

Stone Hill School
Curriculum Plan 2019/20
Year 7 RE

Intent: Pupils will study places of worship, birth and marriage. They will use religious language fluently, handle artefacts with confidence and understand the meaning behind each artefact and symbol. Pupils will be able to recognise different places of worship and which religion it belongs to. They will share experiences and beliefs such as explaining where they have seen different buildings. Pupils will visit at least one religious building, usually in Bradford where they can see a variety of religious buildings. Pupils should start to see similarities and differences between religious ceremonies.

Term	Week/s	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn	1	Technology – using I-pads for research.	To analyse (compare) different religious buildings.	Literacy – recognising religious words. Spoken language – present your research on religious buildings and listen to others. SMSC – interested in others beliefs and religion.
	2	Technology – watch the media clip ‘Holy Cribs church’ on TrueTube. Art – research stained glass windows and produce your own pattern.	To recall facts about the Christian church.	Literacy – produce a written account of important areas and symbols in the Christian church. Focus on capital letters, full stops and paragraphs. Use religious keywords. SMSC – Accept British values. Engage in British values.
	3	Art – looking at Islamic patterns in a Mosque. Compare them to Christian art.	To recall facts about the areas of a Mosque.	Literacy – spoken language – discuss important areas in a Mosque. Write full sentences about the important areas in a Mosque using religious vocabulary.
	4	Science/technology/engineering/maths – explore Mecca, how it was built, how long it took, how much material was needed etc. Art - Trying on Islamic clothing.	To evaluate the importance of Islamic symbols and artefacts.	Literacy – reading information on various artefacts. SMSC – knowledge of different religions in the world.
	5	Science/technology/engineering – examine the building, how was it built? Maths – how long did it take to build? How much material was needed? How many areas are there? How many statues are there? Art – explore the artwork and costumes of the gods and goddesses.	To analyse the areas of a Hindu Mandir. (Trip to a Hindu Mandir).	Literacy – spoken language – listen to information from the Hindu Teacher. Reading – read information on the gods and goddesses from signage in the mandir. SMSC – visit other communities.
	6		To create an account of your visit to the Hindu Mandir.	Literacy – produce a written account of a visit to the Hindu Mandir. Focus on capital letters, full stops and paragraphs. SMSC – knowledge of different religions in the local community.
	7	Art – to look at paintings of Hindu Gods and Goddesses.	To understand the roles of the Hindu Gods and Goddesses.	Literacy – to read information on Hindu Gods and Goddesses in order to select the correct painting. SMSC – interest in different faiths.
	8	Science – the importance the Bodhi Tree. The significance of flowers and their life cycle. Art – design a flower, flag and candle for a Buddhist Shrine.	To create a Buddhist Shrine.	Literacy – spoken language – listen to information on a Buddhist shrine and summarise. SMSC – be creative.
	9	Art – make a Golak (money box)	To create a scene from a Gurdwara.	Literacy – written account of reas in a Gurdwara.

		Maths – using money to donate to charity		
Spring	1-2		To explore what happens at a Christian baptism or christening.	Literacy – drame/role play act out a christening.
	3-4	Science – astrology. Using astrology to choose a name.	To compare Hindu birth ceremonies (the hair shaving ceremony and the naming ceremony).	Literacy – reading to comprehend. SMSC – learning about different world faiths.
	5-6		To recall what happens when a baby is born in Islam	Literacy – speaking and listening. SMSC – learning different religions and cultures.
	7-8		To analyse the similarities and differences between a Christian, Hindu and Sikh birth ceremony.	
	9-10	Art – create various items that you would find on a Buddhist shrine to a new baby – flowers, candles, bracelets, flags. Maths – tally chart of preferred names for the baby, graph of the results.	To create a Buddhist birth scene.	
	11-12		To explore the various aspects of Judaism and birth.	
Summer	1-2	Art – make items for a religious ceremony such as confetti.	To role play a Christian wedding.	SMSC – understanding one of the main religions in Britain.
	3-4	Art – mindfulness colouring and designing henna.	To sequence the events at a Hindu wedding ceremony.	Literacy – infer information from photographs.
	5-6	Art – design a wedding menu	To compare an Islamic wedding to a non-religious wedding.	SMSC – comparing world cultures.
	7-8		To investigate the keywords from a Jewish wedding. To compare items found at various religious ceremonies. What do the ceremonies have in common (for example a religious leader leading the ceremony)? What are the key differences? (for example glass is smashed at a Jewish wedding but other religions don't do this).	
	9-10	Technology – researching different types of food. Making food. Art – designing menus and clothes. Maths – pricing up a menu.	To design a Sikh wedding banquet. To design Sikh wedding clothing.	Literacy – independent research in to the sort of food that I served at a Sikh wedding. Research in to traditional Sikh clothing.

Impact: Pupils will have a sound background knowledge on religious buildings, birth and marriage ceremonies. This provides the foundation for pupils to start to examine sacred items and texts.