

Hobart High School Key Stage 3 Curriculum Map – Year 7

Department: Humanities - RE

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Introduction to RE: What is religion?	<p>To understand the story of the Philosophical pig and link this to how within Faculty high expectations are set.</p> <p>To understand using optical illusions that students can approach RE in different ways.</p> <p>What are religious symbols? Kinaesthetic activity which will require 2-3 lessons.</p> <p>Creation sleuths – examine two creation stories. Explore how different cultures perceive the start of creation.</p>	<p>Multiple choice quiz (before and after topic)</p> <p>Verbal feedback / questioning</p> <p>Self-reflection and assessment</p>	<p>Students discover the concept of philosophy and have opportunities to cogitate and broaden their thinking habits.</p>
Autumn 2	Introduction to RE: What is religion?	<p>Creation sleuths – part 2</p> <p>Explore the Christian creation story of how God made the world.</p> <p>Can science answer everything? Investigate the ways science and religion may be perceived as being in conflict.</p> <p>Noah’s Ark – interpret the story of Noah’s Ark- e.g. did the flood take place or is there a religious message within the story?</p>	<p>Multiple choice quiz (before and after topic)</p> <p>Verbal feedback / questioning</p> <p>Self-reflection and assessment</p> <p>Summative assessment 1</p>	

<p>Spring 1</p>	<p>Religion's origins and founders</p>	<p>Explore leaders who are important within Judaism, Christianity and Islam.</p> <ul style="list-style-type: none"> • Abraham – covenant between G-d and man • The role of Hagar <p>Joseph Explore the themes</p> <ul style="list-style-type: none"> • arrogance and humility • family love <p>Moses Explore the importance of –</p> <ul style="list-style-type: none"> • Burning Bush • Ten Plagues • Passover 	<p>Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment</p>	<p>Celebration of difference and diversity as students have opportunities to consider reasons why religious people do certain things. For example, Judaism / Islam circumcision.</p>
<p>Spring 2</p>	<p>Religion's origins and founders</p>	<p>Moses</p> <ul style="list-style-type: none"> • The Seder meal Explore the relevance for the Jewish people today <p>Ruth</p> <ul style="list-style-type: none"> • Themes of migration, prejudice and discrimination <p>Revision – set out mind map of famous founders/leaders in preparation for assessment 2.</p>	<p>Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment</p>	

Summer 1	Buddhism	<p>Who was Siddhartha Gautama?</p> <ul style="list-style-type: none"> • Explore the Four Sights <p>Enlightenment and meditation</p> <ul style="list-style-type: none"> • Understand why Buddhists follow the teachings of the Buddha. <p>Buddhist teachings</p> <ul style="list-style-type: none"> • Noble Eightfold Path <p>Five Precepts</p>	<p>Multiple choice quiz (before and after topic)</p> <p>Verbal feedback / questioning</p> <p>Self-reflection and assessment</p>	
Summer 2	Stewardship	<p>Lesson 6 Karma making a snakes and ladders game</p> <p>Lesson 7 The Vihara</p> <p>Lesson 8 Tibetan Prayer Flags</p> <p>Lesson 9 Wesak Festival</p> <p>Lesson 10 – Mandalas.</p>	<p>Multiple choice quiz (before and after topic)</p> <p>Verbal feedback / questioning</p> <p>Self-reflection and assessment</p> <p>End-of-Year Exam</p>	<p>Students discover concept of mindfulness and have opportunities to explore process of meditation.</p>

Hobart High School Key Stage 3 Curriculum Map – Year 8

Department: Humanities - RE

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Rites of passage	<ol style="list-style-type: none"> 1. Introduce rites of passage 2. Birth in Christianity 3. Compare and contrast birth customs in Islam 4. Introduce the idea of adulthood in Judaism - Bar and Bar Mitzvah 5. Jewish prayer shawl – importance of the Tzitzit 6. Kinaesthetic activity making a Tzitzit 7. Sikhs and the first turban 	<p>Multiple choice quiz (before and after topic)</p> <p>Verbal feedback / questioning</p> <p>Self-reflection and assessment</p>	<p>The wider world; students have opportunities to consider how they may mix with others beyond Hobart at college / university / in adulthood.</p>
Autumn 2	Rites of passage	<ol style="list-style-type: none"> 1. Sikhs and the importance of the Five k's 2. Sikhs and membership of the Khalsa 3. Marriage in Christianity 4. Marriage in Hinduism 5. Mexican Day of the Dead 6. Kinaesthetic activity linked to Day of the Dead <p>Formal assessment.</p>	<p>Multiple choice quiz (before and after topic)</p> <p>Verbal feedback / questioning</p> <p>Self-reflection and assessment</p>	

