On – Line Programme of Learning for Year 7

Autumn (1st torm)	Autumn (2nd tarm)	Caring (1st tarm)	Caring (2nd tarm)	Summar (1st tarm)	Summar (2nd tarm)
Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd term)	Summer (1 st term)	Summer (2 nd term)
From: September 2023	From: October 2023	From: January 2024	From: February 2023	From: April 2024	From: June 2024
To: October 2023	To: December 2023	To: February 2024	To: March 2024	To: May 2024	To: July 2024
Topic:	Topic:	Topic:	Topic:	Topic:	Topic:
 A comparative study of the Abrahamic 	 A comparative study of the Abrahamic 	 Exploration of the eastern religions- 			
religions.	religions.	Hinduism	Hinduism	Buddhism	Buddhism
religions.	Teligions.	minuuisiii	Hillauisiii	Buduilisiii	Budullisili
		Learning Outcomes:	Learning Outcomes:	Learning Outcomes:	Learning Outcomes:
Learning Outcomes:	Learning Outcomes:				
		Students should know how to			
Students should know how to	Students should know how to	outline, describe, and explain			
outline, describe, and explain	outline, describe, and explain	what Hinduism is and their	what Hinduism is and their	what Buddhism is and how it	what Buddhism is and how it
the similarities and differences within the	the similarities and differences within the	understanding of divinity. Students should be able to	understanding of divinity. Students should be able to	differs from theist religions. Students should know the	differs from theist religions. Students should know the
Abrahamic faiths, through	Abrahamic faiths, through	understand and know the	understand and know the	main principles within	main principles within
looking at the founders and	looking at the founders and	main principles within	main principles within	Buddhism and make	Buddhism and make
leader, in a chronological	leaders that link all the	Hinduism, with particular	Hinduism, with particular	connections between	connections between
order, that link all the	Abrahamic religions together.	focus on the different ways in	focus on the different ways in	previous religions studied,	previous religions studied,
Abrahamic religions together.	In addition to this, students	which Hindu's worship,	which Hindu's worship,	especially the concepts of	especially the concepts of
In addition to this, students	will unpick the relevant	traditions and practices,	traditions and practices,	samsara, karma, and dharma	samsara, karma, and dharma
will unpick the relevant	scriptures to aid in the	festivals and the ways in	festivals and the ways in	within Hinduism, and their	within Hinduism, and their
scriptures to aid in the	comparative study, as well as	which Hindu society is	which Hindu society is	own beliefs, furthermore,	own beliefs, furthermore,
comparative study, as well as	looking at the impact of these	structured and organised.	structured and organised.	students should be able to	students should be able to
looking at the impact of these	founders, specifically the			note how these principles	note how these principles
founders, specifically the	relevance and influence that	Students will begin to	Students will begin to	provide a template for	provide a template for
relevance and influence that	they have in contemporary	formulate judgements on the	formulate judgements on the	people to lead ordered and	people to lead ordered and
they have in contemporary	society.	concept of God through	concept of God through	compassionate filled lives.	compassionate filled lives.
society.		exploring and appreciating	exploring and appreciating		
		the place of avatars	the place of avatars	Students should be able to	Students should be able to
		(incarnations) within	(incarnations) within	begin to formulate their own	begin to formulate their own
		Hinduism's complex conception of God.	Hinduism's complex conception of God.	judgements on the importance of the Buddha for	judgements on the importance of the Buddha for
		conception of dod.	conception of dod.	Buddhists today and on how	Buddhists today and on how
				and why Buddhism is	and why Buddhism is
				becoming a popular religion	becoming a popular religion
				within the world.	within the world.
				Students should begin to	Students should begin to
				make judgements evaluating	make judgements evaluating
				the importance and function	the importance and function
				of religion and through the	of religion and through the

Building understanding: Rationale / breakdown for your sequence of lessons:	Building understanding: Rationale / breakdown for your sequence of lessons:	Building understanding: Rationale / breakdown for your sequence of lessons:	Building understanding: Rationale / breakdown for your sequence of lessons:	Building understanding: Rationale / breakdown for your sequence of lessons:	Building understanding: Rationale / breakdown for your sequence of lessons:
The assessment this term is a Teacher Assessed Question, focusing on the skill of explanation.		The assessment this term is a Teacher Assessed Question, focusing on the skill of explanation.		The assessment this term is the end of year exam.	
End of term 1 assessment to cover:		End of term 2 assessment to cover:		End of year assessment to cover:	
Skills (students should be able to do): • Students will begin to develop the use of specialist terminology – keywords • Students will begin to develop their ability to outline key similarities and differences between the Abrahamic religions • Students will begin to develop their ability to explain.	Skills (students should be able to do): • Students will begin to develop the use of specialist terminology – keywords • Students will begin to develop their ability to outline key similarities and differences between the Abrahamic religions • Students will begin to develop their ability to explain. • Students will begin to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments.	Skills (students should be able to do): • Students will begin to develop the use of specialist terminology – keywords • Students will begin to develop their ability to outline key beliefs within the Eastern religions • Students will begin to develop their ability to explain. • Students will begin to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments.	Skills (students should be able to do): • Students will begin to develop the use of specialist terminology – keywords • Students will begin to develop their ability to outline key beliefs within the Eastern religions • Students will begin to develop their ability to explain. • Students will begin to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments. • Students will begin to develop analytical and critical thinking skills.	exploration of the eastern religions and the comparative study of the Abrahamic religions to draw out key threads that link all religions together, in doing this student will also understand the different types of beliefs that exist, which will aid them in the upcoming units for the autumn term of Year 8. Skills (students should be able to do): Students will begin to develop the use of specialist terminology – keywords Students will begin to develop their ability to outline key beliefs within the Eastern religions Students will begin to develop their ability to explain. Students will begin to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments. Students will begin to develop analytical and critical thinking skills.	exploration of the eastern religions and the comparative study of the Abrahamic religions to draw out key threads that link all religions together, in doing this student will also understand the different types of beliefs that exist, which will aid them in the upcoming units for the autumn term of Year 8. Skills (students should be able to do): Students will begin to develop the use of specialist terminology – keywords Students will begin to develop their ability to outline key beliefs within the Eastern religions Students will begin to develop their ability to explain. Students will begin to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments. Students will begin to develop analytical and critical thinking skills.

