

## On – Line Programme of Learning for Year 7

Autumn (1 <sup>st</sup> term)	Autumn (2 <sup>nd</sup> term)	Spring (1 <sup>st</sup> term)	Spring (2 <sup>nd</sup> term)	Summer (1 <sup>st</sup> term)	Summer (2 <sup>nd</sup> term)
From: September 2024 To: October 2024	From: October 2024 To: December 2024	From: January 2025 To: February 2025	From: February 2025 To: March 2025	From: April 2025 To: May 2025	From: June 2025 To: July 2025
<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>A comparative study of the Abrahamic religions.</li> </ul> <p><b>Learning Outcomes:</b></p> <p>Students should know how to outline, describe, and explain the similarities and differences within the Abrahamic faiths, through looking at the founders and leader, in a chronological order, that link all the Abrahamic religions together. In addition to this, students will unpick the relevant scriptures to aid in the comparative study, as well as looking at the impact of these founders, specifically the relevance and influence that they have in contemporary society.</p>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>A comparative study of the Abrahamic religions.</li> </ul> <p><b>Learning Outcomes:</b></p> <p>Students should know how to outline, describe, and explain the similarities and differences within the Abrahamic faiths, through looking at the founders and leaders that link all the Abrahamic religions together. In addition to this, students will unpick the relevant scriptures to aid in the comparative study, as well as looking at the impact of these founders, specifically the relevance and influence that they have in contemporary society.</p>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>Exploration of the eastern religions- Hinduism</li> </ul> <p><b>Learning Outcomes:</b></p> <p>Students should know how to outline, describe, and explain what Hinduism is and their understanding of divinity. Students should be able to understand and know the main principles within Hinduism, with particular focus on the different ways in which Hindu’s worship, traditions and practices, festivals and the ways in which Hindu society is structured and organised.</p> <p>Students will begin to formulate judgements on the concept of God through exploring and appreciating the place of avatars (incarnations) within Hinduism’s complex conception of God.</p>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>Exploration of the eastern religions- Hinduism</li> </ul> <p><b>Learning Outcomes:</b></p> <p>Students should know how to outline, describe, and explain what Hinduism is and their understanding of divinity. Students should be able to understand and know the main principles within Hinduism, with particular focus on the different ways in which Hindu’s worship, traditions and practices, festivals and the ways in which Hindu society is structured and organised.</p> <p>Students will begin to formulate judgements on the concept of God through exploring and appreciating the place of avatars (incarnations) within Hinduism’s complex conception of God.</p>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>Exploration of the eastern religions- Buddhism</li> </ul> <p><b>Learning Outcomes:</b></p> <p>Students should know how to outline, describe, and explain what Buddhism is and how it differs from theist religions. Students should know the main principles within Buddhism and make connections between previous religions studied, especially the concepts of samsara, karma, and dharma within Hinduism, and their own beliefs, furthermore, students should be able to note how these principles provide a template for people to lead ordered and compassionate filled lives.</p> <p>Students should be able to begin to formulate their own judgements on the importance of the Buddha for Buddhists today and on how</p>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>Exploration of the eastern religions- Buddhism</li> </ul> <p><b>Learning Outcomes:</b></p> <p>Students should know how to outline, describe, and explain what Buddhism is and how it differs from theist religions. Students should know the main principles within Buddhism and make connections between previous religions studied, especially the concepts of samsara, karma, and dharma within Hinduism, and their own beliefs, furthermore, students should be able to note how these principles provide a template for people to lead ordered and compassionate filled lives.</p> <p>Students should be able to begin to formulate their own judgements on the importance of the Buddha for Buddhists today and on how</p>

