

## Year 7 Curriculum Overview [2023-2024]

### Subject RE

Autumn Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components  [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
<b>HT1: CREATION &amp; COVENANT</b>	What do Catholics believe about God?	<p><b><u>MYSTERY OF GOD</u></b> Recognising that when human beings speak about God that ‘words always fall short of the mystery of God’ (CCC 42), explain what is meant by speaking of God as the Creator and origin of all being (Acts 17:28).</p> <p><b><u>REVELATION</u></b> Define what the Catholic Church means by ‘revelation’ and describe different ways human beings can come to know God: through the natural light of human reason and through divine revelation (see CCC 31-50).</p> <p><b><u>PRAYER</u></b> Describe what the Church means by ‘prayer’ and explain why prayer is a feature of many different religions.</p> <p><b><u>CREATION ACCOUNTS IN GENESIS</u></b></p> <ul style="list-style-type: none"> <li>Explain the difference between the literal and ‘literalist’ sense of scripture (see The Interpretation of the Bible in the Church, p. 82), by describing the literary form and the two different authorial voices in the first two chapters of Genesis. (RVE)</li> <li>Offer an interpretation of a relevant work of art eg, Creation frontispiece for St John’s Bible by Donald Jackson &amp; The Story of creation by Sieger Koder, making links with Catholic sources and beliefs about Creation. Compare and contrast it with another relevant artwork.</li> <li>Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about Creation.</li> </ul>	<p>Each lesson – Do Now Task</p> <p>Week 3 – Brain Dump</p> <p>Week 7 – End of term retrieval grid</p>	<p>Reciprocal reading</p> <p>Key words</p>	<p>World views – different lenses</p> <p>Discussion</p> <p>Reading &amp; writing</p>	<p>Baseline assessment</p> <p>Key word test</p> <p>Progress check</p>

- Consider how their response to the artworks studied might inspire them to think or act differently towards Creation.

#### **RELIGION & SCIENCE**

- Explain why Catholic teaching rejects both scientism and fundamentalist interpretations of Genesis ('creationism') in its teaching about the beginnings of the universe and the origin of human beings. (RVE)
- Consider the view that the Genesis accounts of Creation are incompatible with scientific explanations for the origins of human beings and the universe and construct a Catholic response to this. (RVE)

#### **STEWARDSHIP**

- Making relevant connections with Genesis 1:1-2:25 and selected extracts from Laudato Si', explain the demands of stewardship with reference to the four core principles of Catholic Social Teaching: dignity of the human person, common good, subsidiarity, and solidarity (DC 84). (RVE).
- Reflect on their own response to the Catholic belief that the world is made by God and that human beings have a responsibility for it. (RVE)

#### **CATHOLIC SOCIAL TEACHING**

- Investigate the CAFOD LiveSimply Award, assessing the extent to which it represents a good example of a response to Catholic beliefs about stewardship and human dignity.
- Consider how they could show solidarity with all creatures and respond to the call to care for our common home. (RVE)

#### **ENVIROMENTAL ETHICS**

Consider the view that pollution is a necessary consequence of economic development and construct a Catholic response to this view, with reference to Laudato Si' and other relevant teaching. (RVE)

