



## Religious Studies—Year 7 Long Term Mapping

### Subject Intent/ Aims:

In year 7 we will revisit some of the most important learning from primary school, for those who have not attended Catholic primary school, this year presents the basis for understanding Catholicism. We will focus upon developing an understanding of key beliefs and practices, from which pupils will be able to think critically and creatively about what they have studied, for example, by being able to consider different views, pupils will then be given the opportunity to respond and reflect on their own beliefs and practices. Pupils will consider big questions such as who's responsibility is it to care for creation, how can we be more Christ like in our behavior and how does God speak to me/is active in my life?

<p><b>ADVENT 1: Creation and Covenant</b> <b>ADVENT 2: Prophecy and Promise</b></p>	<p><b><u>LENT:</u></b> <b>Galilee to Jerusalem</b> <b>Desert to Garden</b></p>	<p><b><u>PENTECOST:</u></b> <b>To the ends of the earth</b> <b>Dialogue and encounter</b></p>
<p style="text-align: center;"><b><u>Big Questions</u></b></p> <p><b><u>Creation and covenant:</u></b> Does the belief that the world is made by God mean that human beings have a responsibility for it?</p> <p><b><u>Prophecy and Promise</u></b> How does God speak to us?</p>	<p style="text-align: center;"><b><u>Big Questions</u></b></p> <p><b><u>Galilee to Jerusalem</u></b> How can we be more Christ like in our behavior?</p> <p><b><u>Desert to Garden</u></b> How can we love and serve the Lord?</p>	<p style="text-align: center;"><b><u>Big Questions</u></b></p> <p><b><u>To the ends of the earth</u></b> How is the Holy spirit active in my life?</p> <p><b><u>Dialogue and encounter</u></b> What does it mean to be a Sikh?</p>



<u>Key Content/knowledge</u>	<u>Key Content/ Knowledge</u>	<u>Key Content/ Knowledge</u>
<u>Advent 1: Creation and Covenant</u>	<u>Lent 1: Galilee to Jerusalem</u>	<u>Pentecost 1: To the ends of the earth</u>
<ol style="list-style-type: none"> <li>To introduce key concepts. To understand what Catholics, believe about God.</li> <li>To consider how we know about God. What is Revelation and the different types of revelation</li> <li>To define what prayer is and why people pray and to consider why prayer is a feature in many religions.</li> <li>To understand the literal and non-literal sense of creation accounts in Genesis and consider why Catholics consider Genesis a symbolic story.</li> <li>To consider what the creation accounts in Genesis tell us about God, humans and creation</li> <li>To reflect on artwork inspired by creation and how effective it is at reflecting Catholic beliefs about creation</li> <li>To understand what Creationism is and why Catholic teaching rejects this interpretation of Genesis</li> <li>To consider and understand the scientific accounts of creation and the Catholic response to these accounts</li> <li><b>Assessment point 1</b></li> <li>To consider what our responsibility is to the</li> </ol>	<ol style="list-style-type: none"> <li>To introduce key concepts. To understand why Jesus is considered the final revelation</li> <li>To know what the incarnation is any why the 'word became flesh'</li> <li>To understand how Jesus is both 'true man' and 'true God'</li> <li>To explain what Arius claimed about Jesus and to understand why the Catholic Church rejected his view</li> <li>To know How the titles of Jesus were used in the Old Testament and Why the Church describes Jesus as Christ, Lord &amp; Son of God?</li> <li>To reflect on how you pray and how you address Jesus, and to consider the view that Jesus was just a nice man</li> <li>To know what the Church does and does not teach about the Trinity</li> <li>To reflect on an interpretation of the Scutum Fidei and Rublev's artwork and how the artists' have effectively conveyed Catholic beliefs about the Trinity</li> <li>To create an artistic interpretation of the Trinity</li> <li>To describe the meaning of the phrase 'lex orandi, lex credendi' and to give examples to show the Trinitarian nature of prayer</li> <li><b>Assessment point 1</b></li> </ol>	<ol style="list-style-type: none"> <li>To introduce key concepts. To understand the Holy Spirit, with reference to Luke's gospel.</li> <li>To understand what the Nicene creed teaches about the Holy Spirit</li> <li>To understand and be able to describe the events of the Pentecost with reference to Luke's Gospel</li> <li>To understand why the church is referred to as the 'people of God', the 'Body of Christ' and the 'Temple of the Holy Spirit'</li> <li>To understand and be able to describe the origins and the meaning of the sacrament of Confirmation</li> <li><b>Assessment point 1</b></li> <li>To understand the gifts/fruits of the Holy Spirit</li> <li>To reflect on our own gifts of the Holy Spirit and the way in which the Holy Spirit is active in our lives</li> <li>To investigate the different ways the Pentecost is celebrated around the world and how they express Catholic beliefs</li> <li>To create an artistic interpretation of the Holy</li> </ol>





