

# Long Term Plan Year 7 RS

## 2 lessons a week.

*'Religiously literate, culturally aware and philosophically curious'*

Half term	Unit title and bigger Picture	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to 'religiously literate, culturally aware and philosophically curious'. Personal understand and their own views and interrogate	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Introduction to world views at ASA	What are Archie's values? What can we learn from studying philosophy? What does it mean to be human? What is the meaning of life? Am I a spiritual person?	Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom where appropriate	Religiously literate - understanding of key beliefs and knowledge.  Culturally aware - different interpretations from different	Students may believe that religion is only relevant to religious people	Links back to KS2 Thematic unit 11 of Diocesan syllabus.  LAS - KS1 2.3 and KS2 6.2	Unit 2 Year 7 comparative religions.  Links to Unit 3 Ethics at A level.  Links to C1	Bible passages and original texts where appropriate.	Social-values at Archie.  Moral - What is right and wrong?  Spiritual - Do you have to believe in a god to be spiritual?	Background of philosophical questions and their importance.	Law - solicitor  Counsellor

		<p>What is a guided journey and what can we learn from it?</p> <p>How can we tell the difference between a belief, a fact and an opinion?</p> <p>Why do people have different ideas about God?</p> <p>Where can we find the truth?</p>		<p>groups of people.</p> <p>Philosophically curious - have I considered these questions before?</p>			<p>Philosophy and Ethics at GCSE.</p>		<p>Cultural - Are we moving away from religion these days?</p> <p>BV tolerance, democracy.</p>		
2	Comparative religions	<p>Development of religion</p> <p>Finding the major world religions</p> <p>Connections between religions</p> <p>Symbolising religions</p> <p>What religions share - teachings and authority</p> <p>What religions share - worship and morality</p> <p>What religions share - practices and celebrations</p> <p>Why religion is important in the world.</p> <p>Covers all 6 major world religions.</p>	<p>Knowledge recall through description.</p> <p>Understanding shown through thorough explanation and discussion.</p> <p>Use of key quotes and other sources of wisdom where appropriate</p>	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally aware - different interpretations from different groups/religions.</p> <p>Philosophically curious - why religion is important.</p>	<p>Misconception about religion - are they all different or all the same.</p>	<p>Links back to KS2 - some links to Theme 13 &amp; 14</p> <p>Diocesan syllabus.</p> <p>LAS - KS1 1.3 and 2.2</p> <p>KS2 4.1, 5.2 &amp; 5.3</p>	<p>Links to Christianity unit at KS5 - A level.</p> <p>Links to GCSE C1</p> <p>Philosophy and Ethics - Good and Evil.</p> <p>C2</p> <p>Christianity and</p> <p>C3</p> <p>Judaism - practices and celebrations.</p>	<p>Religious scripture where appropriate for each of the 6 major world religions.</p>	<p>Social/cultural - different religions and how they impact on the people and the country.</p> <p>Spiritual - belief in a supreme being/higher concept.</p> <p>Moral - Is religion right?</p> <p>BV - Law, democracy, tolerance.</p>	<p>Speakers if possible</p> <p>Cultural development of religions and their impact on societies globally.</p>	<p>Charity worker</p> <p>Vocational roles.</p>

3	UC - God	Who is God? How can we respond to God? Is God holy and loving? What is God like? How does the Christian community see the Trinity as important? How does the Christian community express the idea of God?	Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom where appropriate	Religiously literate - understanding of key beliefs and knowledge.  Culturally aware - different interpretations from different groups.	Misconceptions about God - is God male or female?	Links back to KS2 - UC God Diocesan syllabus this is cyclical covering more content at each KS.	Links to Christianity unit at KS5 and Philosophy of Religion - A level a comparison.  Links to KS4 Eduqas GCSE Route A - Component 2: Christianity beliefs and Practices	Bible passages where appropriate.	Social - Individual and group concepts of God. Spiritual - Concept of Trinity and a Higher power.  Cultural - Different Christian views about the Trinity	The Church of Jesus Christ of Latter-day Saints, Jehovah's Witnesses, and United Pentecostal Church International - do not believe in the Trinity - discussion as to why this is.	Charity worker  Minister
4	Islam	Islam in the UK today Key beliefs- Tawhid, Risalah & Akhirah Development of Islam into a world religion Different groups of	Knowledge recall through description. Understanding shown through thorough explanation and discussion.	Religiously literate - understanding of key beliefs and knowledge.  Culturally	Misconceptions: Islam is seen by some as being very different	Links back to KS2 - Islam - faith founders, living a faith, pilgrimages	Links to KS4 Eduqas GCSE Route A - Component 3:	Islamic scripture where appropriate.	Social - how Islam supports society.  Moral - What does Islam teach	Imam if possible.  Importance of Islam across the world -	Vocational roles