Lessons within the first unit in Year 7 aims to introduce students to the similarities and differences between the three major Abrahamic religions, in doing this student will be able to challenge misconceptions and understand how Christianity, Judaism and Islam are all connected. As well as this, the unit is linked to the local SACRE, which means that the lessons build upon learning from Key Stage 2, which is monitored through a baseline assessment within the first half term.

The lesson sequencing allows students to broadly develop their knowledge and understanding of the three Abrahamic religions. As well as this, this term encourages students to reflect upon founders of tradition in Judaism, Christianity, and Islam.

The aim of this is to provide students with a foundation of these religions, which will be further developed through the instruction of an interleaved Judaism and Christianity beliefs in Year 9.

Furthermore, the sequencing of lessons also gives students the opportunities to discover comparative links within their own beliefs and the

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Lessons within the second unit in Year 7 aims to introduce and develop students understanding of the Eastern religions, in doing this student will be able to reflect on their own faiths, challenge any misconceptions and broaden their understanding of a variety of religions and faiths. Like the previous unit, this unit is linked to the local SACRE.

The lesson sequencing allows students to broadly develop an understanding of the relevance of Hinduist Beliefs and practices within contemporary society, as well as unpicking the principal teachings that stem from the world's oldest religion. Furthermore, this unit encourages student to break away from the Abrahamic concept of God and any misconceptions of Hinduism.

The aim of having Hinduism as the starting block of the unit is to is to build an understanding of the link that spirituality and belief hold within modern society. Furthermore, the sequencing of lessons enables students to see the development of the spirituality and belief and the understand how Hinduism has had an influential element within in

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The lesson sequencing allows students to broadly develop an understanding of the relevance of Buddhism within contemporary society, as well as unpicking the principal teachings that encourage Buddhist behaviour and practices. Furthermore, this unit encourages student to connect and identify the influential elements from Hinduism and the other Abrahamic faiths to fully understand the connections and importance of religion.

The aim of this is to allow the continuation of building the foundation for students to begin connecting the purpose of religious beliefs and practices, regardless of the religion, which will aid them in better understanding the importance of beliefs and practices, which will further be developed at KS4.

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Abrahamic religions, which will be further developed with the interleaving within their GCSEs that begin in Year 9, with the topics of Jewish and Christian beliefs.

The early introduction of the comparative study within the Abrahamic religions will help in the development of GCSE skills such as the application of religious teachings through sources of wisdom and authority. In addition, the development of creating logical chains of reason is introduced within the lesson sequencing which will provide the foundation for further development within later units in Year 7, Year 8 and the beginning of year 9.

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Furthermore, students will begin to develop knowledge and understanding of how to discuss, critically think and make evaluative judgments.

Moreover, the exploration of the Eastern religions will help in the development of GCSE skills such as the application of religious teachings through sources of wisdom and authority and interpreting key religious practices and beliefs in addition, the development of creating logical chains of reason is introduced within the lesson sequencing which will provide the foundation for further development within later units in Year 7 and Year 8 and the beginning of year

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Calendared Centrally Planned Extended Home – Learning Tasks:

Following the school's homelearning policy there is no planned home learning for this half-term.

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Following the school's homelearning policy there is one piece of home-learning this half-term, which will take 90 minutes to complete. This home-learning will focus on literacy as well as the skills of inquiry and communication

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Following the school's homelearning policy there is no planned home learning for this half-term.

Reading / literacy / Oracy:

These skills will be developed through the Calendared Centrally Planned Extended Home-Learning that includes a compulsory reading/literacy task, through completing questions that require a variety of skills i.e., explanation, by developing the skills of writing using logical chains of reasoning as well as using CUBE, PERC model and a variety of writing frames to support students' academic literacy.

Numeracy:

The skill of numeracy will be developed through using logical chains of reasoning, beginning to appraise the value of the evidence provided by weighing up which argument is more logical, rational, or convincing and through the referencing of sources of wisdom and authority.

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

The RE department has recently formed close links with experienced Rabbis from two different denominational branches of Judaism. The Rabbi's scheduled annual visit consists of customised assemblies and workshops focusing on various topics allowing our students to learn about the Jewish beliefs, values, and traditions. These workshops are brought to life with religious artefacts. In addition to this the RE department aims to engage in a virtual workshop with the Jewish Museum, as well as this the department aims to have speakers from the Humanist Society UK discuss their beliefs and practices allowing students to further develop their understanding of beliefs in contemporary Britain. The RE department has also formed close links with the local churches in Southall namely St Johns and St Anselm's church. The customised assemblies led by the church's outreach workers allows for students to develop their understanding of the various tenets of the Christian faith.