<p>world- Stewardship, with reference to Genesis</p> <ol style="list-style-type: none"> <li>11. To consider how we can protect creation with reference to Laudato Si</li> <li>12. To consider what our responsibility is to each other- Catholic social teaching and the four key principles of CST</li> <li>13. To investigate the CAFOD live simply award and how we can respond to the call to be stewards of creation.</li> <li>14. To reflect on the life of Sr Dorothy Stang and consider how you might be inspired by her.</li> </ol> <p>Reflection: The world is a gift from God and human beings have a responsibility to take care of it.</p> <p>Assessment point 2</p> <p><u>Advent 2: Prophecy and promise</u></p> <ol style="list-style-type: none"> <li>1. To introduce key concepts. What is the Bible? To understand the God reveals himself to us through scripture and tradition</li> <li>2. To know and understand the structure of the Bible and the different types of writing in the Bible</li> <li>3. Bible translations- To identify the original languages of the Bible</li> <li>4. To know how to navigate the Bible and to find a</li> </ol>	<ol style="list-style-type: none"> <li>12. To explain why the Church teaches that Jesus is a model of perfect human living and to make links to the Catholic Social Teaching of human dignity</li> <li>13. To investigate the work of Elizabeth Prout and to assess the extent to which her life was modelled on Jesus' example</li> <li>14. To know who Mother Teresa was and to explore the work of the Missionaries of Charity today and reflect on how you could support this work</li> <li>15. To examine your own outwardly virtuous behavior and to reflect on whether it is self-serving or selfless</li> </ol> <p>Reflection: How can we be more Christ like in our behavior?</p> <p>Assessment point 2</p> <p><u>Lent 2: Desert to Garden</u></p> <ol style="list-style-type: none"> <li>1. To introduce key concepts. To understand what a sacrament is and be able to identify and describe the 7 sacraments of the Church</li> <li>2. To understand the sacrament of Eucharist is a sacrament of initiation and why it is described as the 'source and summit' of Christian life</li> <li>3. To understand why the sacrament of the Eucharist is described as the 'real presence' and</li> </ol>	<p>Spirit and compare it with other artistic impressions</p> <p>Reflection: How is the Holy spirit active in my life?</p> <p>Assessment point 2</p> <p><u>Pentecost 2: Dialogue and encounter</u></p> <ol style="list-style-type: none"> <li>1. To understand the councils of the Church and to explore the beliefs of different Christian denominations.</li> <li>2. To understand the importance of Christian unity and the challenges.</li> <li>3. To understand there are 6 major world faiths and to consider what interfaith dialogue is</li> <li>4. To understand the foundations of Sikhism and how it began with reference to Guru Nanak</li> <li>5. To understand the nature of God and evaluate what Sikhs believe about God</li> <li>6. To be able to explain how Sikhs show commitment with reference to the Khalsa and the importance of the 5Ks.</li> <li>7. To reflect on religion in the modern world and be able to explain the arguments for and against wearing religious symbols in public.</li> <li>8. Assessment point 1</li> </ol>
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<p>passage using a Bible reference</p> <p>5. <b>Assessment point 1</b></p> <p>6. To understand what connects the Hebrew Bible and the Old Testament and the importance of the Old Testament for Catholics</p> <p>7. To understand why the scripture is described as inspired</p> <p>8. To understand how the scriptures are used in prayer and their importance for the celebration of Mass</p> <p>9. To understand the significance of scripture for family life, schools, civic life...</p> <p>10. To consider different artistic presentations of the scriptures (book of Kells, Lindisfarne Gospels, The Garima Gospels)</p> <p>11. To create an artistic expression of scripture that reflects a personal meaning for you.</p> <p>Reflection: How does God speak to us?</p> <p>Assessment point 2</p>	<p>the 'sacrifice of Mass'.</p> <p>4. To make connections between the Jewish Passover and the last supper</p> <p>5. To understand the structure of the Mass and the different names by which the Eucharist is called</p> <p>6. <b>Assessment point 1</b></p> <p>7. To compare Catholic beliefs about the Eucharist with other Christian beliefs</p> <p>8. To investigate and reflect upon the life of Carlo Acutis and how he might inspire them</p> <p>9. To understand and consider the words of dismissal at the end of Mass and how they could respond to them</p> <p>10. To reflect on whether it is more important to go out and serve the poor than to celebrate the Eucharist</p> <p>Reflection: How can we love and serve the Lord?</p> <p>Assessment point 2</p>	<p>9. To understand the importance and significance of the Gurus and the Guru Granth Sahib</p> <p>10. To consider the importance of equality in Sikhism with reference to the Gurdwara, Langar and Sewa</p> <p>11. To reflect on how they can live out the Sikh values of respect and equality in their own lives</p> <p>12. To consider what it means to be a Sikh by looking at important Sikh festivals in Britain today.</p> <p>13. To understand the importance of family life with reference to marriage and the marriage ceremony</p> <p>Reflection: What does it mean to be a Sikh?</p> <p>Assessment point 2</p>
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**HO Knowledge:**

