

Curriculum Plans: Year 8 (RE)

	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1	Creation and Covenant	<ul style="list-style-type: none"> The definition of covenants and the link between them and free will The difference between a covenant and a contract An understanding of sin and the impact this has on our relationship with God An understanding of Genesis 3 and its link to original sin The Sinai Covenant and its importance for modern Christians The Greatest Commandment and its implications for how we treat those around us The origins of Baptism including the Baptism of Jesus Baptism as a Sacrament of Initiation and a gateway Sacrament The Catholic teaching of conscience as God given, including teaching on the education of conscience Sophie Scholl as an example of following conscience in the most challenging circumstances Jojo Rabbit as a form of media which reflects the complexities of conscience and the potential obstacles to this 	<p>Literacy skills – students should be able to accurately use advanced key terms</p> <p>Oracy skills – working collaboratively to explore ideas and big questions</p> <p>Essay writing skills - students will begin to form logical chains of reasoning and reach conclusions</p>	Covenant Free will The fall Original sin Concupiscence Sacrament Baptism Sinai covenant Decalogue Responsibility Conscience	Knowledge test
Michaelmas 2	Prophecy and promise	<ul style="list-style-type: none"> An understanding that God calls and sends messengers, known as prophets to speak his words Prophets as inspired by God and prophecy as preparing for the time of the Messiah and New covenant The cycle of prophecy including call, message, and fulfilment, An understanding of the key messages of the major prophets such as Jeremiah and Amos 	<p>Literacy skills – students should be able to accurately use advanced key terms</p> <p>Oracy skills – working collaboratively to explore ideas and big questions</p>	Advent Atonement Cycle of prophecy Idolatry Liturgical year Messiah Messianic Prophecies	Knowledge test

Curriculum Plans: Year 8 (RE)

		<ul style="list-style-type: none"> An understanding of prophecy that points to Christ such as Isaiah and the Suffering Servant, including reflecting on how this was fulfilled Jesus as priest, prophet, and king through his fulfilment of the prophecies The connection between advent and prophecy including key prophetic texts Advent devotions such as wreaths and the Jesse Tree as key reminders of the fulfilment of prophecy Christmas carols as reflecting prophetic messages, such as 'O come, O come, Emmanuel' Oscar Romero as a key prophetic voice of today, including his context in El Salvador and his message against injustice Exploration of the connection between Oscar Romero and the prophet Amos 	<p>Essay writing skills - students will begin to form logical chains of reasoning and reach conclusions</p> <p>Evaluative skills – students will analyse relevant pieces of scripture and Church teaching to develop their own arguments</p> <p>Reasoning - students should be able to articulate their own judgements successfully and provide reasons to support judgements.</p>	<p>Prophet</p> <p>Repentance</p> <p>Social justice</p> <p>Second Coming of Christ</p>	
Lent 1	Galilee to Jerusalem	<ul style="list-style-type: none"> An understanding of the Kingdom of God as both physical and spiritual, a state where God reigns supreme and everyone lives according to His will Scripture that teaches us about the KOG including the Parable of the Sower and the Good Samaritan An understanding of the context of Jesus' ministry in 1st Century Palestine, including groups such as the Pharisees and the Romans Jesus' treatment of the marginalised including women, the sick, and the sinners as teaching us key values of the KOG The different understanding of miracles including scientific reasoning The Corporal Works of Mercy and the Spiritual Works of Mercy as examples of how to live in the KOG Sacraments of healing as ways to be physically and spiritually healed by God Inspirational figures who teach and live out the core values of the KOG such as Father Damien de Veuster 	<p>Literacy skills – students should be able to accurately use advanced key terms</p> <p>Oracy skills – working collaboratively to explore ideas and big questions</p> <p>Essay writing skills - students will begin to form logical chains of reasoning and reach conclusions</p> <p>Evaluative skills – students will analyse relevant pieces of scripture and Church teaching to develop their own arguments</p> <p>Reasoning - students should be able to articulate their own judgements successfully and</p>	<p>Anointing of the Sick</p> <p>Corporal works of mercy</p> <p>Gentiles</p> <p>Literal Sense</p> <p>Ministry</p> <p>Miracle</p> <p>Moral Sense</p> <p>Pilgrimage</p> <p>Sacrament of reconciliation</p> <p>Spiritual works of mercy</p> <p>The Kingdom of God</p>	Essay

