p> <p>I can name 5 Hindu gods, explain their meaning, and say why they are important to Hindus</p>	<p>I can explain who is Guru Nanak?</p> <p>I can name the Sikh5 Ks and explain their meanings</p> <p>I can explain why the Golden Temple is so special</p>
<u>Scaffolding for SEND to ensure quality first teaching</u>	<p>A range of the following methods will be used and will be tailored to the individual needs of the pupils. EHCPs will be followed to ensure that an inclusive curriculum is provided to ensure success for all pupils.</p> <ul style="list-style-type: none"> • Scaffolds, Sentence stems • Frayer models for key vocabulary • Glossaries • Disciplinary literacy reading strategies • Guided reading activities • Challenge tasks • Model answers • Targeted questioning • Knowledge Organiser tests • Recall quizzes • Dual coding 					
<u>Careers input</u>	<p>Party planner</p> <p>Religious leader</p> <p>Lecturer</p> <p>Teacher</p>	<p>Religious leader</p> <p>Lecturer</p> <p>Teacher</p> <p>Community worker</p> <p>Journalist</p>	<p>Religious leader</p> <p>Lecturer</p> <p>Teacher</p> <p>Community worker</p> <p>Journalism</p>	<p>Religious leader</p> <p>Lecturer</p> <p>Teacher</p> <p>Community worker</p> <p>Journalism</p>	<p>Religious leader</p> <p>Lecturer</p> <p>Teacher</p> <p>Community worker</p>	<p>Religious leader</p> <p>Lecturer</p> <p>Teacher</p> <p>Community worker</p> <p>Journalism</p>

	Community worker Journalist Charity work	Charity work	Charity work	Charity work	Journalism Charity work	Charity work
<u>Links (prior knowledge, future knowledge)</u>	<p>This unit of work builds on the KS1 Key question: “How do festivals and worship show what is important to Muslims.”</p> <p>This unit of work prepares students for showing how people express spirituality in diverse ways and being able to explain how festivals help people understand big ideas in their tradition.</p>	<p>This unit of work builds on the KS2 Key question: “How do Christians decide how to live? ‘What would Jesus do?’”</p> <p>This unit of work prepares students for This unit should spark an interest in studying Christianity in greater depth at GCSE.</p>	<p>This unit of work builds on the end of KS2 outcome:</p> <p>Being able to identify and describe the core beliefs and concepts of a variety of religions.</p> <p>This unit of work prepares students for This unit should spark an interest in studying Islam in greater depth at GCSE.</p>	<p>This unit of work builds on the end of KS2 key question: “Why is the Torah so important to Jewish people?”</p> <p>This unit of work prepares students for This unit should spark an interest in studying Judaism in greater depth at GCSE.</p>	<p>This unit of work builds on the KS2 question: Why do Hindus try to be good?</p> <p>This unit of work prepares students for This unit should spark an interest in studying Hinduism in greater depth at GCSE.</p>	<p>This unit of work builds on the end of KS2 outcome: Being able to identify and describe the core beliefs and concepts of a variety of religions.</p> <p>This unit of work prepares students for This unit should spark an interest in studying Sikhism in greater depth at GCSE.</p>
<u>Key Vocabulary</u>	Tradition, festival, beliefs, prayer, Christmas, Eid, Hanuka, Diwali	Christianity, Christians, denominations, The trinity, the Ten commandments Easter, Advent, Nativity, Stewardship	Guru Nanak 5Ks Golden temple Diwali	Islam The Quran Five pillars of Islam Hajj - Pilgrimage Shahada Faith Salat - Prayer Zakat - Alms Sawm - Fasting	Accompanied, Believed, Bribery, Certain, Christian, Community, Decision, Discrimination, Homophobia, Racism, Religious, Speeches.	Accompanied, Believed, Bribery, Certain, Christian, Community, Decision, Discrimination, Homophobia, Racism, Religious, Speeches.
<u>Review and Assessment (including opportunities for retrieval practice)</u>	<p>Formative Assessment: Students will do challenge tasks based on the content of the unit being taught. Students' will give self and peer reviews on a regular basis. These opportunities will be embedded into lessons where and when appropriate.</p> <p>Summative Assessment: Knowledge Organisers will be provided to support end-of-topic revision in preparation for end of topic assessment. Knowledge organiser tests may be given halfway through a unit where suitable.</p>					