To be able to evaluate and make sound judgements, giving reasoned arguments to support this judgement and making references to key sources of authority and/or sacred texts. To have a sound understanding of and be able to explain how and why belief can impact a person's actions/attitudes.



<p><b><u>HO Composites:</u></b></p> <p><b><u>Creation and covenant</u></b></p> <p>To 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. To consider how they could show solidarity with all creatures and respond to the call to care for our common home.</p> <p><b><u>Prophecy and promise</u></b></p> <p>To experience using Scripture in prayer and Liturgy.</p> <p>To 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><b><u>HO Composites:</u></b></p> <p><b><u>Galilee to Jerusalem</u></b></p> <p>To consider how Christ came 'not to be served but to serve' (Mk 10:45) and how they could respond to the call to serve God in others.</p> <p>To examine their own outwardly virtuous behaviour and consider whether it is self-serving or selfless.</p> <p><b><u>Desert to Garden</u></b></p> <p>To reflect on the Catholic belief that Jesus is really present in the Blessed Sacrament and its meaning for them.</p> <p>To consider the words of dismissal at the end of Mass and how they could respond.</p>	<p><b><u>HO Composites:</u></b></p> <p><b><u>To the ends of the earth</u></b></p> <p>To reflect on the ways in which the Holy Spirit is active in their own life</p> <p>To reflect on their own gifts and begin to discern which definite service God may be calling them to in the Church and in the world.</p> <p>To reflect on their own behavior.</p> <p><b><u>Dialogue and encounter</u></b></p> <p>To reflect on what they have learned and the impact it has on their own lives</p> <p>To consider what they believe to be true and why they believe it to be so.</p> <p>To consider how their own lives and the future of the communities to which they belong could be transformed by interreligious dialogue</p>
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**Composite Skills:**

Literacy skills with **key concepts** and their definitions.

**Describe** skills and the importance of giving key facts and the impact of those facts.

**Explain** skills –How to expand their descriptions by giving evidence and examples –WHAT, WHY and HOW

**Discussion** skills Developing rounded and explained opinions with relevant evidence, Development of reflective skills by considering various viewpoints from both religious and non- religious perspectives.



**Final composition/ Deliberate Practice:**

**AO1**

**Define**

**Definition of a key term ('What is meant by...')**

**Describe**

**Demonstrate knowledge and understanding by describing a belief, teaching, practice, event etc.**

Pupils should be able to show excellent knowledge and understanding by describing different ideas/beliefs

They should be able to link belief to practice

They should be able to use a good range of key terms and teachings and explain why they are relevant

**Explain**

**Demonstrate knowledge and understanding of a topic by giving a full explanation**

To be able to Explain how... Explain why... Explain the main features of... Explain the importance of...

They should accurately use a good range of key terms and teachings and be able to explain why they are relevant

**AO2**

**Discuss**

**Discuss a statement showing that they have considered more than one point of view**





Evaluation of a view from more than one perspective.

Pupils are required to analyse and evaluate.

They must use their knowledge of religion and moral reasoning to offer different perspectives and viewpoints.

Pupils must be able to formulate judgements about those viewpoints.

They must be able to use religious language and sources of wisdom and authority.

They should be able to show an understanding of how belief affects behavior.

They must be able to use religious terms and teachings accurately and in a relevant way

**Assessment/s (Formative and Summative):**

**Formative and regular assessments for each unit of work include:**

- Key Concept tasks
- RRR tasks at the start of each lesson
- Discussion tasks/Think Pair Share
- Tiered questioning
- Synoptic quizzes to be completed regularly

**Summative assessment**

- **Pupils will be assessed twice per unit. Each assessment will test pupils' knowledge of the key content of each topic and of the key skills as set out**





below.

- **Definition** of a key term (linked to one of the eight key terms) from that topic.
- Demonstrate knowledge and understanding by **describing** a belief, teaching, practice, event.
- Demonstrate knowledge and understanding of a topic by **explaining** the statements made with reasoning and/or evidence.
- Demonstrate analysis and evaluation of a topic by **discussing** a variety of different arguments with reasoning, key terms and evidence. Students must arrive at a judgement.

