



	Topic Autumn	Topic	Topic Spring	Topic	Topic Summer	Topic
Key concepts	<p><b><u>Introduction to EPR Our World</u></b> Begin to explore what community cohesion is, and to think about how we can develop and create <b>community cohesion</b> in our world starting with our own community. Creating a community for everybody</p>	<p><b><u>Introduction to Islam</u></b> These lessons have been created to equip year 7 students with an overview of Islam. -Students will be able to identify key features of Islam (Places, figures, festivals, symbols &amp; beliefs). Students will be able to use terminology. Students will be able to understand how Islam affects the everyday lives of Muslim followers. The last lesson before <b>Christmas</b> is a reminder that holidays such as Christmas have a religious context that we should try to respect and appreciate.</p>	<p>Starting with <b><u>the visit of the Maji</u></b>, students look at some of the information and sources from the Gospels to clarify the well-known Bible story. Holocaust Memorial Day is a time when we seek to learn the lessons of the past and to recognise that genocide does not just take place on its own, it's a steady process which can begin if discrimination, racism and hatred are not checked and prevented. We're fortunate here in the UK; we are not at risk of genocide. However, discrimination has not ended, nor has the use of the language of hatred or exclusion. There is still much to do to create a safer future and HMD is an opportunity to start this process.</p>	<p>The Topic <b><u>What does justice means to Christians</u></b> looks at students: Understanding what Christians mean when they talk about justice Understanding why Christians believe Jesus wants them to work for justice See how Christians work for justice Respond in your own way to Jesus 'vision of justice. The topic titled <b><u>Peace</u></b> looks at the meaning of peace and to understand what pacifism is Students design their own symbol or poster to promote peace Students analyse pacifism and whether peace can be achieved or not.</p>	<p><b><u>Hinduism</u></b> Students look at the origins of Hinduism, find out about the Hindu idea of re-incarnation, understand how the caste system worked and still does to some extent. Students look at the life of Gandhi and how his peaceful influence impacted on people around the world.</p>	



<p><b>Themes</b></p>	<p>Lesson 1 Our World Intro and keywords Lesson 2. Slide 8 tasks 1, 2,3 +extension task Lesson 3. What is Britishness? Lesson 4. Creating our perfect town/community Lesson 5. “ “ “ “ Lesson 6. Slide 31 Task to produce leaflet to advice: school, community and government. Lesson 7. “ “ “ Lesson 8 Debate</p>	<p>Lesson 1. Introduction to Islam Lesson 2. Mosque Lesson 3. Muhammed Lesson4. The Five Pillars of Islam Lesson 5. Values of Islam Lesson 6.What are the issues in modern Britain Lesson 7. Christmas lesson</p>	<p>Lesson 1.The Wise men Lesson 2. “ “ Lesson 3. Jewish memorial Day Lesson 4. “ “ “ “ Lesson 5. “ “ “ “ Lesson 6. Easter project Lesson 7. “ “</p>	<p>Lesson 1. Justice Project Lesson 2. “ “ Lesson 3. “ “ Lesson 4. “ “ Lesson 5. Peace Project Lesson 6. “ “ Lesson 7. “ “</p>	<p>Lesson 1. Hinduism Introduction Lesson 2. Philosophical questions Lesson 3. Karma, Samsara and Moksha Lesson 4. Castes and Brahman Lesson 5. Ghandi Lesson 6. Festivals Lesson 7. DIY Hindu Gods</p>	<p>Lesson 1. Introduction to Hinduism. What do you already know? Lesson 2. Philosophical questions Lesson 3. Karma, Samsara and Moksha Lesson 4. Castes and Gandhi Lesson 5. Festivals Lesson 6. Puja Lesson 7. Hindu Creation story</p>
<p><b>Challenge</b></p>	<p>Slide 8-Write a letter to your local council telling them of your ideas and why you think they should happen. Slide 9- see note section Slide 15- Put low MEG band with high MEG band Put one high MEG band with two low MEG band and get them to scribe feedback in their book and low MEG band students to score views in their books out of 5 Slide 20- same as above</p>	<p>Lesson 1 Slide 5- Knowledge check. Explain the term aslama Slide 8- depth of information recalled from watching 10 minute clip 'History of Islam' Slide 9- Levelled questions to direct students to. Slide 14- extension task to develop language and literacy skills Lesson 2 Slide 1- memory recall from lesson 1 Slide 3- Mind map, feedback to rest of class</p>	<p><b>Wise men</b> Slide 6 Asks students to reflect on Matthews Gospel as to whether he clarifies the wise men clearly. Slide 16 A choice of activity to stretch the learning and understanding of the student. Including a quiz design task which could be used for other students needing support but aids the interaction of peers. <b>Jewish Memorial Day</b> Slide 4 Choose student to lead discussion. Slide 17 Extension activity to read the diary entry from Elie Wiesel and answer the questions. Slide 19</p>	<p><b>Justice</b> Slide 3 Connect picture of Maria with that of Jesus' crucifixion and sacrifice he made to re-connect with God. Slide 5 Choose challenge student to lead pair/group. Slide 8 Try to interpret the Bible teaching. Slide 12 Extension activity Compare moral struggle</p>	<p>Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension tasks, GCSE style questions requiring debating techniques</p>	<p>Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension tasks, GCSE style questions requiring debating techniques</p>



