

Year 8 RE Curriculum Map			
	Autumn Term	Spring Term	Summer Term
Unit Length	Half Term 1 Christian concepts 8 lessons including assessment	Half Term 3&4 Sikhism: 10/11 lessons including assessment	Half Term 5 What does it mean to be human 7 lessons including an assessment
	Half Term 2 Faith in Action: 6 lessons including an assessment		Half term 6 How did we get here? 6/7 lessons including assessment
Links to the National curriculum/Assessment Objectives	AO1: Demonstrate knowledge and understanding of religion and beliefs including: <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.		
Description of the topic and key learning outcomes (key knowledge and understanding)	Topic 1: Building on from year 7 topic 4 To know and understand the key elements of the life of Jesus for Christians and why Christians believe that Jesus is the Son of God. To assess and evaluate whether there is evidence to support this belief. To analyse the teachings of Jesus and apply them to life in the 21st century. <ul style="list-style-type: none"> • What did Jesus look like? – his identity and role • Gee Walker – Lining back to Year 7 and the parable of the lost son • Good Samaritan (new for 2019/20) • Corrie Ten Boom • Miracles • Assessment Forgiveness parable – needs amending 19/20 as	Topic 3 To understand the key concepts of the Sikh faith. Good preparation for the GCSE RE unit where Sikhism is taught 33% of course. Compare the teachings and beliefs of Sikhs to those from Christianity Analyse beliefs and teachings and apply to 21 st century living for a Sikh. Challenges of following a faith	Topic 4 To know and understand what makes us human, and question the meaning of life To analyse key teachings and use these to evaluate personal opinions Key Assessment skills & Assessment Objectives: *To think about the qualities humans have *to understand our position in the world * discuss issues such as free will and evil and suffering <ul style="list-style-type: none"> • Beliefs • What makes you, you • Value of human life • Purpose of human life • Freewill • Assessment The future

	<p>year 7s have looked at the same parable. Change to Gee walker, then Good Samaritan then Corrie Ten Boom application to the GS parable</p>		
	<p>Topic 2 To know and understand how Christian faith has influenced the lives of key people, and the impact this has had on others, To assess their lives and evaluate the impact of their actions on others Assess what can be learnt from their lives</p> <p>To know their background, challenges they faced, changes they made. To question why these figures are inspirational and whether they were successful.</p> <ul style="list-style-type: none"> • Christian values for helping people • Bonhoeffer • Oscar Romero • Assessment • Ghandi and MLK • Mother Teresa 		<p>Topic 5 To know and understand the role that faith has in peoples beliefs about the creation of the world and animals To know and understand the scientific challenges religion has to combat</p> <p>To evaluate the strength of each argument and work out which is better, but more importantly why.</p> <ul style="list-style-type: none"> • The natural world • Creation stories – Christian and Hindu compared • Genesis • Big Bang • Evolution <p>Assessment</p>
<p>Related Concepts (that are revisited)</p>	<p>Topic 1 links to topic 4 from year 7 Topic 2: Key Christian concepts (beatitudes) from previous topic.</p>	<p>From year 7 Rites of passage (topic 3) and identity (topic 5)</p>	<p>Topic 1&2 links to faith from Christian perspective</p>
<p>Skills being taught</p>	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or 	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, 	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority <ul style="list-style-type: none"> • influence on individuals, communities and societies <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>

	<p>between religions and beliefs.</p> <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>communities and societies</p> <ul style="list-style-type: none"> • similarities and differences within and/or between religions and beliefs. <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	
Milestone assessments	<p>Assessments as per schools calendar</p> <p>Assessment: 4 part assessment , assessing both AO1 (50%) and AO2 (50%)</p> <p>Assessment 1: Christian concepts Assessment 2: Inspirational people</p>	<p>Assessments as per schools calendar</p> <p>Assessment 5 : 4 part assessment, assessing both AO1 (50%) and AO2 (50%)</p> <p>Assessment: Sikh identity</p>	<p>Assessments as per schools calendar</p> <p>Assessment: 4 part assessment, assessing both AO1 (50%) and AO2 (50%)</p> <p>Assessment 3: What makes human life important Assessment 4: How did we get here, creation</p>
Wider reading	<p>Research on the parables and miracles of Jesus and the life of key inspirational people</p> <p>Research on Gandhi, Mother Teresa, Cafod, Christian Aid, Fairtrade, Muslim Aid, Red Crescent</p>	<p>Research on Sikhism, 5ks, identify and the turban</p> <p>Wider information on rebirth, karma and mukti</p> <p>Amrit and being Khalsa</p> <p>The role of the 10 Guru's in the Sikh faith</p> <p>Sikh Rites of passage – death rites for example</p>	<p>Research on scientific developments in creation theories, the work of Darwin/Dawkins/ Hawkins</p> <p>Humanism and the role this plays in non-believers lives</p>
Literacy programme	<p>Topic 1: Spelling of keywords: parable, miracle, belief, faith, forgiveness</p> <p>Use of Bible Quotes as evidence</p> <p>Topic 2</p> <p>Bonhoeffer, Nazi, Pacifist, Beatitudes, civil war, dictatorship, corruption, civil rights, colonialism, humanism,</p>	<p>Spelling of keywords: Topic 3</p> <p>Khalsa, Singh, Kaur, Gurdwara, Guru, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, Langar, Sewa</p>	<p>Spelling of keywords:</p> <p>Topic 4</p> <p>Valuable, utilitarian, Aristotle, freewill, moral and natural evils.</p> <p>Topic 5</p> <p>Evolution, Big Bang, Genesis, creation, stewardship, coincidence, natural selection, symbolic and creationist Christians</p>

Homework	Knowledge Organisers	Knowledge Organisers Term 3 house challenge project	Knowledge Organisers
OAK ACADEMY LINKS	<p>Half term 1:</p> <p>Lesson 3 https://classroom.thenational.academy/lessons/the-incarnation-68vk4t</p> <p>https://classroom.thenational.academy/lessons/the-life-of-jesus-74t36c</p> <p>Half term 2:</p>	No lessons on OA	<p>Half term 5 No OA lessons</p> <p>Half term 6</p> <p>Lesson 1 https://classroom.thenational.academy/lessons/the-nature-of-god-cmwk2c</p> <p>Lesson 3 https://classroom.thenational.academy/lessons/humanism-cmr62d</p> <p>Lesson 4 https://classroom.thenational.academy/lessons/scientific-views-on-the-origins-of-the-universe-61j68t</p> <p>Lesson 5 https://classroom.thenational.academy/lessons/scientific-views-on-the-origins-of-the-humanity-68r3jc</p>