

Year 7 Key Stage 3 Curriculum Progress Map: RE

TOPIC TITLES & BIG QUESTION		TERM 1A			TERM 1B/2A		
		HOW DID THE EARTH BEGIN? CREATION			IS DEATH THE END? DOES IT MATTER? AFTERLIFE		
OBJECTIVES (the things we want pupils to make progress in)		<ul style="list-style-type: none"> To explore Christian and non-religious beliefs on how the world and human life came about. To compare Christian beliefs about creation to non-religious beliefs. To evaluate how the earth began reflecting on a variety of beliefs and theories. 			<ul style="list-style-type: none"> To explore Christian, Buddhist and Humanist beliefs about life after death. To explore Christian, Buddhist and Humanist beliefs about the meaning and purpose of life on earth. To evaluate whether death is the end and the purpose of life reflecting on a variety of beliefs. 		
NEXT STEPS: (Links to future learning)		KS4: Issues of Life and Death, beliefs about creation and evolution, beliefs about the sanctity of life. Christian beliefs, beliefs about creation.			KS4: Issues of Life and Death, beliefs about afterlife and funeral practices.		
		KNOWLEDGE AND APPLICATION	SKILLS	LITERACY	KNOWLEDGE AND APPLICATION	SKILLS	LITERACY
ASSESSMENT CRITERIA	STAGE 4 (GCSE 7-9)	<ul style="list-style-type: none"> To evaluate how the earth and human life came to be showing a consideration of a number of different viewpoints. To evaluate the diversity of religious belief linking to interpretations. 	<ul style="list-style-type: none"> Evaluating religious and non-religious beliefs to come to a conclusion—which is the strongest and why? To use religious scripture to explain the variety of beliefs. 	<ul style="list-style-type: none"> 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"> To evaluate whether death is the end showing a consideration of a number of different viewpoints. To evaluate the diversity of religious belief linking to interpretations. 	<ul style="list-style-type: none"> Evaluating religious and non-religious beliefs to come to a conclusion—which is the strongest and why? To use religious scripture to explain the variety of beliefs. 	<ul style="list-style-type: none"> Create coherent and fluent paragraphs using appropriate conjunctions. Use varied, appropriate and extensive academic vocabulary. Spelling, punctuation and grammar are accurate.
	STAGE 3 (GCSE 5-6)	<ul style="list-style-type: none"> To compare religious and non-religious beliefs about creation. To explain how beliefs about creation link to beliefs about human life. 	<ul style="list-style-type: none"> Compare the similarities and differences of beliefs using evidence and reasons why. Explanation of how beliefs about creation can impact beliefs on human life using evidence. 	<ul style="list-style-type: none"> 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 compare religious and non-religious beliefs about afterlife. To explain how belief in afterlife would affect attitudes to this life. To explain how funeral practice links to beliefs. 	<ul style="list-style-type: none"> Compare the similarities and differences of beliefs using evidence and reasons why. Explanation of how beliefs about afterlife can impact earthly life using evidence 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate conjunctions. Use some varied academic vocabulary. Spelling, punctuation and grammar are mostly accurate.
	STAGE 2 (GCSE 3-4)	<ul style="list-style-type: none"> To explain a religious/non-religious belief about creation. To explain a religious/non-religious belief about human life. 	<ul style="list-style-type: none"> Explain attitudes to creation and human life creation with evidence and reasons why. 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate punctuation. Use some religious vocabulary. Spelling, punctuation and grammar are usually accurate. 	<ul style="list-style-type: none"> To explain a religious/non-religious belief about life after death. To explain a religious/non-religious belief to the importance of this life. To explain funeral practices. 	<ul style="list-style-type: none"> Explain attitudes to afterlife and earthly life with evidence and reasons why. 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate punctuation. Use some religious vocabulary. Spelling, punctuation and grammar are usually accurate.
	STAGE 1 (GCSE 1-2)	<ul style="list-style-type: none"> To describe pupils' opinion on the question how did the earth begin? To describe pupils' opinion on how human life came about. 	<ul style="list-style-type: none"> Describe opinions using evidence and reasons why. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To describe pupils' opinion on the question is death the end? To describe pupils' opinion on the meaning and purpose of life. 	<ul style="list-style-type: none"> Describe opinions using evidence and reasons why. 	<ul style="list-style-type: none"> 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.

