



Year Group: 7

This is the plan for the taught curriculum during achievement period: 1 (September to February half-term)

<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><b>1. Creation and Covenant</b></li><li><b>2. Prophecy and Promise</b></li><li><b>3. From Galilee to Jerusalem</b></li></ol>
<b>Prior knowledge needed for this unit/topic from previous teaching</b>
These topics are from the new RED which has been devised for all Year Groups from primary up to Year 9. We are following the programme which will build upon what students have been taught in Primary School. However, there are a variety of experiences depending on whether students attended a Catholic Primary feeder and therefore the curriculum for this academic period will be taught in an inclusive way and not make too many assumptions of prior knowledge and understanding.
<b>Rationale for students studying this unit/topic</b>
<b>Rationale for studying this topic</b> <p>The first two units focus on the mystery of God and how humans come to know God: revelation. Students will gain an understanding that the Church teaches there are two kinds of revelation. The first unit looks at the way humans can come to know God by applying their natural reason in contemplating Creation and the nature of the human person. As part of the first unit, students will study how the Church reads passages in the Bible and the importance of the authors. Unit two focuses on divine revelation looking at sacred tradition and Sacred Scripture. The task of interpreting the Word of God authentically is entrusted to the Magisterium. The final unit focuses on the Church's profession that Jesus is the full and final revelation of God.</p> <p><i>(To Know You more clearly – The Religious Education Directory)</i></p>
<b>Rationale for timing of this topic</b> <p>The focus of the whole year is God's revelation and the way in which this has gradually unfolded through salvation history. In the first unit a distinction is made between general and special revelation, recognising Creation and the existence of human beings as one way in which all human beings can come to know God using their own natural reason. In the second unit, we look at special revelation introducing students to the significance of Sacred Scripture for Catholics. The third unit focuses on Jesus Christ, the incarnation, and the Christian claim that in Christ is the fullness of God's revelation. In this context, the doctrine of the Trinity is explored further.</p> <p><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>Creation and Covenant</b> <ul style="list-style-type: none"><li>• What is revelation and how does God reveal himself?</li><li>• How does reveal himself as Creator?</li><li>• How can Genesis creation stories be interpreted?</li><li>• What is the difference between the literal and 'literalist' sense of scripture?</li><li>• What do Catholics believe about Scientism and Creationism?</li><li>• Understanding of Laudato Si and Catholic Social Teachings</li><li>• The power of prayer and the Season of Creation</li><li>• To understand the work of Sister Dorothy Stang and how her example could be followed.</li></ul> <b>Prophecy and Promise</b> <ul style="list-style-type: none"><li>• To understand the relationship between scripture, tradition and the magisterium.</li><li>• Recognise that books in the Old Testament also make up the Hebrew scriptures (Tenakh)</li><li>• Understanding that the Bible is a collection of books and was written by many authors.</li><li>• To recognise that there are many English translations of the Bible.</li><li>• Protestant and Catholic beliefs about the Bible.</li><li>• How is Scripture used in the Rosary?</li></ul>

- How is Scripture used in Mass?
- To recognise and understand other holy books such as The Qur'an, Guru Granth Sahib.

#### **From Galilee to Jerusalem**

- What is the Incarnation?
- Titles of Jesus used in St Mark's Gospel
- The Nicene Creed and its opposition to the Arian Heresy
- To recognise the Trinity and how prayer is Trinitarian
- What can be learned from Rublev's Trinity?
- To recognise Missionaries of Charity and how sources and beliefs are lived out

#### **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**

##### **Creation and Covenant**

**Tier 3 Vocabulary** - God, Revelation, Literal sense, Literary form, Creation, Creationism, Scientism

**Tier 2 Vocabulary** - Prayer, Stewardship

##### **Prophecy and Promise**

**Tier 3 Vocabulary** - Dei Verbum, Scripture, Tradition, Magisterium, Revelation, Old Testament, Inspired, New Testament, Hebrew, Aramaic, Greek, Tenakh, Liturgy of the Word, Canon

##### **From Galilee to Jerusalem**

**Tier 3 Vocabulary** - Incarnation, Trinity, Son of Man, Son of God, Christ, Lord, Heresy, Arianism, Lex Orandi, Lex Credendi,

**Tier 2 Vocabulary** - Service.

#### **Plan for Assessment**

- Informal assessment is ongoing through homework, classwork, contributions to class discussion/group work.
- Unit 1 and 3 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 Unit 2. 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.