

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
Units of Work	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>
Ethos Links	Character – respect, responsibility and kindness, links to Hundi 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)
Learning End Points	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ The origins of Hinduism and the importance of the river Ganges in Hinduism. ➤ 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. ➤ Hindus beliefs about the afterlife- Karma, Reincarnation and how to achieve Moksha. ➤ Understand what the Mandir is and how ideas are expressed in the Mandir, including symbolism and its importance. ➤ What festivals are there in Hinduism and why they celebrate them. ➤ The religious landscape of Milton Keynes, with a focus on religious 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ The concepts of promise and covenant, and what could happen to a relationship if they are broken. ➤ G-d's covenant with: Adam & Eve, Noah, Abraham and Moses. ➤ 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. 		<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ Different ways that Jesus is viewed based upon interpretation of scripture. ➤ Moving beyond KS1/2 learning about Jesus and focusing upon analysing alternative interpretations of texts. <p>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"> ➤ The symbols of the six major world religions and understand what each of them represents and to reflect on individual identity and symbolism. ➤ 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. ➤ How some Muslims might choose to represent Allah and the reasons for their depictions. ➤ The importance of impermanence in Buddhism and what a mandala represents. <p>➤ NATRE - Art in Heaven school competition and national entry.</p>
	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> ➤ Develop supported explanations in 	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> ➤ Focus upon scriptural literacy, and how to read scripture. 		<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"> ➤ Use key terms and refer to evidence/ examples, as well as specific religious ideas/ practices/ scripture in their work, to support reasoning. ➤ Develop their ability to reflect on key ideas/ practices and offer their own insights and perspectives. ➤ Consider various viewpoints and perspectives in response to questions and begin to develop their own judgements in response to questions. 	<ul style="list-style-type: none"> ➤ Use vocabulary and provide evidence for their explanations. ➤ Analysis of scripture and how this relates to Jewish belief/ practice today. ➤ Considering scriptural interpretation and different Jewish perspectives to draw our own conclusions. 	<ul style="list-style-type: none"> ➤ Practise drawing conclusions and using evidence to support both sides of the argument. ➤ Focus on reading scripture and asking questions as to what the scripture is revealing about Jesus. ➤ Evaluating different perspectives and scriptural interpretations to draw conclusions. 	<ul style="list-style-type: none"> ➤ Identify the use of symbolism in major world religions. ➤ Developed explanations in response to different cultural representations of Jesus and answer questions using literacy skills of PEEL. ➤ Analysis of Quranic scripture and explain Muslims views on picturing God. ➤ Develop supported explanations to questions on impermanence. ➤ Develop the ability to reflect on key ideas/ religious practices and offer their own spirited arts perspective.
<p>Key Vocabulary</p>	<p>Temple Mandir River Ganges Vedas Aum symbol Dharma Moksha Atman Brahman Trimurti Deities Karma Reincarnation Puja</p>	<p>Covenant G-d Tanakh Synagogue Adam and eve Noah Abraham Moses Omnipotent Omniscent Omnipresent Shabbat Mitzvot Terefah Kosher</p>	<p>Jesus Interpretation Trinity Incarnation Miracle Pharisees Prophet Messiah</p>	<p>Symbol Jesus Muhammad Allah Representation Mandala Impermanence Art Inspiration</p>