TOPIC TITLES & BIG QUESTION		TERM 2B/3A			TERM 1		
		WHY DID JESUS HAVE TO DIE? JESUS' LIFE			WHY ARE RELIGIOUS PRACTICES AND BELIEFS FUNDAMENTAL TO SOCIETY? THE ISLAND		
OBJECTIVES (the things we want pupils to make progress in).		<ul style="list-style-type: none"> To explore the events in Jesus' life. To explore the reasons why Jesus had to die and the importance of this in Christianity. To explore Christian beliefs about Jesus death and resurrection and link to Christian beliefs and practices. 			<ul style="list-style-type: none"> To explore the different celebrations and practices humans partake in throughout different life events. To compare practices on the island to those in religion. To evaluate the importance of these practices to communities and to religious believers. 		
NEXT STEPS: (Links to future learning)		KS4: Christian Beliefs—Jesus life and miracles, beliefs about atonement, resurrection and ascension. Issues of life and death—Christian beliefs about afterlife and funeral practices.			KS4: Christian Practices including sacraments such as baptism and Eucharist, Islam Practices including practices such as Hajj and the treatment of the Qur'an and Issues of Life and Death, funeral practices and beliefs.		
		KNOWLEDGE AND APPLICATION	SKILLS	LITERACY	KNOWLEDGE AND APPLICATION	SKILLS	LITERACY
ASSESSMENT CRITERIA	STAGE 4 (GCSE 7-9)	<ul style="list-style-type: none"> To evaluate the reasons why Jesus had to die. To evaluate the importance of Jesus' death for Christian beliefs and practices. 	<ul style="list-style-type: none"> Evaluate the most and least important reasons why Jesus had to die using evidence. Evaluate how beliefs are important for practices. 	<ul style="list-style-type: none"> 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"> To evaluate the importance of communal practices for communities. To offer insight into how practices can differ from group to group due to beliefs. 	<ul style="list-style-type: none"> Evaluate the most and least important events which took place on the Island with reasons why. Explain how historical events can create variations of practice. 	<ul style="list-style-type: none"> Create coherent and fluent paragraphs using appropriate conjunctions. Use varied, appropriate and extensive academic vocabulary. Spelling, punctuation and grammar are accurate.
	STAGE 3 (GCSE 5-6)	<ul style="list-style-type: none"> To explain why Holy Week is important to Christians. To explain the reasons why Jesus had to die. 	<ul style="list-style-type: none"> Explain the importance of Christian practices. Explain Christian beliefs using religious scripture and key terms. 	<ul style="list-style-type: none"> 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 compare religious beliefs and practices to the beliefs and practices on the Island. To make comparisons between religious and the Island historical events. 	<ul style="list-style-type: none"> Explain religious practices. Compare religious practices to Island practices with examples. 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate conjunctions. Use some varied academic vocabulary. Spelling, punctuation and grammar are mostly accurate.
	STAGE 2 (GCSE 3-4)	<ul style="list-style-type: none"> To explain how Holy Week is celebrated by Christians today linking beliefs to actions. 	<ul style="list-style-type: none"> Explain why things have happened. Compare beliefs and events to practices. 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate punctuation. Use some religious vocabulary. Spelling, punctuation and grammar are usually accurate. 	<ul style="list-style-type: none"> To explain how historical events link to certain communal practices. 	<ul style="list-style-type: none"> Explain why things have happened. Compare beliefs and events to practices. 	<ul style="list-style-type: none"> Create coherent paragraphs using appropriate punctuation. Use some religious vocabulary. Spelling, punctuation and grammar are usually accurate.
	STAGE 1 (GCSE 1-2)	<ul style="list-style-type: none"> To describe Holy week and the days leading up to Jesus' death and resurrection. 	<ul style="list-style-type: none"> Describing using key terms and reasons why. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To describe the importance of community. To describe the practices that take place on the Island. 	<ul style="list-style-type: none"> Describing using key terms and reasons why. 	<ul style="list-style-type: none"> 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.