#### **SR.DOROTHY STANG**

<p><b>HT2: Prophecy and Promise</b></p>	<p>What is meant by Special Revelation?</p> <p>What the Bible is?</p> <p>How the Bible came to be in the form we now have it.</p> <p>What is the Nature and Role of Sacred Scripture and the relationship between sacred Scripture and tradition?</p>	<ul style="list-style-type: none"> <li>Investigate the life and work of Sr Dorothy Stang, assessing the extent to which they were a faithful response to Catholic beliefs about stewardship and human dignity.</li> <li>Reflect on the life of Sr Dorothy Stang and consider how they might be inspired by her life and example.</li> </ul> <p>U7.2.1. Describe the relationship between scripture, tradition and the magisterium, with reference to Dei Verbum 9. D7.2.1. Consider the view that the Bible is merely a human creation, and construct a Catholic response to this view, with reference to Dei Verbum 9. (RVE) R7.2.1. Experience using Scripture in prayer and Liturgy.</p> <p>U7.2.2. Show an understanding of the structure of the Bible by being able to accurately find a passage using a Bible reference, recognising that the books of the Bible are written by different human authors and identifying different literary forms within it (e.g., law, prophecy, Gospel, letters). U7.2.4. Explain what is meant by the canon of scripture, identifying the names and order of the books within it.</p> <p>U7.2.3. Identify the original languages of the Bible, recognising that the Bible is read in translation, that there are many different English translations, and understand the difference a translation can make to how a passage is understood. (RVE Bible in Welsh)</p> <p>U7.2.6. Explain what it means to say that scripture is inspired and without error (see 2 Tim 3:16-17 &amp; Dei Verbum 11), describing the relationship between God’s authorship of Scripture and its human authors.</p> <p>D7.2.2. Assess the extent to which different artistic presentations of Sacred Scripture (such as the Book of Kells, The Lindisfarne Gospels, The Garima Gospels) is an expression both of the Church’s teaching about Sacred Scripture and of a particular Christian community’s culture.</p>	<p>Bible and the Genesis accounts (HT1)</p>	<ul style="list-style-type: none"> <li>Key concepts</li> <li>Understanding nonliteral concepts – inference</li> <li>Scientific Language</li> <li>Extended answers to questioning, debate</li> <li>Read and evaluate key text and biblical passages</li> </ul> <p>Extended writing opportunities</p>	<p>Negotiation and persuasion skills Listening skills</p>	<p>RE skill – In class Evaluation question</p>
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	<p>How the importance of Bible can be seen in the way the Bible is presented.</p> <p>Why the Bible is considered so important by many people</p> <p>How the Bible can have a profound impact on people's lives</p> <p>The role of the Bible in Christian Prayer, especially in Mass</p>	<p>R7.2.2. Create an artistic expression of Scripture that reflects its personal meaning for them.</p> <p>D7.2.3. Consider the view that the words of the text are enough and require no illustrations and construct a Catholic response to this.</p> <p>R7.2.3. Consider how their response to the artistic expression of scripture might inspire them to think or act differently towards Scripture.</p> <p>U7.2.5. Describe the difference between the Old and New Testament and recognise the value the Church places on the Old Testament as an indispensable part of revelation, recognising that many books in the Old Testament also make up the Hebrew scriptures (the Tanakh) of the Jewish people, who arrange and interpret them differently. (RVE)</p> <p>D7.2.4. Investigate the ways in which the Bible is part of the life of families in their school or local area and assess the extent to which this makes a difference to the members of the family.</p> <p>D7.2.5. Investigate the ways sacred texts are revered in different religious traditions, and the extent to which this has an impact on how members of those communities live and work in the world. (RVE)</p> <p>R7.2.4. Reflect on the presence and importance of the Bible, or other sacred texts, in their life or in the life of their families.</p> <p>U7.2.7. Describe one of the ways in which Scripture is used in prayer and explain its importance throughout the celebration of Mass, and particularly in the Liturgy of the Word.</p>				
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**Subject**

Spring Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components  [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
<b>HT3: Galilee to Jerusalem</b>	<p>What are the 'basics' about Jesus?</p> <p>What is the Incarnation?</p> <p>What is meant by Jesus is the 'Son of God'?</p> <p>Why did Catholic reject Arius's ideas about Jesus?</p> <p>What is meant by 'Christ',</p>	<p>U7.3.1. Describe Catholic beliefs about Jesus</p> <p>U7.3.1. Describe Catholic beliefs about Jesus and the incarnation, explaining the Church teaching about why 'the Word became flesh', making links with Articles 2-4 of the Nicene Creed.</p> <p>U7.3.5. Describe what the Church understands by the doctrine of the Trinity: one God in three Divine Persons, explaining the connection between the doctrines of the Trinity and the incarnation.</p> <p>Describe the meaning of the phrase 'lex orandi, lex credendi' and give examples to show that Christian prayer is always Trinitarian in character.</p> <p>U7.3.2. Explain what is meant by describing Jesus as 'true God and true man' and why the Church rejected Arius's account of the Son's relationship to the Father.</p> <p>U7.3.4. Describe passages from scripture where each of the following titles of Jesus are used: Son of Man, Son of God, Son of David/Christ, and Lord and explain what the use of each title</p>	<p>Do now</p> <p>End of term retrieval</p> <p>Brain Dump</p>	<p>Keywords</p> <p>Tier 3 Vocabulary</p> <p>Extended writing tasks</p> <p>Reading and interpreting Bible passages</p>	<p>Formative Assessment – DO NOW Tasks</p> <p>Low Stakes Quizzes</p> <p>End of Unit extended writing - D7.3.1. Consider the claim that it is impossible to be fully human and be without sin and construct a Catholic response to this view, with reference to Gaudium et Spes 22, paragraph 2.</p>	

