

Year 7 *Can we prove God's existence?* (Summer 1)

**Identify**

- I can identify at least one philosophical argument for the existence of God
- I can identify at least one philosophical argument against the existence of God
- I can identify at least one source of wisdom and authority which is either for or against the existence of God

**Explain**

- I can simply explain reasons for and against the existence of God

**Evaluation**

- I can reach a justified conclusion in response to the question 'can we prove God's existence?'

Year 7 *How do religions use art?* (Summer 2)

**Identify**

- I can identify at least one form of art that is used by religion
- I can identify at least one reason religion may use art

**Explain**

- I can simply explain how my piece of art represents my beliefs

**Evaluation**

- I can evaluate my own piece of art work

# Minimum Expected Standards

## Religious Education Year 7

Inside this booklet you will find a summary of all the knowledge and skills that the academy expects you to master in this subject by the end of the year.

These are the **minimum standards** that we set for all students. If you achieve this you should be on track to achieve at least a **grade 5/6 in your GCSE** in year 11.

During each half-term you will have regular '**learning checks**' to assess how well you are progressing against the expected standards. If you do not reach the expected standard in any of these checks you should be seeking help from your teacher, asking for study supports and using the materials on TGISpace to help you improve.

If you wish to push yourself further your teacher will also be sharing with you examples of how to go **beyond the expected standards**

**Tudor Grange Academy  
Solihull**

**Year 7 Does religion have an impact on the modern world? (Autumn 1)**

**Identify**

- I can identify at least one religious figure who may have had an impact on the modern world
- I can identify at least one religious organisation that may have had an impact on the modern world
- I can identify at least one source of wisdom and authority which may have had an impact on the modern world

**Explain**

- I can simply explain reasons for and against religion having an impact on the modern world

**Evaluation**

- I can reach a justified conclusion in response to the question ‘does religion have an impact on the modern world?’
- 

**Year 7 What are the origins of life? (Autumn 2)**

**Identify**

- I can identify at least one religious origins of life story
- I can identify at least one non-religious explanation for the origins of life
- I can identify at least one source of wisdom and authority which explains the religious origins of life

**Explain**

- I can simply explain reasons for and against religious explanations for the origins of life

**Evaluation**

- I can reach a justified conclusion in response to the question ‘what are the origins of life?’

**Year 7 Who was responsible for the death of Jesus? (Spring 1)**

**Identify**

- I can identify at least one person who may be responsible for the death of Jesus
- I can identify at least one reason Jesus may have been seen as a threat
- I can identify at least one source of wisdom and authority which supports my views

**Explain**

- I can simply explain reasons for and against different suspects in the death of Jesus

**Evaluation**

- I can reach a justified conclusion in response to the question ‘who was responsible for the death of Jesus?’
- 

**Year 7 Does Religion Divide or Unite? (Spring 2)**

**Identify**

- I can identify at least one reason religion may unite people
- I can identify at least one reason religion may divide people
- I can identify at least one reason for the Sunni/Shi’a split in Islam

**Explain**

- I can simply explain reasons for and against religion dividing or uniting people

**Evaluation**

- I can reach a justified conclusion in response to the question ‘does religion divide or unite?’