				<p>and why Buddhism is becoming a popular religion within the world.</p> <p>Students should begin to make judgements evaluating the importance and function of religion and through the 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.</p>	<p>and why Buddhism is becoming a popular religion within the world.</p> <p>Students should begin to make judgements evaluating the importance and function of religion and through the 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.</p>
<p><b>Skills (students should be able to do):</b></p> <ul style="list-style-type: none"> <li>• Students will begin to develop the use of specialist terminology – keywords</li> <li>• Students will begin to develop their ability to outline key similarities and differences between the Abrahamic religions</li> <li>• Students will begin to develop their ability to explain.</li> </ul>	<p><b>Skills (students should be able to do):</b></p> <ul style="list-style-type: none"> <li>• Students will begin to develop the use of specialist terminology – keywords</li> <li>• Students will begin to develop their ability to outline key similarities and differences between the Abrahamic religions</li> <li>• Students will begin to develop their ability to explain.</li> <li>• Students will begin to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments.</li> </ul>	<p><b>Skills (students should be able to do):</b></p> <ul style="list-style-type: none"> <li>• Students will begin to develop the use of specialist terminology – keywords</li> <li>• Students will begin to develop their ability to outline key beliefs within the Eastern religions</li> <li>• Students will begin to develop their ability to explain.</li> <li>• Students will begin to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments.</li> </ul>	<p><b>Skills (students should be able to do):</b></p> <ul style="list-style-type: none"> <li>• Students will begin to develop the use of specialist terminology – keywords</li> <li>• Students will begin to develop their ability to outline key beliefs within the Eastern religions</li> <li>• Students will begin to develop their ability to explain.</li> <li>• Students will begin to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments.</li> </ul>	<p><b>Skills (students should be able to do):</b></p> <ul style="list-style-type: none"> <li>• Students will begin to develop the use of specialist terminology – keywords</li> <li>• Students will begin to develop their ability to outline key beliefs within the Eastern religions</li> <li>• Students will begin to develop their ability to explain.</li> <li>• Students will begin to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments.</li> </ul>	<p><b>Skills (students should be able to do):</b></p> <ul style="list-style-type: none"> <li>• Students will begin to develop the use of specialist terminology – keywords</li> <li>• Students will begin to develop their ability to outline key beliefs within the Eastern religions</li> <li>• Students will begin to develop their ability to explain.</li> <li>• Students will begin to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments.</li> </ul>

			<ul style="list-style-type: none"> <li>• Students will begin to develop analytical and critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will begin to develop analytical and critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will begin to develop analytical and critical thinking skills.</li> </ul>
<b>Autumn Term – centrally planned, standardised and teacher marked piece(s) of work</b>  The marked piece of work this term is a Teacher Assessed Question, focusing on the skills of explanation, analysis and evaluation.		<b>Spring Term – centrally planned, standardised and teacher marked piece(s) of work</b>  The marked piece of work this term is a Teacher Assessed Question, focusing on the skills of explanation, analysis and evaluation.		<b>Summer Term – centrally planned, standardised and teacher marked piece(s) of work</b>  The marked piece of work this term is a Teacher Assessed Question, focusing on the skills of explanation, analysis and evaluation.	
<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b>  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	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b>  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. In addition, the lesson sequencing allows students the opportunity to reflect on their own beliefs and practices, which will help the students to compare the similarities and differences as well as find common themes between their own beliefs and practices and the ones within the Abrahamic religions. As well as this, the	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b>  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	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b>  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	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b>  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 Buddhism within contemporary society, as well as unpicking the principal teachings that encourage	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b>  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 Buddhism within contemporary society, as well as unpicking the principal teachings that encourage

<p>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.</p> <p>The aim of this is to provide students with a foundation of these religions, which will be further developed through the instruction of an inter-leaved Judaism and Christianity beliefs in Year 9.</p> <p>Furthermore, the sequencing of lessons also gives students the opportunities to discover comparative links within their own beliefs and the 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.</p> <p>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</p>	<p>unit is linked to the local SACRE.</p> <p>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.</p> <p>The aim of this is to provide students with a foundation of these religions, which will be further developed through the instruction of an inter-leaved Judaism and Christianity beliefs in Year 9.</p> <p>Furthermore, the sequencing of lessons also gives students the opportunities to discover comparative links within their own beliefs and the Abrahamic religions</p> <p>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</p>	<p>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.</p> <p>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 Buddhism and Sikhism to an extent.</p> <p>Furthermore, students will begin to develop knowledge and understanding of how to discuss, critically think and make evaluative judgments.</p> <p>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</p>	<p>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.</p> <p>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. 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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.</p> <p>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.</p> <p>Furthermore, students will begin to develop knowledge and understanding of how to discuss, critically think and make evaluative judgments.</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>Furthermore, students will begin to develop knowledge and understanding of how to discuss, critically think and make evaluative judgments.</p> <p>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</p>
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<b>Calendared Centrally Planned Extended Home – Learning Tasks:</b> Following the school’s home-learning policy there is no planned home learning for this half- term.	<b>Calendared Centrally Planned Extended Home – Learning Tasks:</b> Following the school’s home-learning 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	<b>Calendared Centrally Planned Extended Home – Learning Tasks:</b> Following the school’s home-learning policy there is no planned home learning for this half- term.	<b>Calendared Centrally Planned Extended Home – Learning Tasks:</b> Following the school’s home-learning 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 Inference and observation.	<b>Calendared Centrally Planned Extended Home – Learning Tasks:</b> Following the school’s home-learning 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 problem-solving and creativity.	<b>Calendared Centrally Planned Extended Home – Learning Tasks:</b> Following the school’s home-learning policy there is no planned home learning for this half- term.
<b>Reading / literacy / Oracy:</b> 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.					
<b>Numeracy:</b> 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.					
<b>Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):</b> 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.					

