

# RELIGIOUS EDUCATION Year 7 Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Units of Work</b>	Dharmic Faith – Hinduism <i>What is the nature of God in Hinduism?</i>	Judaism <i>Should we always keep a promise?</i>	Christianity <i>Who was Jesus?</i>		Spirited Arts <i>How can we overcome the dictions that affect us?</i>	
<b>Ethos Links</b>	Character – respect, responsibility and kindness, links to Hindu communities in MK and geographical links to the Indus Valley River in India.	Character – respect, responsibility and kindness. Links to Jewish communities in MK.	Character – respect, responsibility and kindness. Links to Christian communities in MK and local places of worship – Christ the cornerstone Church		Character – Respect, responsibility and kindness Experience and opportunities of entering national competition - NATRE (Art and design)	
<b>Learning End Points</b>	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> <li>➢ The origins of Hinduism and the importance of the river Ganges in Hinduism.</li> <li>➢ Hindus understanding of God- key beliefs and teachings, including the Brahman and the Trimurti, the story of Rama and Sita, and why images and symbols are used in Hinduism.</li> <li>➢ Hindus beliefs about the afterlife- Karma, Reincarnation and how to achieve Moksha.</li> <li>➢ Understand what the Mandir is and how ideas are expressed in the Mandir, including symbolism and its importance.</li> <li>➢ What festivals are there in Hinduism and why they celebrate them.</li> <li>➢ The religious landscape of Milton Keynes, with a focus on religious</li> </ul>	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> <li>➢ The concepts of promise and covenant, and what could happen to a relationship if they are broken.</li> <li>➢ G-d's covenant with: Adam &amp; Eve, Noah, Abraham and Moses.</li> <li>➢ Each of these covenants will then be explored in relation to a Jewish belief or practice, e.g monotheism, beliefs about the nature of G-d, Shabbat, food laws, etc.</li> </ul>	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> <li>➢ Different ways that Jesus is viewed based upon interpretation of scripture.</li> <li>➢ Moving beyond KS1/2 learning about Jesus and focusing upon analysing alternative interpretations of texts.</li> </ul> <p style="text-align: right;">Key themes: Trinity, miracles, breaking of Jewish laws and other religious perspective of Jesus.</p>	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> <li>➢ The symbols of the six major world religions and understand what each of them represents and to reflect on individual identity and symbolism.</li> <li>➢ The different images of Jesus. Why different cultures use different images and to explore why stained glass windows were used in churches in medieval times.</li> <li>➢ How some Muslims might choose to represent Allah and the reasons for their depictions.</li> <li>➢ The importance of impermanence in Buddhism and what a mandala represents.</li> <li>➢ NATRE - Art in Heaven school competition and national entry.</li> </ul>		
	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>➢ Develop supported explanations in</li> </ul>	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> <li>➢ Focus upon scriptural literacy, and how to read scripture.</li> </ul>	<p>By the end of this unit students will be able to:</p>	<p>By the end of this unit students will be able to:</p>		

	<p>response to questions. Building upon literacy skills, use of PEEL paragraphs, and using both points of view.</p> <ul style="list-style-type: none"> <li>➤ Use key terms and refer to evidence/ examples, as well as specific religious ideas/ practices/ scripture in their work, to support reasoning.</li> <li>➤ Develop their ability to reflect on key ideas/ practices and offer their own insights and perspectives.</li> <li>➤ Consider various viewpoints and perspectives in response to questions and begin to develop their own judgements in response to questions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use vocabulary and provide evidence for their explanations.</li> <li>➤ Analysis of scripture and how this relates to Jewish belief/ practice today.</li> <li>➤ Considering scriptural interpretation and different Jewish perspectives to draw our own conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practise drawing conclusions and using evidence to support both sides of the argument.</li> <li>➤ Focus on reading scripture and asking questions as to what the scripture is revealing about Jesus.</li> <li>➤ Evaluating different perspectives and scriptural interpretations to draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the use of symbolism in major world religions.</li> <li>➤ Developed explanations in response to different cultural representations of Jesus and answer questions using literacy skills of PEEL.</li> <li>➤ Analysis of Quranic scripture and explain Muslims views on picturing God.</li> <li>➤ Develop supported explanations to questions on impermanence.</li> <li>➤ Develop the ability to reflect on key ideas/ religious practices and offer their own spirited arts perspective.</li> </ul>
<b>Key Vocabulary</b>	Temple Mandir River Ganges Vedas Aum symbol Dharma Moksha Atman Brahman Trimurti Deities Karma Reincarnation Puja	Covenant G-d Tanakh Synagogue Adam and eve Noah Abraham Moses Omnipotent Omniscent Omnipresent Shabbat Mitzvot Terefah Kosher	Jesus Interpretation Trinity Incarnation Miracle Pharisees Prophet Messiah	Symbol Jesus Muhammad Allah Representation Mandala Impermanence Art Inspiration