Curriculum Plans: Year 8 (RE)

			provide reasons to support judgements.		
Lent 2	Desert to Garden	<ul style="list-style-type: none"> An understanding of the different kinds of suffering that exist including physical and moral The inconsistent triad- J.L Mackie as a challenge to the existence/nature of God in the face of suffering Arguments to explain suffering that exists in the world The Book of Job as a lesson on suffering Jesus as the suffering servant Theological reasonings for the crucifixion including the atonement of sins Preparation for Lent as a lesson on suffering in the Church Theodicies including St Irenaeus and Augustine as defences of God against the Problem of Evil The Easter Triduum Euthanasia as a response to suffering, including the Catholic perspective on sanctity of life Crucifixion in artwork and its link to scripture Margaret and Barry Mizen 	<p>Literacy skills – students should be able to accurately use advanced key terms</p> <p>Oracy skills – working collaboratively to explore ideas and big questions</p> <p>Essay writing skills - students will begin to form logical chains of reasoning and reach conclusions</p> <p>Evaluative skills – students will analyse relevant pieces of scripture and Church teaching to develop their own arguments</p> <p>Reasoning - students should be able to articulate their own judgements successfully and provide reasons to support judgements.</p>	<p>Atone</p> <p>Euthanasia</p> <p>Moral evil</p> <p>Moral suffering</p> <p>Physical evil</p> <p>Physical suffering</p> <p>Problem of evil</p> <p>Salvation</p> <p>Theodicy</p>	Knowledge test
Trinity 2	Dialogue and Encounter - Islam	<ul style="list-style-type: none"> An understanding of why the study of Islam is important, including its origins The prophet Muhammad including his life events and the first revelation of the Qur’an The importance of Muhammad for Muslims as the final messenger of God Holy books in Islam including the importance of the Qur’an for Muslims as the word of God The Mosque and its key features The Five Pillars of Islam The Shahadah as expressing key Muslim beliefs 	<p>Cultural awareness – students will develop understanding and tolerance, helping them to be more broadly educated citizens</p> <p>Literacy skills – students should be able to accurately use advanced key terms</p> <p>Oracy skills – working collaboratively to explore ideas and big questions</p>	<p>Five Pillars</p> <p>Greater Jihad</p> <p>Hijab</p> <p>Islamophobia</p> <p>Lesser Jihad</p> <p>Mosque</p> <p>Prophet</p> <p>Qur’an</p> <p>Salah</p> <p>Shahada</p> <p>Wudu</p>	End of year exam

Curriculum Plans: Year 8 (RE)

		<ul style="list-style-type: none"> • Salah and the importance of prayer in Islam including Wudu as preparation for prayer • Fasting during Ramadan including key beliefs such as the 'Night of Power' and the origins of Eid ul fitr • Charity in Islam including the importance of Zakah for Muslims and how this is calculated • Hajj- the annual pilgrimage to Mecca and the origins of Eid ul adha • The role and importance of women in Islam including key debates surrounding the hiab, niqab and burka in Islam • Jihad/Isis, building a greater understanding of the term Jihad and its importance in Islam. Differentiating between lesser and greater Jihad • Islamophobia in modern Britain, including the impact of this on Muslims and how it may be tackled 	<p>Reasoning - students should be able to articulate their own judgements successfully and provide reasons to support judgements.</p>	<p>Zakah</p>	
--	--	---	---	--------------	--