HOPE HIGH (Religious Education LEARNING JOURNEY

YEAR 11

???

SHOW THAT……

??

YEAR 10

Figure Focus: Dalai Lama

YEAR 9

Religious Festivals: Diwali

Religious Beliefs: Judaism

Religious Beliefs: Judaism

Religious Beliefs: Sikhism

Religious Beliefs: Sikhism

Effects of Religion in the Modern World

Moses and the 10 Commandments

History and the Holocaust

Places and People

The Travels of Guru Nanak

Compare and contrast with Hinduism (both Indian)

Places and people

Morality

Customs and Dress

Jewish life

Customs and dress

Famous Sikhs today

Sikh life: In Britain and India

Tolerance

Radicalism

YEAR 8

Religious Beliefs: Hinduism

Religious Beliefs: Hinduism

Religious Beliefs: Muslim Festivals and Symbolism

Religious Beliefs: Islam

Religious Beliefs: Islam

Sacred beliefs

Stories and Legends

Buildings and Iconography

Muslims in Britain

The Five Pillars

How was Islam created?

Marriage and Death

People and Places

Stories and Legends

The Pantheon of Gods

Ramadam and Eid

Marriage and Death

How the Qu'ran teaches the way of life

The story of Muhammad

YEAR 7

Religious beliefs: Creation

Religious beliefs: Big Questions

Religious beliefs: Christianity

Religious beliefs: Christian Festivals and Symbolism

Religious beliefs: Buddhism

Religious beliefs: Buddhism

Figures

Identify what is a talent?

Pupils retell stories of creation

What is a belief?

Charity And its effects

The Story of Jesus

Miracles and parables

Buildings and Iconography

Compare and contrast with Christianity

Ways of Worship

Show understanding about how the work of this group is inspired by the Christian belief in God

Why Christians believe that it is important to challenge prejudice and discrimination

Reasons for Festivals

Story of Buddha

Buddhists and the Natural World

Schemes of learning are designed to ensure students progress based on their security of understanding and readiness for the next stage.
STRETCH and CHALLENGE is at the heart of our curriculum

Students will be able to ??? and APPLY their knowledge to ??

Students will be able to REASON, CONJECTURE and JUSTIFY their arguments using ??

Topic tests and termly assessments are designed to accurately assess knowledge and maximise progression.

Our scheme is designed with INTERLEAVING as a key element

???

Students will develop CONCEPTUAL UNDERSTANDING and become FLUENT ?? leading to ability to RECALL and APPLY knowledge rapidly

Mathematics is not about numbers, equations, computations or algorithms. It is about UNDERSTANDING - Thurston