<p><b>HT4: Desert to Garden</b></p>	<p>'Messiah' and 'Son of Man'?</p> <p>What is meant by the term 'Lord'?</p> <p>What is meant by 'Son of Man'?</p> <p>How is Jesus a model of Holiness?</p> <p>TBC</p>	<p>reveals about Jesus, making relevant connections between these titles when applied to Jesus and their use in the Old Testament.</p> <p>Explain why the Church describes Jesus as Christ (see CCC 436-440, YC 73), Lord (see CCC 446- 451, YC 75), and Only Begotten Son of God (see CCC 441-45, YC 74).</p> <p>U7.3.4. Describe passages from scripture where each of the following titles of Jesus are used: Son of Man, Son of God, Son of David/Christ, and Lord and explain what the use of each title reveals about Jesus, making relevant connections between these titles when applied to Jesus and their use in the Old Testament.</p> <p>U7.3.7. Explain why the Church teaches that Jesus is the model of perfect human living, making links with the Catholic Social Teaching principle of the dignity of the human person. (RVE)</p> <p>D7.3.5. Investigate the work of Elizabeth Prout and assess the extent to which her life was modelled on Jesus' example of humble service</p> <p>D7.3.2. Consider the view that Jesus was merely a nice man, and construct a Catholic response to this, with reference to the passages studied.</p> <p>TBC</p>				
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**Year 7 Curriculum Overview [2023-2024]**  
**Subject**

Summer Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
<b>HT5: To the Ends of the Earth</b>	<p>Holy Spirit in the Gospel of Luke and Acts</p> <p>Nicene Creed 8/9</p>	<p>Texts that show the significance of the Holy Spirit at key moments in Luke-Acts:</p> <p>at Jesus, conception (Lk 1:34-38);</p> <p>at his baptism (3:21-22);</p> <p>at the beginning of his ministry (4:18-19);</p> <p>at his resurrection and ascension (24:49-53); Pentecost (Acts 2:1-12);</p> <p>the beginning of the mission to the Gentiles (Acts 10:44-48)</p> <p>The Nicene Creed: Articles 8 and 9 The Holy Spirit is God, the third person of the Holy Trinity who 'with the Father and the Son is adored and glorified'</p> <p>The Church teaches:</p>				

