



RECC Y7 Curriculum Map

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
AHCC Community	<ul style="list-style-type: none"> • Who am I? • What does belonging to a community mean? • The difference between Church and church • Key roles within the Catholic Church • The Core Values of All Hallows, and the All Hallows Mission Statement • The importance of the form saints • The importance of St Oscar Romero for All Hallows • How do the sacraments help us belong to the Church community? 	<ul style="list-style-type: none"> • Evaluation skills – students will be able to evaluate the strength of those arguments • Literacy – key literacy skills will be developed through reading key biblical scripture • Critical thinking – students will develop those skills required to criticise arguments and create counter arguments • Detailed writing – students will be able to create their own detailed pieces of work regarding key philosophical ideas • Synoptic/cross-curricular links 	Formal assessment of understanding through extended writing piece – this will display student understanding of both religious and non-religious arguments, presenting their critical thinking, evaluation, and detailed writing skills. Key Word Assessments Teacher questioning within lessons. Presentation of classwork in books. Peer and Self-Assessment of classwork

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<p>Creation and Covenant</p>	<ul style="list-style-type: none"> • What do Christians believe about creation? • The different creation accounts in Genesis 1 and 2 • How do Catholics and other Christians interpret Genesis? • The importance of stewardship • What do Catholics believe about scientific theories of Creation? • How can we protect creation? • The importance of Sister Dorothy Stang 	<ul style="list-style-type: none"> • Evaluation skills – students will be able to evaluate the strength of those arguments presented by both religion and science • Literacy – key literacy skills will be developed through reading key philosophical arguments • Critical thinking – students will develop those skills required to criticise arguments and create counter arguments • Detailed writing – students will be able to create their own detailed pieces of work regarding key philosophical ideas • Synoptic/cross-curricular links, e.g. with geography in how we can support the environment 	<p>Formal assessment of understanding through multi-layered assessments – this will display student understanding of both religious and non-religious arguments, presenting their critical thinking, evaluation, and detailed writing skills.</p> <p>Key Word Assessments Teacher questioning within lessons. Presentation of classwork in books.</p> <p>Peer and Self-Assessment of classwork</p>
<p>Desert to Garden</p>	<ul style="list-style-type: none"> • What is a sacrament? • What is the Paschal Mystery? • What do we mean by temptation in the modern world? • How is temptation portrayed in the Bible? • The Importance of the Eucharist for Catholics • How different Christian's worship God • How is Jesus' ministry portrayed in art? 	<ul style="list-style-type: none"> • Evaluation skills – students will be able to evaluate the strength of those arguments • Literacy – key literacy skills will be developed through reading key biblical scripture • Critical thinking – students will develop those skills required to criticise arguments and create counter arguments • Detailed writing – students will be able to create their own detailed pieces of work regarding key philosophical ideas 	<p>Ongoing assessment over the term including keyword test and two assessed tasks incorporating developed writing/literacy.</p> <p>Ongoing teacher assessment by observation and questioning.</p> <p>Peer/Self-Assessment of in-class activities</p> <p>Key Word Assessments as part of Homework</p> <p>Presentation of Classwork</p>
<p>Dialogue and Encounter</p>	<ul style="list-style-type: none"> • The development of the early Church including the Great Schism 	<ul style="list-style-type: none"> • Evaluation skills – students will be able to evaluate the strength of those arguments 	<p>Ongoing assessment over the term including keyword test and two</p>

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	<ul style="list-style-type: none"> • What was the Catholic Church like before the Reformation? • What was the Protestant Reformation? • What is an Ecumenical Council? • What is the Church of England? • What are the 3 broad traditions within the Church of England? 	<ul style="list-style-type: none"> • Literacy – key literacy skills will be developed through reading key biblical scripture • Critical thinking – students will develop those skills required to criticise arguments and create counter arguments • Detailed writing – students will be able to create their own detailed pieces of work regarding key philosophical ideas • Synoptic/cross-curricular links, e.g. with history and the establishment of the Church of England 	<p>assessed tasks incorporating developed writing/literacy. Ongoing teacher assessment by observation and questioning. Peer/Self-Assessment of in-class activities Key Word Assessments as part of Homework Presentation of Classwork Group Presentations will be a key form assessment for this unit</p>
How are Jews called to live?	<ul style="list-style-type: none"> • How did Judaism begin? The importance of the covenants • What do Jews believe in? The nature of God in Judaism • How do Jews worship? <ul style="list-style-type: none"> - The role of the Torah in Worship - The role of the synagogue in Jewish worship - Differences in worship: Orthodox and Reform Judaism • The modern history of Judaism 	<ul style="list-style-type: none"> • Evaluation skills – students will be able to evaluate the strength of those arguments • Literacy – key literacy skills will be developed through reading key Biblical texts • Critical thinking – students will develop those skills required to criticise arguments and create counter arguments • Detailed writing – students will be able to create their own detailed pieces of work regarding key figures • Synoptic/cross-curricular links, e.g. with History as we look at Judaism in the modern world 	<p>Ongoing assessment over the term including keyword test and two assessed tasks incorporating developed writing/literacy. Ongoing teacher assessment by observation and questioning. Peer/Self-Assessment of in-class activities Key Word Assessments as part of Homework Presentation of Classwork Group presentations will be a key form of assessment for this unit</p>
Prophecy and Promise	<ul style="list-style-type: none"> • What is Biblical Literacy? <ul style="list-style-type: none"> - The difference between Scripture, Tradition and Magisterium • How to read the Bible and the languages of the Bible 	<ul style="list-style-type: none"> • Evaluation skills – students will be able to evaluate the strength of those arguments presented by the Church • Literacy – key literacy skills will be developed through reading key Biblical texts 	<p>Ongoing assessment over the term including keyword test and two assessed tasks incorporating developed writing/literacy.</p>

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	<ul style="list-style-type: none">• How is the Bible used in worship?• Is the Old Testament still important?• How can the Bible be interpreted?• How is the Bible revered around the world?	<ul style="list-style-type: none">• Critical thinking – students will develop those skills required to criticise arguments and create counter arguments• Detailed writing – students will be able to create their own detailed pieces of work• Synoptic/cross-curricular links, e.g. with Geography as we study Bible reverence across the world	Ongoing teacher assessment by observation and questioning. Peer/Self-Assessment of in-class activities Key Word Assessments as part of Homework Presentation of Classwork
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