		Year Group Year 7	
		Title of Unit Religious Education	
Unit Objectives (from the KS4 Exam Board Specification or KS3 National Curriculum)			
1	Christianity	2	Christianity
3	Christianity in the medieval period	4	Buddhism – expressions of faith
5	Islam	6	Islam
Common Student Misconceptions:		Out of Classroom Learning Experience:	
Christians are white All Christians believe the same thing All religions believe in God Islamophobia		Trip to Stonehenge and Salisbury Cathedral	
R		R	
Cross –Curricular Links		SMSC Opportunities –	
History - the Crusades; Art – Islamic calligraphy and Buddhist architecture		Social development through group work, developing awareness of Indian, Buddhist and Christian cultures and of Spiritual and Moral teachings	
R		R	
AFL/ Extended writing Tasks		Literacy debate about the ethics of going to war	
Classroom questioning/dialogue Feedback through marking Peer and self-assessment The formative use of summative tests		Recount, Instructions, Explanations, Persuasion, Discussion, Information, Analysis, Evaluation, keywords for religious literacy, EAL	
R		R	

Numeracy	Practical Work
Timelines, graphs, charts	Use of a variety of theories and methods of study to engage in a critical analysis of data and arguments (conceptual enquiry, ethnographic, phenomenology, concept cracking and critical realism); promoting self-critical awareness of presuppositions and encouraging constructive and critical exposition of an argument for a particular point of view (critical thinking)

Unit of Work Overview: ***Refer to lesson plans for full lesson itineraries***



Year Group Year 8
Title of Unit Religious Education

Unit Objectives (from the KS4 Exam Board Specification or KS3 National Curriculum)

1	Christianity	2	Christianity
3	Christian expression in the arts	4	Buddhism – beliefs and teachings about meaning and purpose
5	Hinduism	6	Hinduism

Common Student Misconceptions: **Out of Classroom Learning Experience:**

Christian art is just stained glass. All Hindus believe in many gods.	Trip to Victoria and Albert Museum
--------------------------------------------------------------------------	------------------------------------

Cross –Curricular Links **SMSC Opportunities**

History - Mughal-India, the Industrial Revolution; English – Christian literature; Art – Christian art	Social development through group work, developing awareness of Indian, Buddhist and Christian cultures and of Spiritual and Moral teachings
--------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------


AFL/ Extended writing Tasks – **Literacy**

Classroom questioning/dialogue Feedback through marking Peer and self-assessment The formative use of summative tests	Recount, Instructions, Explanations, Persuasion, Discussion, Information, Analysis, Evaluation, keywords for religious literacy, EAL
--------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

Numeracy **Practical Work**

Timelines, graphs, charts

Use of a variety of theories and methods of study to engage in a critical analysis of data and arguments (conceptual enquiry, ethnographic, phenomenology, concept cracking and critical realism); promoting self-critical awareness of presuppositions and encouraging constructive and critical exposition of an argument for a particular point of view (critical thinking).

		Year Group Year 9	
		Title of Unit Religious Education	
Unit Objectives (from the <i>KS4 Exam Board Specification or KS3 National Curriculum</i>)			
1	Christianity	2	Christianity
3	Christianity – religious strife in the sixteen and seventeenth centuries	4	Buddhism – ethics and values
5	Judaism	6	Judaism
Common Student Misconceptions:		Out of Classroom Learning Experience:	
Anti-Semitism		Visit to the Jewish Museum	
Cross –Curricular Links		SMSC Opportunities	
AFL/ Extended writing Tasks –		Literacy	
Classroom questioning/dialogue Feedback through marking Peer and self-assessment The formative use of summative tests		Recount, Instructions, Explanations, Persuasion, Discussion, Information, Analysis, Evaluation, keywords for religious literacy, EAL	

Numeracy	Practical Work
Timelines, graphs, charts	Face2Faith interfaith opportunities. Use of a variety of theories and methods of study to engage in a critical analysis of data and arguments (conceptual enquiry, ethnographic, phenomenology, concept cracking and critical realism); promoting self-critical awareness of presuppositions and encouraging constructive and critical exposition of an argument for a particular point of view (critical thinking)