	<p>Holy Spirit in the Old Testament</p> <p>Pentecost</p> <p>Symbols of the Spirit</p>	<p>The Holy Spirit is the 'Lord, the giver of life', the breath (ruah) of God, who was 'at work with the Father and the Son from the beginning' (see CCC 686), hovering over the waters of Creation.</p> <p>The Holy spirit 'has spoken through the prophets' inspires the authors of Sacred Scripture, both the Old and New Testaments (see CCC 105).</p> <p>What happened on the day of Pentecost (Acts 2:1-12)</p> <p>Its effect on the first disciples</p> <p>Why it is considered the birth of the Church</p> <p>The meaning of the symbols of the Spirit:</p> <p>Water, Anointing, Fire, Cloud and Light, The Seal, The hand, The Finger, The Dove (see CCC 694-701)</p> <p>The gifts of the Holy Spirit in outlined in Old Testament (Isaiah 11:2-3) to be given to David's descendant, Emmanuel, Jesus.</p> <p>Wisdom, Understanding, Right Judgement, Courage, Knowledge, Reverence and Awe</p> <p>There effects on baptised and Confirmed Christians</p>				<p><b>Formative Assessment:</b></p> <p>How was the Holy Spirit at work in Jesus' conception, Jesus' baptism and on the day of Pentecost?</p> <p><b>MCQ1</b></p>
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	<p>The Gifts the Spirit</p> <p>Sacrament of confirmation</p> <p>Three different understandings of 'Church'</p> <p>Pentecost and the Holy Spirit in Art (LIVE LESSON)</p> <p>Fruits v Flesh – The Holy Spirit in philosophy &amp; ethics/culture (LIVE LESSON)</p>	<p>The origins, rite, meaning, and effect of the Sacrament of Confirmation</p> <p>Church as:</p> <p>People of God</p> <p>Body of Christ</p> <p>Temple of the Holy Spirit</p> <p>'The mission of Christ and the Holy Spirit is brought to completion in the Church' (see CCC 737). The Church is the Sacrament of communion with the Holy Trinity (CCC 738) and is the People of God (see CCC 781-786), The Church is the Body of Christ (see CCC 787-796), The Church is the Temple of the Holy Spirit (see CCC 797-799).</p> <p>Artistic representations of the symbols of the Holy Spirit</p> <p>Ethical issues arising from:</p> <p>The fruits of the Holy Spirit (CCC 1832, Gal 5:22-23) versus</p> <p>The works of the flesh (Gal 5)</p>				<p><b>MCQ2</b></p> <p><b>Summative Assessment:</b></p> <p>How was the Holy Spirit at work on the day of Pentecost? How is the Holy Spirit at work in the sacrament of Confirmation? How is the Holy Spirit at work in our world?</p>
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<b>HT6: Dialogue &amp; Encounter (Buddhism)</b>	<b>The life of the Buddha</b>	<p>The early life of the Buddha known as Siddhartha Gautama who was an Indian prince. When he was born and his life before the time of Jesus What was prophesied at his birth How his father treated him in his younger life and his pathway to leaving the palace.</p>		<b>Tier 2</b>		<b>Formative:</b>
	<b>The four things that Siddhartha saw</b>	<p>He saw an old man. He had never seen an old person before. He saw a sick man. He had never seen anyone unwell before. He saw a dead body and relatives weeping around it. He had never heard of anyone dying. He saw a holy man. He had never seen a holy man before. He spoke to the man who told him that he had left his home, his friends and his family and was wandering from place to place trying to find the meaning of life.</p>		Meditation Suffering Dissatisfaction Self-Denial Temple Prince Symbol The Buddha Contentment Truth Lotus Attachment Mindfulness		MCQ Test 1  Short piece of extended writing on the life of the Buddha.  MCQ Test 2
	<b>Enlightenment and Meditation</b>	<p>Buddhist believe that there is a cycle of birth, life and death and rebirth. This goes on and on. They believe that unless someone gains Enlightenment, when they die they will be reborn. If a person can gain Enlightenment, they can break out of this cycle. Breaking out of the cycle is called Nirvana (sometimes called Nibbana). It is the end of everything that is not perfect. It is perfect peace, free of suffering.</p> <p>Meditation: Buddhists try to reach Nirvana by following the Buddha's teaching and by meditating. Meditation means training the mind to empty it all of thoughts. when this happens what is important comes clear.</p>				<b>Summative:</b> Keyword questions, 2 questions regarding Buddhism and its importance and one extended piece on evaluating the importance of the 4 noble truths and the 8-fold path in Buddhism.
	<b>The four noble truths</b>	<p>Dukkha: Suffering exists: Samudaya: There is a cause for suffering. Nirodha: There is an end to suffering. Magga: In order to end suffering, you must follow the Eightfold The Buddha taught his disciples to live life in 'the middle way'. This means that they do not live a life of luxury but they also should not live a life of poverty.</p>				
	<b>Where and How Buddhists Worship</b>	<p>Where: Buddhist worship at home or at a temple. Worshippers may sit on the floor barefoot facing an image of Buddha and chanting. It</p>				<b>Tier 3</b> Siddhartha Gautama Nirvana Renunciation The middle way Reincarnation Enlightenment Eightfold path

	<p><b>The Eightfold Path</b></p>	<p>is very important that their feet face away from the image of Buddha. They listen to monks chanting from religious texts and take part in prayers.</p> <p>Home: Buddhists will often have a shrine. There will be a statue of Buddha, candles, and an incense burner.</p> <p>Temple: Buddhist temples come in many shapes. Perhaps the best known are the pagodas of China and Japan. Another typical Buddhist building is the Stupa (upside down bowl shape). All Buddhist temples contain an image or a statue of Buddha.</p> <p>How: Buddhist worship is called puja. People chant to show their love for the Buddha. They make offerings of flowers, candles, incense and pure water at a shrine. People thank Buddha for his teachings. When Buddhist worship alone they usually meditate and read from the Buddhist holy books.</p> <p>The Buddha also believed in reincarnation. He taught his followers that nothing in life is permanent and that change is always going to happen. By not becoming permanently attached to things the Buddha believed that you could avoid further pain and suffering.</p> <p>The Eightfold Path consists of eight areas of life that people focus on towards the path of Buddhism. They can be worked on in any order and some are more difficult to achieve than others depending on the situation or the person. It is designed to relieve suffering. Buddhism works on promoting learning and self-discovery rather than 'blind faith'.</p> <p>Right Understanding Right Intent Right Speech Right Action Right Livelihood Right Effort Right Mindfulness Right Concentration</p>				
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	<b>Symbols in Buddhism</b>	<p><b>The eight spoke wheel</b> of life which symbolizes the cycle of life, death and rebirth. The eight spokes remind people that the Buddha taught about eight ways of life.</p> <p><b>The lotus flower</b> symbolizes purity and divine birth. The lotus flower grows in mud at the bottom of a pool, but rises above the surface to become a beautiful flower. Buddhist say this is how people should rise above everything which is dukkha. A flower may be very beautiful and have a wonderful scent, but it soon withers and dies. This shows that nothing in life is perfect.</p>				
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