The world is made by God and human beings have a responsibility for it- Discuss

How does God speak to us?

How can we be more Christ like in our behavior?

How can we love and serve the Lord?

How is the Holy spirit active in my life?

What does it mean to be a Sikh?

<u>Advent</u>	<u>Advent 2</u>	<u>Lent 1</u>	<u>Lent 2</u>	<u>Pentecost 1</u>	<u>Pentecost 2</u>
<u>Key concepts:</u>	<u>Key concepts</u>	<u>Key Concepts</u>	<u>Key concepts</u>	<u>Key Concepts</u>	<u>Key Concepts</u>
God	Dei Verbum	Incarnation	Passover	Holy Spirit	Sikh
Revelation	Scripture	Trinity	Eucharist	Pentecost	Interfaith dialogue
Literary form	Tradition	Son of Man	Paschal mystery	People of God	Guru
Literal sense	Magisterium	Son of God	Sacrament	Body of Christ	Guru Nanak
Creation	Revelation	Christ	Eucharist	Confirmation	Khanda
Creationism	Inspired	Lord	Sacrifice of the Mass	Temple of the Holy Spirit	Khalsa
Scientism	Old Testament	Heresy	Transubstantiation	Fruits of the Holy Spirit	5K's
Prayer	New Testament		Holy Communion		



Stewardship	Liturgy of the Word	Arianism Service	Lords supper Blessed Sacrament		Guru Granth Sahib Gurdwara
<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>  Analysis of Sources of authority/Sacred texts Science- scientific theories of creation Geography- Sustainability/stewardship Art- the symbolism and meaning of art and how it expressed beliefs and values		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>  Analysis of Sources of authority/Sacred texts Art- the symbolism and meaning of art and how it expressed beliefs and values		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>  Analysis of Sources of authority/Sacred texts	



<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>
<p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>To consider their own spiritual beliefs on the origins of creation and God.</li> <li>To address misconceptions on the relationship between science and religion.</li> <li>To reflect on our own responsibility to the world and to each other and how we can show solidarity with God's creatures</li> <li>To consider the view that pollution is the responsibility of humans</li> <li>To consider the significance of CST</li> </ul> <p><b>RSHE</b></p> <ul style="list-style-type: none"> <li>To consider the moral implications of imago dei and the sanctity of life</li> <li>To reflect on our responsibility towards each other and our duty to uphold the dignity of the person</li> </ul> <p><b>BV</b></p> <ul style="list-style-type: none"> <li>Promotes tolerance of each other's beliefs and values</li> <li>To reflect on the idea that it is possible to live amongst people of different beliefs and values</li> </ul>	<p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>To examine their own outwardly virtuous behavior and consider whether it is self-serving or selfless</li> <li>To explore the work of organisations dedicated to humble service (e.g., the Passionists) and consider in what ways they could support this work</li> <li>To compare and contrast Catholic beliefs about the Eucharist with the beliefs of other Christian denominations about celebrations of the Lord's Supper</li> <li>To 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</li> </ul> <p><b>RSHE</b></p> <ul style="list-style-type: none"> <li>To consider the claim that there are no acts that are truly selfless and construct a Catholic response to this view</li> </ul> <p><b>BV</b></p> <ul style="list-style-type: none"> <li>Promotes tolerance of each other's beliefs and values</li> </ul>	<p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>To investigate the different ways Pentecost is celebrated around the world (e.g., Italy, France, Russia, Poland, Hungary) and assess the extent to which they are expressions both of Catholic beliefs about the Holy Spirit and of a particular Christian community's culture</li> <li>To use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions</li> <li>To make relevant connections between different areas of study (belief, sources, structures, prayer, religious practices, and life), showing how one area influences others</li> <li>To explore how different religious beliefs influence works of art, music, and other creative pathways considering how these reflect sources and belief</li> <li></li> </ul> <p><b>RSHE</b></p> <ul style="list-style-type: none"> <li>To investigate ways in which Christians work</li> </ul>



