

# Subject

## Year 7 Scheme of work

### Topic(s):

- Introduction to the origins of religion of Religion looking specifically at animism
- Development of Religion through world religions starting with the Indian tradition (s) and moving to other world religions
- Philosophy of Religion with emphasis on the theory of knowledg

### Key Concepts:

- Beliefs, teachings and sources
- Practices and ways of life
- Expressing meaning
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- Identity, diversity and belonging
- Meaning, purpose and truth
- Values and commitments
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### Main learning strategies:

- A range of strategies are used including group and paired work, although many tasks are undertaken independently to support skills
- Pupils are encouraged to not only to learn about religions/beliefs but to enquire into the nature and its role in the lives of believers.

### Home Learning:

Home learning varies from topic to topic. It usually involves some or all of the following activities/skills:

- Analysis
- Evaluation
- Investigation
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- Analysis
- Evaluation
- Reflection
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### Extension and enrichment:

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### Assessment Methods:

- Initial assessment  
Undertaken at the start of a unit in order to establish a baseline.
- Integral and on-going  
By means of differentiated questions and conversations
- Peer Assessment  
Pupils assess themselves or others according to set criteria
- Summative tests  
Formal assessment usually at or towards the end of a unit.

## Year 7 Assessment Outcomes

	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9
ENQUIRE	I can tell the difference <b>fact</b> and <b>belief</b> .	I can <i>describe</i> <b>key facts</b> and <b>beliefs</b> that are <i>common</i> to many religions.	I can <i>describe</i> religious events, <b>rituals</b> and practices in a basic way.	I can describe <b>key facts</b> and <b>beliefs</b> that are specific to particular religions studied.	I can explain <b>key facts</b> and <b>beliefs</b> that are common to many religions.	I can <i>explain</i> <b>key facts</b> and <b>beliefs</b> that are specific to particular religions studied.	I can <i>explain</i> more fully the <i>connections</i> between different <b>facts</b> and <b>beliefs</b> .	I can <i>interpret</i> a wide range of <b>key facts</b> and <b>beliefs</b> specific to religions studied.	I can accurately describe and explain fully the importance of religious facts and beliefs and how they impact on a believer and a religious community
CONTEXTUALISE	I can <i>identify</i> when and where religious <b>facts</b> and <b>beliefs</b> occur	I can describe how some <b>beliefs</b> and <b>practices</b> are <i>expressed</i> .	I can describe the beliefs, practices fit in with and lifestyles and times.	I can explain how religious <b>facts</b> and <b>beliefs</b> are fit in within beliefs and practices.	I can <i>accurately</i> place religious facts, beliefs and practices and within different religions.	I can <i>accurately</i> explain the place of religious beliefs and practices within different religions.	I can explain and <i>analyse</i> similarities and differences between facts and beliefs.	I can <i>analyse</i> and explain fully <i>facts and beliefs within and across religions</i> .	I can accurately describe and explain the significance of religious facts and beliefs within the lives of believers and communities.
COMMUNICATE	I can <i>ask</i> questions about facts and beliefs and suggest answers.	I can <i>describe</i> my own response to the religious belief or fact.	I can briefly <i>explain</i> my own response to religious belief or fact.	I can <i>explain</i> my responses to <i>religious</i> facts and beliefs.	I can <b>justify</b> and <b>explain</b> in greater detail my responses to <i>religious</i> facts and beliefs.	I can justify and explain in greater detail my responses to religious facts and beliefs, taking into account more than one point of view.	I can <i>respond sensitively</i> to the experiences and feelings of others, including those with faith.	I can <i>respond</i> to the teachings and experiences of <b>inspirational</b> people by <i>relating</i> them to my own and others' lives.	I can <i>respond</i> to religious <b>perspectives</b> on a range of <b>contemporary</b> moral issues by relating these to my own and others' lives.
APPLY	I can identify examples of how my response can be applied in my own life.	I can describe examples of how my response can be applied in my own life.	I can describe examples of how my response can be applied in my own life and the lives of others.	I can <i>explain</i> examples of how my <b>facts</b> and <b>beliefs</b> to concepts are, or can be, applied in my own life and the lives of others.	I can explain <b>significant</b> examples of how my responses could or would affect my or others' lives.	I can give <i>well chosen</i> examples of how my responses would affect my own life, the lives of others and <i>wider society</i> .	I can give <i>evidence</i> to support how my responses would affect lives and <i>society</i> and I can draw on a range of <i>sources</i> to present evidence.	I can apply my responses by giving carefully selected supportive evidence of how my response would affect my life, the lives of others, <i>society</i> and <i>global affairs</i> .	I can draw on a <i>wide range of appropriately</i> selected sources to present and <i>evidence</i> my arguments.
EVALUATE	I can <i>express</i> a personal response to beliefs and ideas.	I can <i>express</i> a personal response to beliefs and ideas and give a reason.	I can express a personal response to beliefs and ideas using reason and <b>evidence</b> .	I can express a personal response to beliefs and ideas using reason and evidence and the value of this to believers.	I can explain the values of beliefs and fact to religious believers.	I can explain the values of beliefs and facts to religious believers, and can describe some issues they raise.	I can explain the values of beliefs and facts to religious believers, and can describe some issues they raise.	I can evaluate the concepts by <i>justifying</i> how and why the concepts are important to the lives and values of believers.	I can evaluate and analyse how issues arising from religious ideas and concepts will affect the wider society.