



Year Group: 7

This is the plan for the taught curriculum during achievement period: 2 (February - July)

<b>Brief summary of the topic/work being covered during this period</b>
<b>The curriculum for the achievement one period is split into three topics which are taught each half-term.</b> <ol style="list-style-type: none"><li>1. From Desert to Garden</li><li>2. To the Ends of the Earth</li><li>3. Dialogue and Encounter</li></ol>
<b>Prior knowledge needed for this unit/topic from previous teaching</b>
This is the second half of the new RED. These themes are the same themes that students will have studied in Primary School. Students will have studied the mystery of God and how humans come to know God: revelation. Students will have looked at the way humans can come to know God by applying their natural reason in contemplating Creation and the nature of the human person. Students have also studied how the Church reads passages in the Bible and the importance of the authors. <i>(To Know You more clearly – The Religious Education Directory)</i>
<b>Rationale for students studying this unit/topic</b>
<b>Rationale for studying this topic</b> <p>Students will come to understand the sacraments as the extension of the incarnation through time. Students have previously learned about the Trinity and so in Unit 1 students look at the Mass and sacraments in more detail. Unit 1 focuses on the saving offering of Jesus made present in the Sacrifice of the Mass. Students will then make connections between scripture and the Mass. In unit 2 students look at the completion of God's revelation through the giving of the Holy Spirit in the Church. Students will reflect on the role of the Holy Spirit in the life of the Church and in the life of individuals. In unit 3 students will have explored various Church Councils and reflected on how they responded to challenges. Students will also have studied Islam and other Christian denominations. <i>(To Know You more clearly – The Religious Education Directory)</i></p>
<b>Rationale for timing of this topic</b> <p>Deserts to Garden focuses on the continued presence of Christ with the Church through the sacraments and the transformative effect of these sacraments on the lives of the faithful. The main emphasis for this unit is the Sacrament of the Eucharist, the 'source and summit' of the Christian life. In unit 2, students will consider the final piece of God's revelation through the sending of the Holy Spirit and the presence of this Spirit with the Church. Unit 3 contains two elements which are learning more about Christianity and encountering different religious and non-religious worldviews. This unit brings all the previous learning together for students to discern and respond to what it means to be a good neighbour, how Christians can put beliefs and teachings into action and how people share their spiritual riches with one another. <i>(To Know You more clearly – The Religious Education Directory)</i></p>
<b>Key concepts/ideas that are taught to students in this unit/topic, including any anticipated gaps in knowledge and plan to overcome these</b>
<b>Substantive Knowledge</b> <b>Desert to Garden</b> <ul style="list-style-type: none"><li>• What is a sacrament and what are the seven sacraments?</li><li>• What makes the Sacrament of the Eucharist a Sacrament of Initiation?</li><li>• In what ways is Jesus present in the celebration of the Eucharist?</li><li>• Why is the Mass called a sacrifice?</li><li>• What connections are there between the Passover and the Last Supper?</li><li>• What did St Justyn Martyr say about the Mass in his letter?</li><li>• What are the essential signs and effects of the sacrament?</li><li>• What are the various titles of the Eucharist and what do they mean?</li><li>• What are the views of the Eucharist in other Christian denominations?</li><li>• What can art teach us about the Eucharist?</li><li>• How can we respond to world hunger?</li></ul>
<b>To the Ends of the Earth</b>

- Who was St Luke, what are the themes in his Gospel and why did he write the Gospel?
- What is the Holy Spirit?
- What does the account of Pentecost in St Luke's Gospel show us?
- How is the Church the Body of Christ?
- What is the Sacrament of Confirmation?
- What are the gifts received from the Holy Spirit at Confirmation? How does this link to Pentecost?

#### **Dialogue and Encounter**

- How groups have broken away from the Church – Council of Nicaea, Council of Chalcedon and the Council of Trent.
- Ecumenical councils and the importance of dialogue.
- Why are there difference Christian denominations?
- Study of Islam and the importance of dialogue across different faiths.

#### **Disciplinary Knowledge**

By the end of each unit, students will be able to think critically and creatively about what they have studied.

To respond by reflecting and considering different views. To make connections between sources and beliefs and the way these find expression in the world.

*(To Know You more clearly – The Religious Education Directory)*

#### **New key terminology students will be taught during this topic/unit**

##### **Desert to Garden**

**Tier 3 Vocabulary** - Paschal Mystery, Sacrament, Passover, Eucharist, Sacrifice of the Mass, Transubstantiation, Holy Communion, Lord's Supper, Blessed Sacrament

##### **To the Ends of the Earth**

**Tier 3 Vocabulary** - Holy Spirit, Pentecost, Ruah, People of God, Body of Christ, Temple of the Holy Spirit, Confirmation, Fruits of the Spirit.

##### **Dialogue and Encounter**

**Tier 3 Vocabulary** - Ecumenical Council, Schism, Dogma, Christian Unity, Ecumenism

**Tier 2 Vocabulary** - Reform

#### **Plan for Assessment**

- Informal assessment is ongoing through homework, classwork, contributions to class discussion/group work.
- Unit 2 has a mid-unit review to check learning. All students will complete set tasks to check their understanding of key terms, concepts and teachings. Students will be able to use their notes to complete this review.
- Formal assessment at the end of Units 1 and 3. This assessment will be set by the HoD / DHODs. The assessment will check understanding of key vocabulary, knowledge of topics and the final section will be an extended writing activity. A mark scheme for marking assessments is provided. No notes will be used for this formal assessment.
- Success criteria will be shared with the students.
- Teachers are to record centrally a mark for each section of the assessment. An overall result and a % will be recorded on a departmental spreadsheet. Teachers may choose to record the marks in their planner. Feedback on the assessment should indicate strengths and 1 – 2 areas to develop in line with the RED.
- Standardisation of marking will take place to ensure consistency across all classes.
- Report will be written on the data received from the assessments and focus will be given to sub-groups.
- A lesson is set aside to review the assessment and for target setting. Each skill will have at WWW and EBI. Students will be asked to re-do any corrections or larger pieces of work to show they understand the feedback and can act upon it. Students will then set themselves targets as well as making a note of the targets set by the teacher. All of this will be recorded on the target setting sheets which can be found in students' books.