




Year 7 CCCS Religious Studies Overview



Below is an overview of what the curriculum for RS will look like this year.

 **Knowledge:** What are the overriding questions you will be exploring in this topic?

 **Skills:** What are the essential skills that you will be learning and practicing throughout this topic?

 **Building on:** What content and skills will you be developing in this topic?

Assessment:

Progress Checks: key term tests, multiple choice quiz and short written answers

Assessment: extended writing task which will encourage you to use one or more skills such as recollection, description, interpretation, explanation etc.



Term One: Old Testament

- How do religious believers interpret sacred texts?
- What do the stories of the Old Testament reveal about the nature of God and humankind?
- What is the nature of the relationship between God and humans? (covenant)



- Defining specialist key terms e.g. literalist
- Understanding the difference between 'Old Testament' and 'Hebrew Bible'
- Recalling and describing stories from sacred texts
- Understanding different interpretations to sacred texts (hermeneutics)
- Critical, philosophical, ethical and theological thinking
- Applying knowledge to modern life

Term Two: Judaism



- How does Jewish belief (which stems from sacred texts) affect action?
- Identity and diversity: a) What does it mean to be a chosen people? B) What are the different ways of expressing Jewish identity?



- Defining specialist key terms e.g. kosher
- Recalling and describing Jewish beliefs and practices
- Understanding different interpretations to sacred texts (hermeneutics) and beliefs
- Make connections – how does belief affect action?
- Applying knowledge to modern life e.g. importance of Israel today



- Knowledge of stories from sacred texts
- Recollection of specific key terms e.g. covenant, Israel, Patriarch etc.
- Knowledge of diversity in reading sacred texts (hermeneutics)

Term Three: Hinduism



- What does it mean to describe Hinduism as a umbrella term?
- In what ways are Hindu beliefs and practices diverse within the religion itself?
- How does Hinduism compare with Abrahamic



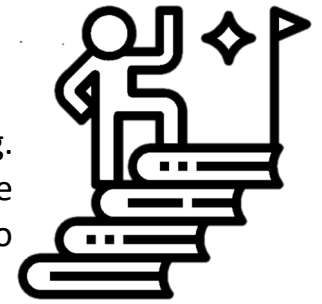
- Defining specialist key terms e.g. karma
- Recalling and describing Hindu beliefs and practices
- Critical, philosophical, ethical and theological thinking
- Make connections – how does belief affect action?
- Comparisons within Hinduism



- Building on theme of diversity within and across religions
- Recollection of specific terms e.g. monotheism
- Comparing Hindu beliefs such as beliefs in God, creation story, life after death etc with other religions, specifically Judaism
- Building on skills of making connections and hermeneutics (interpretation)

What does success look like in KS3 Religious Studies?

In Religious Studies (RS) you will enter a rich and meaningful dialogue about the religious and non-religious traditions that have shaped Great Britain and the world, a dialogue that is both intellectually challenging and personally enriching. We therefore want every pupil in CCCS to be successful in this subject and for that reason, we expect you to work to the best of your ability in every RS lesson. This not only means we have high expectations regarding your behaviour but also high expectations of your effort.



Below is a list of our day-to-day expectations that you should aim to meet in every lesson:

In Lesson

- Listen carefully to teacher instructions
- When working independently this should be done in silence
- Ask for help when in difficulty
- No calling out—raise your hands to answer or ask a question
- Always have your exercise book with you



In your exercise book



- Always write in black or blue ink (only use pencil for diagrams or drawings)
- Rule off work after each lesson, do not waste paper by beginning a new page unless it is necessary
- Underline date and title with a ruler
- Ensure all worksheets are neatly stuck (labelled if folded) and organised
- Ensure work missed if absent is caught up with and copied out in your exercise book *before* next lesson

In your writing



1. Always answer in full sentences
2. Use capital letters for God, names of people (Abraham), titles (Christian), places (India) etc.
3. Use appropriate key terminology when applicable e.g. covenant, monotheist, reincarnation etc.
4. In extended writing develop your points using phrases like '*because...*' '*this means...*' '*therefore...*' '*so...*' etc.
5. In extended writing use relevant evidence to support your explanation. This can be with examples (e.g.) or religious evidence such as a reference to sacred texts, beliefs or practices.