<p>harmoniously for the sake of the common good</p>	<ul style="list-style-type: none"> <li>To consider the significance of what it means to be selfless and the impact this has on society and the people around them</li> </ul>	<p>together or the common good in their school or local community to build relationships with each other</p> <ul style="list-style-type: none"> <li>To reflect on the meaning of what they have learned for their own lives, beginning to consider what they believe to be true and why they believe it.</li> </ul> <p><b>BV</b></p> <ul style="list-style-type: none"> <li>Promotes tolerance of each other's beliefs and</li> <li>To think about the opportunities for dialogue</li> <li>To consider how they could act to bring about transformation because of their learning, for example, how could they work with people of divergent worldviews.</li> </ul>
<p><b><u>Adaptive curriculum</u></b></p> <p><b>Objectives:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li>Define creation according to Catholic doctrine.</li> <li>Explore the Genesis creation stories.</li> </ul>	<p><b><u>Adaptive curriculum</u></b></p> <p><b>Objectives:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li>Understand the concept of servant leadership as demonstrated by Christ.</li> </ul>	<p><b><u>Adaptive curriculum</u></b></p> <p><b>Objectives:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li>Reflect on the ways the Holy Spirit is active in their lives.</li> </ul>



<ul style="list-style-type: none"> <li>Reflect on the importance of Catholic Social teaching</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li>Experience using Scripture in prayer and liturgy.</li> <li>Reflect on the presence and importance of the Bible or other sacred texts in personal and family life.</li> </ul> <p><b>Suggested activities:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li><b>Discuss:</b> Introduction to creation in Catholic teaching.</li> <li><b>Read:</b> Genesis 1-2</li> <li>Watch a <b>video</b> on the Catholic understanding of creation.</li> <li><b>Creative Activity:</b> Students create a storyboard of the Genesis creation narrative.</li> <li>Create a piece of <b>art, a poem</b>, or a short story that reflects on Catholic Social teaching.</li> </ul> <p><b>Advent 2</b></p>	<ul style="list-style-type: none"> <li>Reflect on personal attitudes towards service and virtue.</li> <li>Develop a personal response to the call to serve others selflessly.</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li>Grasp the Catholic teaching on the real presence of Jesus in the Eucharist.</li> <li>Reflect on the personal significance of this belief.</li> </ul> <p><b>Suggested activities:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li><b>Read</b> and discuss Mark 10:42-45</li> <li>Provide <b>handouts</b> with key points and annotations for different reading levels.</li> <li>Watch a <b>video</b> or presentation on servant leadership in the life of Christ.</li> <li>Use <b>visuals</b> and stories to illustrate key moments of Christ's service.</li> <li><b>Create</b> a piece of art, a poem, or a short story that reflects selfless service.</li> </ul>	<ul style="list-style-type: none"> <li>Identify personal gifts and discern God's call to service in the Church and the world.</li> <li>Reflect on personal behaviour and its alignment with Christian values.</li> </ul> <p><b>Advent 2</b></p> <ul style="list-style-type: none"> <li>Consider how interreligious dialogue could transform their lives and their communities.</li> <li>To know what It means to be a Sikh</li> </ul> <p><b>Suggested activities:</b></p> <p><b>Advent 1</b></p> <ul style="list-style-type: none"> <li>Watch a <b>video</b> or presentation on the role of the Holy Spirit in the lives of Christians.</li> <li>Use <b>visuals</b> and stories to illustrate the Holy Spirit's actions.</li> <li>Write a diary entry about a time they felt guided or inspired by the Holy Spirit.</li> </ul> <p><b>Advent 2</b></p>
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<ul style="list-style-type: none"><li>Brainstorm and discuss practical ways to incorporate Scripture into daily life (e.g., family prayer time...)</li></ul>	<b>Advent 2</b> <ul style="list-style-type: none"><li><b>Read</b> and discuss John 6:51-58.</li><li>Watch a <b>video</b> explaining the doctrine of the real presence in the Eucharist.</li></ul>	<ul style="list-style-type: none"><li>Explore Storytelling, music, and art from the Sikh tradition.</li><li>Field trip to a Gurdwara</li><li>Create a storyboard on the history of Sikhism</li></ul>
<b>Adaptive Strategies:</b> <ul style="list-style-type: none"><li><b>Differentiated Texts:</b> Provide simplified or annotated versions of key texts for varying reading levels.</li><li><b>Visual Aids:</b> Use videos and infographics to illustrate key learning.</li><li><b>Group Work:</b> Create mixed-ability groups to encourage peer support.</li><li><b>Scaffolded Discussions:</b> Provide sentence starters and key points for debates.</li></ul> <b>Inclusive Practices</b> <ul style="list-style-type: none"><li>Ensure materials are accessible (e.g., large print, audio versions).</li><li>Use inclusive language and diverse examples.</li><li>Provide additional support for students with special educational needs.</li></ul>		



St Philip Howard Catholic Voluntary Academy



Department Planning 2024



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust



**ST. PHILIP HOWARD**  
CATHOLIC VOLUNTARY ACADEMY