

Year 7 Overview 2024-25 – RS

Date	Wk	Week	Units Studied & Learning Outcomes						
8 weeks									
Tues 2-Sep	A	1	Unit 1: Symbolism (8 lessons) The symbolism topic will be introduced as a way to build a knowledge foundation of the major world religions and their identity. This will be done using artefacts and sources of authority and will be underpinned by the enquiry question; ‘Should using symbols to express your faith should be banned in the UK as it is a secular country?’						
9-Sep	B								
16-Sep*	A	2	Lesson Sequence of Content Lesson 1: Explore specific religious beliefs and practices (PA) Lesson 2: Signs Vs symbols: What’s the difference? (Baseline Assessment) Lesson 3: Know what Buddhist prayer flags represent and why they are important						
23-Sep	B								
30-Oct	A	3	Lesson 4: Multi-faith symbols: what do the symbols represent and what do they mean to each religion? (PA) Lesson 5: Investigate different religious artefacts (SA)						
7-Oct	B								
14-Oct	A	4	Lesson 6: (A week classes only) (TAT) “People should not be allowed to wear religious symbols in Britain” Lesson 6: (B Classes only) ST1 Preparation and Assessment (TA) Lesson 7: (A Classes only) ST1 Preparation and Assessment (TA) and TAT feedback Lesson 7: (B week classes only) (TAT) “People should not be allowed to wear religious symbols in Britain” (ST1 feedback) Lesson 8: Feedback Lesson- Ensure TATs and ST1s are feedback and responded to. Then complete Flipped learning task: The story behind Pesach						
21-Oct	B								
Half-Term 7 weeks									
4-Nov	A	5	Unit Learning Outcomes: GW: Students can match symbols to the correct religion and recall the name of specific religious symbols. BI: Students can describe what the symbols represent and identify the religion they belong to. EW: Students can explain the importance of symbols and how people use symbols to express their faith.						
11-Nov	B								
18-Nov	A	6							
25-Nov	B	6 ST1							
2-Dec	A	7 ST1	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: yellow;">Prior (Y6)</th> <th style="background-color: yellow;">Current (Y7)</th> <th style="background-color: yellow;">Next (Y8)</th> </tr> </thead> <tbody> <tr> <td>Basic beliefs and practices in 4 world religions</td> <td>Symbolism, identity and religious festival practices</td> <td>Worship beliefs and practices.</td> </tr> </tbody> </table>	Prior (Y6)	Current (Y7)	Next (Y8)	Basic beliefs and practices in 4 world religions	Symbolism, identity and religious festival practices	Worship beliefs and practices.
Prior (Y6)	Current (Y7)	Next (Y8)							
Basic beliefs and practices in 4 world religions	Symbolism, identity and religious festival practices	Worship beliefs and practices.							
9-Dec	B	7							
16-Dec	A	8							
Christmas Holiday 6 Weeks									
6-Jan	B	1	Unit 2: The Symbolic Meaning of Religious Festivals (6 Lessons) This topic explores the symbolic meaning, history and celebration of various religious festivals. The unit will be underpinned by the enquiry question; ‘Pesach is the most important religious festival’ Lesson Sequence of Content Lesson 1: Food as a symbol: What does the food represent on the Pesach plate? (The Passover) Lesson 2: Light as a symbol: What does the light symbolise in Diwali? (PA) Lesson 3: Baisakhi (Symbolism of a Sikh festival) (PA)						
13-Jan	A								
20-Jan	B	2	Lesson 4: Story behind Easter Lesson 5: Symbolism of Easter (SA) Lesson 6: Teacher assessed Task lesson (TAT) (TAT lesson is moveable based on other marking- could swap with L4)						
27-Jan	A								
3-Feb	B	3	Unit Learning Outcomes: GW: Students can identify religious festivals and match them to the correct religion. BI: students can describe the origins of different religious festivals and begin to explain the practices of religious festivals. EW: Students can explain the symbolic meaning of different elements from religious festivals.						
10-Feb	A								

Half-Term			6 weeks		
25-Feb	B	4	Prior (y6)	Current (y7)	Next (y8)
3-Mar	A		Basic beliefs and practices in 4 world religions	The symbolism of various religious festivals	Worship, pilgrimage and sacraments
10-Mar	B				
17-Mar	A				
24-Mar	B				
31-Mar		A			
		6			
Easter Holiday			5 weeks		
22-Apr	B	1	Unit 3: Justice (6 lessons)		
28-Apr	A		This topic will explore various forms of injustice that people face around the world. It will include how religious people have fought against different forms of injustice and to raise awareness of injustices such as child labour and child soldiers. The unit will be underpinned by the enquiry question; 'it is impossible to create a just and fair society'		
5-May	B	2	Lesson Sequence of Content		
		ST2	Lesson 1: What is justice and injustice?		
12-May	A	3	Lesson 2: (B week classes only) People who fight for justice: Their impact (PA)		
	B	3	Lesson 2: (A week classes only) ST2 Assessment (TA)		
19-May			Lesson 3: (B week classes only) ST2 Assessment (TA)		
	B	3	Lesson 3: (A week classes only) People who fight for justice: Their impact (PA)		
			Lesson 4: ST2 Feedback		
		3	Lesson 5: Children who aren't children: Child Labour (PA)		
		ST2	Lesson 6: Religious beliefs about helping others and combatting injustice (PA)		
Half-Term			7 weeks		
2-Jun	A	3	GW: Students can define key words Justice and injustice, using examples		
9-Jun	B	4	BI: Students can describe the impact of injustice and how people fought against injustice		
16-Jun	A	5	Prior (y6)	Current (y7)	Next (y8)
23-Jun		B	5	Examples of fair and unfair treatment	Meaning of Justice, impact of religion on actions (Justice)
30-Jun	A	5			
7-Jul	B	6			
14-Jul	A	7			
(Total: 189 Days)					

* 24th Feb INSET Day

* Easter Monday 21st

* Early May Bank Holiday 6th May

* SJBFI Inset 4th July

Overview of Year 7	
Based on your Flight Path (Targets 1L – 4L)	By the end of Year 7, students will have learned the foundations of faith, covering the ancient history of religion and its impact today through studying religious festivals and personal conviction.
GW: (Grade 1)	Students confidently define key terminology and describe examples of festival and justice.

BI: (<i>Grades 2-3M</i>)	Students can confidently define key terms, using examples. They can also describe some examples of festivals, commenting on the symbolism attached to specific festivals. Furthermore, they can describe examples of injustice and how people fought against injustice.
EW: (<i>Grades 3U-4L</i>)	Students can confidently define key terms, using examples. They can also explain the way in which some festivals are celebrated, explaining the symbolism attached to specific festivals. Furthermore, they can describe examples of injustice and explain why people fought against injustice, considering the impact of religious beliefs.