Spring 1	War and Peace	<ol style="list-style-type: none"> 1. The reasons for war – use RE BK 2 2. The life of Anne Frank 3. The work of Simon Wiesenthal 4. Who was Gandhi? – his life in South Africa 5. Who was Gandhi ?– ideas of karma, dharma, ahimsa, caste 6. Understanding the Caste system in India – historic and modern day. 7. Malcolm X 	<p>Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment</p>	<p>Students consider pacifism and issues around the Caste system in India today.</p>
Spring 2	War and Peace	<ol style="list-style-type: none"> 1. Malcolm X 2. George Fox and Ashoka 3. Should we have the right to defend ourselves? 4. Might religion lead to prejudice? 5. Revision map/retrieval /dual coding. <p>Assessment opportunity.</p>	<p>Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment</p>	
Summer 1	Sacred places and spaces	<ol style="list-style-type: none"> 1. Jerusalem 2. River Ganges and Hinduism 3. Buddhism –different special places for Buddhists 4. Golden Temple at Amritsar 5. Superstition and belief 	<p>Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment</p>	<p>Students gain understanding of the wider world and have opportunities to consider why such places are sacred.</p>
Summer 2	Sacred places and spaces	<ol style="list-style-type: none"> 6. Lourdes and Iona 7. Native Americans –sacred earth 8. What can we do? The Chipko Movement 6. Revision map/retrieval /dual coding. <p>Assessment opportunity.</p>	<p>Multiple choice quiz (before and after topic) Verbal feedback / questioning Self-reflection and assessment End-of-Year Exam</p>	

Hobart High School Key Stage 3 Curriculum Map – Year 9

Department: Humanities - RE

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Human rights- Animal rights	<p>Do animals have rights?</p> <p>How are animals used by different groups?</p> <p>Technology – is it a beauty or a beast?</p> <ul style="list-style-type: none"> • Designer babies • Born for a purpose <p>Making of the Ten Commandments for using technology</p>	<p>Multiple choice quiz (before and after topic)</p> <p>Starters for 10</p> <p>Verbal feedback / questioning</p> <p>Self-reflection and assessment</p>	<p>Students have opportunities to consider how far technology can take us? For example, cloning.</p>
Autumn 2	Belief in God?	<p>Are science and religion at war?</p> <ol style="list-style-type: none"> 1. Dear Darwin 2. Big questions 3. Origins 4. What is the point of God 5. God and miracles 	<p>Multiple choice quiz (before and after topic)</p> <p>Starters for 10</p> <p>Verbal feedback / questioning</p> <p>Self-reflection and assessment</p>	<p>Students have time to discover what science and religion share and that the two disciplines are not always in opposition</p>
Spring 1	Islamophobia	<ol style="list-style-type: none"> 1. Types of prejudice 2. Islam in Britain today 3. Hajj part 1 4. Hajj part 2 5. Eid and Zakat 6. Muslim art/calligraphy <p>Revision Assessment</p>	<p>Multiple choice quiz (before and after topic)</p> <p>Starters for 10</p> <p>Verbal feedback / questioning</p> <p>Self-reflection and assessment</p>	<p>Issue of prejudice</p>

Spring 2	Poverty and wealth	<ol style="list-style-type: none"> 1. Introduction to poverty and wealth 2. Cost of life in modern day Britain 3. Christian views on money <p>Moral and immoral occupations</p>	<p>Multiple choice quiz (before and after topic)</p> <p>Starters for 10</p> <p>Verbal feedback / questioning</p> <p>Self-reflection and assessment</p>	<p>Students consider the cost of living their chosen lifestyle and explore careers that provide incomes to sustain such a lifestyle.</p>
Summer 1	Relationships and families	<p>Prep for GCSE RE</p> <ol style="list-style-type: none"> 1. Relationships and families 2. Premarital sex and contraception 3. Marriage 4. Growing up in a Christian family <p>Roles of women in the family (Christian views)</p>	<p>Multiple choice quiz (before and after topic)</p> <p>Starters for 10</p> <p>Verbal feedback / questioning</p> <p>Self-reflection and assessment</p>	<p>Relationships, Gender and LGBT</p>
Summer 2	War and peace	<p>Builds on work in year 8 in prep for GCSE</p> <ol style="list-style-type: none"> 1. Introduction to war and peace 2. Holy war 3. Is there such a thing as a Just War? 4. Conscientious objectors 5. Cowardly or courageous? 	<p>End-of-Year Exam</p>	