



Key Stage 3 Curriculum Progress Map: Year 7 RE

Topic Titles		TERM 1			TERM 2			TERM 3		
		THE ISLAND			WHY IS THE EASTER STORY IMPORTANT TO CHRISTIANS?			HOW DO YOU KNOW WHETHER SOMEONE IS RELIGIOUS?		
		The Island uses theatre of learning with religion neutral exercises at its heart. It aims to make religion very much to do with pupils whilst not being directed towards a Devine being. Pupils are involved with activities that parallel the ritual, worship and traditions of the world religions. They can see how religion is relevant to human experience, without needing to believe in a Devine being.			The following unit explains to pupils the events and importance of the festival of Easter through Narnia. Pupils have to identify and apply their knowledge in a series of activities.			Pupils are being taught about different philosophies of religion. They are to reflect and question the positive and negatives of religion. To show understanding and empathy with religious and non-religious believers.		
		Knowledge and Application	Skills	Literacy	Knowledge and Application	Skills	Literacy	Knowledge & Application	Skills	Literacy
ASSESSMENT CRITERIA	STAGE 4 (GCSE 7-9)	Pupils are able to analyse situations and give informed arguments for and against community decisions before evaluating their strongest argument with reasons why.	<ul style="list-style-type: none"> Evaluation. Arguing for and against. Prioritising arguments. Using evidence. Explaining why. Description. Using subject specific vocabulary. 	<ul style="list-style-type: none"> Pupils are able to create coherent and fluent paragraphs using appropriate conjunctions. Use varied, appropriate and extensive academic vocabulary. Spelling, punctuation and grammar are accurate. 	<ul style="list-style-type: none"> Pupils can explain why Holy Week is important to Christian beliefs and show understanding of the links to the Chronicles of Narnia. Pupils are able to grasp some of the main beliefs, e.g. atonement. Pupils are able to judge the similarities drawing on Christian beliefs and scripture. 	<ul style="list-style-type: none"> Pupils are able to compare with clear examples Christian beliefs and sections of the film, writing using PEEL. Pupils are able to critically evaluate the similarities and differences using Christian beliefs and literature before coming to a conclusion. 	Pupils are able to articulate their answers well using good oracy that is fluent with connectives, subject specific language and is organised to include differing opinions alongside their own.	Pupils must combine knowledge to assess how we can tell if people are religious, and the many dangers of making assumptions about people and their background against the current climate. Pupils should also be able to identify ways in which we can acknowledge someone's religion.	<ul style="list-style-type: none"> Evaluation. Arguing for and against. Prioritising arguments. Using evidence. Explaining why. Description. Using subject specific vocabulary. 	Pupils are able to articulate their answers well using good oracy that is fluent with connectives, subject specific language and is organised to include differing opinions alongside their own.
	STAGE 3 (GCSE 5-6)	Pupils are able to explain why they have made certain decisions in different situations on the Island and can give informed reasons why there is a variety of opinions.	<ul style="list-style-type: none"> Arguing for and against. Using evidence. Explaining why. Description. Using subject specific vocabulary. 	<ul style="list-style-type: none"> Pupils are able to create coherent paragraphs using appropriate conjunctions. Use some varied academic vocabulary. Spelling, punctuation and grammar are mostly accurate. 	<ul style="list-style-type: none"> To explain why Holy Week is important to Christian beliefs and can link some of the days of Holy Week to the Chronicles of Narnia. Pupils are able to judge some of the strong and weak similarities. 	Pupils are able to compare with clear examples Christian beliefs with sections of the film, writing using PEEL.	Pupils are able to articulate their answers fluently using subject specific language and organisation skills.	Pupils begin to deconstruct what 'religion is about'. They explore the common philosophies and teachings of the six world religions, and how religious people express themselves.	<ul style="list-style-type: none"> Arguing for and against. Using evidence. Explaining why. Description. Using subject specific vocabulary. 	Pupils are able to articulate their answers fluently using subject specific language and organisation skills.
	STAGE 2 (GCSE 3-4)	Pupils are able to make connections between Island beliefs and practices and how they impact on the Island community.	<ul style="list-style-type: none"> Using evidence. Explaining why. Description. Using subject specific vocabulary. 	<ul style="list-style-type: none"> Pupils are able to create coherent paragraphs using appropriate punctuation. Use some religiously specific vocabulary. Spelling, punctuation and grammar are usually accurate. 	To describe the days of Holy Week and give a few similarities between Holy Week and the Chronicles of Narnia.	Pupils are able to write a PEEL paragraph explaining a similarity of differences between the film and Holy Week.	Pupils are able to describe their ideas and thoughts well, speaking in full sentences and using subject specific vocabulary where appropriate.	Pupils start to explore the positive and negative attitudes towards religion and incorporate the ideas surrounding assumptions and religion. They look at the views of their society and globally to see how attitudes can be influenced.	<ul style="list-style-type: none"> Using evidence. Explaining why. Description. Using subject specific vocabulary. 	Pupils are able to describe their ideas and thoughts well, speaking in full sentences and using subject specific vocabulary where appropriate.
	STAGE 1 (GCSE 1-2)	Pupils are able to describe the different Island practices that the community decided and carried out.	<ul style="list-style-type: none"> Description. Using subject specific vocabulary. 	<ul style="list-style-type: none"> Pupils can use capital letters and basic punctuation so work is mostly coherent. Use some key terms where appropriate. Spelling and grammar does not affect understanding. 	To describe the days of Holy Week and begin to compare to the Chronicles of Narnia.	Pupils are able to describe each day of Holy Week using subject specific language.	Pupils make limited statements about what they have decided to do and give some explanation using little subject specific language.	<ul style="list-style-type: none"> Pupils understand the concept of assumptions and to know that you cannot assume someone is religious. To know that some religious people can be identified through their behaviour, e.g. clothing. 	<ul style="list-style-type: none"> Description. Using subject specific vocabulary. 	Pupils make limited statements about what they have decided to do and give some explanation using little subject specific language.