

Faith and Ethics Year 7 Curriculum map

Year 7											
<b>7.1: What does it mean to be a Hindu in modern Britain?</b> <i>Brahman, samsara, dharma and karma</i>	<table border="1"> <thead> <tr> <th colspan="3">Learning outcomes</th></tr> <tr> <th>Emerging</th><th>Expected</th><th>Exceeding</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Explain a Hindu understanding of God</li> <li>Explain the impact karma might have on a Hindu life</li> </ul> </td><td> <ul style="list-style-type: none"> <li>Outline reasons for Indian immigration to Britain</li> <li>Explain foundational beliefs in samsara, Brahman, atman and karma</li> <li>Offer a supported explanation for how Hindu beliefs affect Hindu life</li> <li>Evaluate how easy or hard it is to live by Hindu beliefs in modern Britain</li> </ul> </td><td> <ul style="list-style-type: none"> <li>Explain how a Hindu, or Eastern, view of time is different to the Western view of time</li> <li>Explain how the Hindu view of Brahman requires Hindus see all life</li> </ul> </td></tr> </tbody> </table>	Learning outcomes			Emerging	Expected	Exceeding	<ul style="list-style-type: none"> <li>Explain a Hindu understanding of God</li> <li>Explain the impact karma might have on a Hindu life</li> </ul>	<ul style="list-style-type: none"> <li>Outline reasons for Indian immigration to Britain</li> <li>Explain foundational beliefs in samsara, Brahman, atman and karma</li> <li>Offer a supported explanation for how Hindu beliefs affect Hindu life</li> <li>Evaluate how easy or hard it is to live by Hindu beliefs in modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>Explain how a Hindu, or Eastern, view of time is different to the Western view of time</li> <li>Explain how the Hindu view of Brahman requires Hindus see all life</li> </ul>	<p><i>Year 8 Justice and equality</i></p> <p><i>Gandhi and MLK</i></p> <p><i>Ahimsa and peaceful protests</i></p>
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		biblically mean obeying the whole Bible?		
<b>7.3: What's so radical about Jesus?</b> <i>Political and spiritual innovation offered by Jesus</i>	<b>Learning outcomes</b>			<i>Links to GCSE unit on Christian Beliefs.</i>  <i>A level study of Christianity.</i>
	<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>	
	<ul style="list-style-type: none"> <li>• Explain why one action or teaching of Jesus' was radical</li> <li>• Offer a view of how Jesus' radical message should affect Christians today</li> <li>• Evaluate how Jesus' radical message could affect the world today</li> </ul>	<ul style="list-style-type: none"> <li>• Give a supported view as to how radical Jesus' political teachings are</li> <li>• Give a supported view as to how radical Jesus' spiritual support is</li> <li>• Express insight into the question of how radical Jesus is today</li> <li>• Offer a view as to whether Jesus' political or spiritual innovations are of most significance to the world today</li> </ul>	<ul style="list-style-type: none"> <li>• Explain, with reference to historical context, how radical Jesus was in the 1<sup>st</sup> century</li> <li>• Evaluate whether Christians or the Christian churches have been radical enough</li> </ul>	

Key:

Grammar

Dialectic

Rhetoric