		<p>Muslims</p> <p>Leadership in Islam</p> <p>Symbolism in Islam and Islamic artwork</p> <p>Muslim moral code</p> <p>A religion of giving</p> <p>Celebrations in Islam</p>	Use of key quotes and other sources of wisdom where appropriate	aware - different interpretations from different groups.	t and in some cases as extremist. Comparisons can be made to Christianity in each lesson to show the similarities between them.	e Diocesan syllabus. Possibility of it not being covered as there is the option to cover Judaism instead. If not covered at KS2 reading around the content can be set. LAS - KS1 1.3 & 2.1 & 2.2. KS2 - 3.2, 4.1, 5.1, 5.3 & 6.2	Muslim beliefs and Practices		<p>about right and wrong?</p> <p>Spiritual - belief in one God - Allah.</p> <p>Cultural - different groups within Islam.</p> <p>BV - Tolerance, Law, democracy</p>	calligraphy, maths etc.	
5	UC Creation & the Fall	<p>Science or religion - who is right?</p> <p>Can scientists be religious?</p> <p>Is science the only answer?</p> <p>What about humans?</p>	<p>Knowledge recall through description.</p> <p>Understanding shown through thorough explanation and discussion.</p>	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally</p>	<p>Misconceptions about creation and the fall.</p>	<p>Links back to KS2 UC units.</p> <p>2a.1 and 2b.2 Diocesan syllabus is cyclical</p>	<p>Links to Christianity unit at KS5 - A level.</p> <p>Year 12 The problem</p>	<p>Augustine and Irenaeus' problem of evil.</p>	<p>Social - ideas about creation and the fall.</p> <p>Moral - Are these views correct?</p>	<p>Speaker</p> <p>Development of creation theories.</p>	<p>Charity worker</p> <p>Vocational roles</p> <p>Scientist</p>

		<p>How should creation be looked after?</p> <p>Why are people good and bad? If we are all made in the image of God why aren't we perfect? How is the Fall represented? How can we represent the Fall? Whose fault was the Fall?</p>	Use of key quotes and other sources of wisdom where appropriate	<p>aware - different interpretations from different groups of Christians.</p> <p>Philosophically curious - can God have created the world? Is the Fall a metaphor?</p>		covering more content at each KS.	of evil.  Links to KS4 Eduqas GCSE Route A - Component 1: Philosophical and ethical issues - C1 Issues of Life and Death.		<p>Spiritual - Concept of Supreme being wielding great power - creator, judge etc.</p> <p>BV - Law, democracy, tolerance.</p>	Development of the theory of The Fall.	Researcher
6	How has Christianity changed? followed by Spirited Arts	<p>How Christianity changed A worldwide religion The ecumenical movement Leaders of the church Public and private worship Expressions of Faith</p> <p>Spirited Arts competition NATRE</p>	<p>Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom where appropriate</p>	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally aware - different interpretations from different groups of Christians.</p> <p>Philosophically curious - how and why has</p>	Misconception about Christianity	Links back to KS2 UC units.	<p>Links to Christianity unit at KS5 - A level</p> <p>Links to KS4 Eduqas GCSE Route A - Component 1: Philosophical and ethical issues.</p>	Bible passages where appropriate.	<p>Social - impact of Christianity world wide</p> <p>Moral - Is one Christian group more correct than another?</p> <p>Spiritual - Interpretation of Spirited Arts Themes.</p> <p>Cultural - different</p>	<p>Background of different Christian groups.</p>	<p>Charity worker</p> <p>Vocational roles</p> <p>Artist</p> <p>Poet</p> <p>Photographer</p> <p>Dancer</p> <p>Musician</p> <p>Actor</p> <p>Sculptor</p>

				Christainity changed?					Christianity groups and their location - does this influence their beliefs.		
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