			Read and explain quote from the historian Ian Kershaw			
Support	Slide 8-Exemplar given Slide 9- see note section Slide 15-Put low MEG band with high MEG band Put one high MEG band with two low MEG band and get them to scribe feedback in their book and low MEG band students to score views in their books out of 5 Slide 20- same as above	Slide 5- Knowledge check Slide 6 Blank template Slide 8- blank template available Slide 9- Levelled questions to direct students to. Lesson 2 Slide 1- memory recall Slide 3 mind map peer support	Slides 8-13 explains the Bible story of the Magi's visit through pictures and simpler text Slide 15 Sentence starters to help answer questions Slide 16 Final Task allows for a choice of activities to best support learning of student. Or Students can complete task on slide 17 which requires literacy and language skills <b><u>Jewish Memorial Day</u></b> Slide 5 Challenge student can share information with support students to expand their prior knowledge of the holocaust. Slide 14 Starter sentences and keywords supplied. Slide 16 Eva/Moshe letter worksheet with keywords and starter sentences supplied.	<b>Justice</b> Slide 5 Work with group to develop understanding and confidence to share ideas. Slide 8 Work with suitable person to stretch understanding. Slide 11 Use visual story board to clarify understanding. Slide 14 Interpret the actions of the Good Samaritan.	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group
Literacy focus	Structure and presentation such as using Headings and subheadings to order work more	Structure and presentation such as using Headings and subheadings to order work more effectively. Use of	Structure and presentation such as using Headings and subheadings to order work more effectively. Use of	Structure and presentation such as using Headings and subheadings to order work more effectively. Use of	Structure and presentation such as using Headings and subheadings to order work more effectively. Use of	Structure and presentation such as using Headings and subheadings to order work more effectively. Use of



	effectively. Use of appropriate labelling to support recall of information. Community cohesion. Typically, British Religious pluralism Diversity Prejudice Discrimination Multi-ethnic society Multifaith society Racial Harmony stereotype.	appropriate labelling to support recall of information. Developing knowledge of Keywords and phrases within the context of the topic.	appropriate labelling to support recall of information. Reading the Bible story and modern version to understand story. Writing a script about an imaginary conversation with one of the wise men. Read and interpret information and quotes	appropriate labelling to support recall of information. Development of knowledge of Keywords and phrases within the context of the topic.	appropriate labelling to support recall of information. Development of knowledge of Keywords and phrases within the context of the topic.	appropriate labelling to support recall of information. Development of knowledge of Keywords and phrases within the context of the topic.
Numeracy focus	n/a	n/a	n/a	n/a	n/a	n/a
Cross-curricular links	Community cohesion British values and identity	Citizenship/PSHE	Citizenship/PSHE	Citizenship/PSHE	Citizenship/PSHE	Citizenship/PSHE
SMSC & MBV		Tolerance multifaith society Ethical values	Persecution and tolerance	Social skills: group work Moral: weighing up rights and wrongs of government control	Tolerance multifaith society Ethical values	Tolerance multifaith society Ethical values
ASSESSMENTS	Assessment of leaflet that each student produces, focusing three areas: The school community Their local community Advising the Government on ways to improve community cohesion through legislation. Per and Self-assessment of leaflet	Waterfall Assessment on Islam or combination assessment based on Islam and Our world (dependent on group dynamic)	Assessment of Eva/Moshe letter	Waterfall assessment if required	Waterfall assessment if required	
Out of school learning				IST Pilgrimage Students research pilgrimages of Christians, Muslims, Sikhs, Jews and Hindus. Students create a travel brochure explaining what activities and		

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				experiences pilgrims can expect on their journey		
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Scheme of Work

SUBJECT EPR/RE

YEAR 7



Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1				
2				<p>History of Islam in 10</p>  <p>How Islam Began - In Ten Minutes - YouTube YouTube: TrueTube</p> <p>mins available on Youtube</p>
3				
4				<p>BBC learning Zone clip 3296 (if it works) or go to True Tube</p>  <p>Holy Crib: The Mosque</p> <p>Omar welcomes TrueTube to London Central Mosque and we're given the full tour - even up the minaret! Omar talks about the features of a traditional mosque and shows us how Muslims pray.</p>
5				
6				

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OPTIONAL PAGE