



Scheme of Learning	Topic: Year 7: Where did Monotheism come from and how did it develop?
Learning outcomes	By the end of this unit students will develop knowledge and understanding of the role of key figures, for example Abraham, Moses, Jesus and Muhammad, in the development of Western monotheism and in the formation of the Abrahamic traditions. This will create a baseline of knowledge for their further systematic study of the Abrahamic faiths in the remainder of Year 7 and will also be a solid foundation for later GCSE study of Christianity and Islam.
Key Question	What key role did the patriarchs and matriarchs play in the development of Abrahamic monotheism?
Knowledge	Key Concepts • The life of Abraham, including the stories of the sacrifice of Isaac and his journey to Canaan and covenant with God and the implications this has for later Judaism • The life of Moses, including stories of his infancy, killing of the Egyptian soldier, life in the desert, burning bush and his return to Egypt and the 10 plagues, the receiving of the 10 commandments • How the story of Moses and the exodus has been used to support the concept of liberation in history e.g. through the study of the slave spiritual song “Go down Moses” • The key role of women in the Old Testament including Ruth, Naomi, Sarah, Miriam and Hagar • The concept of the messiah that the Jewish people were expecting, prophecy and prophets • The life of Jesus (in brief) and his unique role within Christianity as well as how he is viewed by Islam and Judaism in comparison • The life and importance of Muhammad, the Qur’an, the early Muslim community and the concept of prophethood Key Skills • Evaluation – ability to evaluate the relative significance of different figures to the development of monotheism • Comparison – ability to draw out parallels, similarities and differences in the 3 key faiths • Analysis – of various sacred texts and stories, looking for meaning and symbolism • Tolerance and the ability to understand the worldview of others



	Key Terms/Glossary: • Monotheism – the belief in one god • Patriarch/Matriarch – (in this context) those men/women seen as the founders and early believers in a faith • Covenant – a promise / oath • Sacred text – including the Torah, Bible, Qur'an • Liberation – freedom • Messiah – the anointed/chosen one awaited by the Jews to bring peace to their kingdom Prophet – one who is sent from God with a message
Ongoing Assessment	In lessons: Retrieval practice quiz at the beginning of each lesson, AFL such as use of mini whiteboards so students can hold up their responses, true/false statements that all students respond to (e.g. thumbs up/down)
Key Assessment	Two 6 mark written evaluative questions marked in the course of the topic
Clear sequencing of content	This topic follows an introductory unit on big questions that was not focussed on any specific religion or worldview. The remainder of Year 7 will involve a chronological systematic exploration of the three Abrahamic faiths, Judaism, Christianity and Islam. This unit aims to act as an introduction to these three faiths, by looking at the foundations of the tradition, studying the lives of key figures such as Abraham, Moses, Miriam, Hagar, Jesus and Muhammad. It also acts as an introduction to the academic discipline of theology and comparative religious studies. This topic will help students in the upcoming units as they will already recognise references to the key historical figures within the faith traditions and be able to make connections between these and the modern practice within the faiths.
Links to Careers	



	This topic provides students with excellent cultural capital as knowing the stories behind the foundation of the three faiths that have shaped the West will stand them in good stead when studying many subjects including English, History and Geography. Having sound knowledge of these areas can only be an advantage in any future career.
Diversity and Inclusion	• We look at a wide variety of cultural and religious traditions • We have expanded our unit on founders and patriarchs to look at matriarchs and the role of key women in the foundation of monotheism, looking at the stories of Hagar, Deborah and Miriam. • We have also aimed to be more inclusive and encompassing in our exploration of key sacred texts in order to draw interpretation from the traditions of all 3 religions and highlight similarities and differences between them. For example, studying the person of Jesus from a Jewish and Islamic perspective to contrast the Christian viewpoint. • We have also extended our study of Moses and the exodus story to consider the ways it has been used to support liberation, including an introduction to black liberation theology and the use of the slave spiritual song “Go down Moses” as a source to explore.
Additional Support	• SharePoint pages – access to all class materials plus wider reading list • Key Terms shared at the beginning of the topic
Challenge	An excellent and accessible book for those interested in this topic and wanting a challenge is: A Little History of Religion by Richard Holloway which explores the themes of this unit in more depth. The BBC Religion pages are also an excellent starting point for further research into the main faith traditions.