

Year 7 Overview 2023-24 – RS

Date	Wk	Week	Units Studied & Learning Outcomes								
8 weeks											
Tues 5-Sep	A	1	Unit 1: Symbolism (7 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?’ Lesson Sequence of Content Lesson 1: Explore specific religious beliefs and practices (PA) Lesson 2: Signs Vs symbols: What’s the difference? (TAT) Lesson 3: Know what Buddhist prayer flags represent and why they are important 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) Lesson 6: ST1 Preparation and Assessment (PA) Lesson 7: Flipped learning: The story behind Pesach Lesson 8 – will need for one week – filler lesson								
11-Sep	B										
18-Sep*	A	2									
25-Sep	B										
2-Oct	A	3									
9-Oct	B										
16-Oct	A	4									
23-Oct	B										
Half-Term			7 weeks								
6-Nov	A		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. <table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><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></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.									
13-Nov	B	5									
20-Nov	A	6									
27-Nov	B	6 ST1									
4-Dec	A	7 ST1									
11-Dec	B	7									
18-Dec	A	8									
Christmas Holiday			6 Weeks								
8-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: Symbolism of Eid Ul Adha (PA) Lesson 4: Symbolism of Sikh festival Lesson 5: Enquiry Lesson (TAT) Lesson 6: Symbolism of Easter (SA) 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.								
15-Jan	A										
22-Jan	B										
29-Jan	A	2									
5-Feb	B	3									
12-Feb	A										

Half-Term			5 weeks			
26-Feb	B	4	Prior (y6)	Current (y7)	Next (y8)	
4-Mar	A		Basic beliefs and practices in 4 world religions	The symbolism of various religious festivals	Worship, pilgrimage and sacraments	
11-Mar	B					
18-Mar	A	5				
25-Mar*						
	B	6				
Easter Holiday			6 weeks			
15-Apr	A		Unit 3: Justice (7 lessons) 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' Lesson Sequence of Content Lesson 1: What is justice and injustice? Lesson 2: People who fight for justice: Their impact (PA) Lesson 3: ST2 Assessment (TA) Lesson 4: ST2 Feedback Lesson 5: Children who aren't children: Child Labour (PA) Lesson 6: Children who aren't children: Child soldiers (PA) Lesson 7: Religious beliefs about helping others and combatting injustice			
22-Apr	B	1				
29-Apr	A	2				
6-May*	B					
13-May	A					
20-May						
	B	3 ST2				
Half-Term			7 weeks			
3-Jun	A		GW: Students can define key words Justice and injustice, using examples BI: Students can describe the impact of injustice and how people fought against injustice EW: Students can explain why people have fought against injustice			
10-Jun	B	4				
17-Jun	A	5				
24-Jun	B					
1-Jul	A					
8-Jul	B	6				
15-Jul						
	A	7	Prior (y6)	Current (y7)	Next (y8)	
			Examples of fair and unfair treatment	Meaning of Justice, impact of religion on actions (Justice)	Impact of religion on actions (environment)	
(Total: 190 Days)						

* Bank Holidays

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: (Grades 2-3M)	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: (Grades 3U-4L)	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.