

# Year 8 Curriculum – 2022-23

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	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
<b>Key Concepts</b>	Belief and Understanding		Truth and Knowledge		Morality and Creativity	
<b>Topic</b>	<u>Prophecy</u>	<u>Islam</u>	<u>Judaism</u>	<u>Sikhism</u>	<u>Suffering</u>	<u>Wisdom</u>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>Prophets are people who speak for God.</li> <li>The big story narrative in the Bible.</li> </ul>	<ul style="list-style-type: none"> <li>The beliefs and practices of Islam.</li> <li>Ideas about how difficult it can be to be a religious teenager.</li> </ul>	<ul style="list-style-type: none"> <li>The beliefs and practices of Judaism.</li> <li>Ideas about how difficult it can be to be a religious teenager.</li> </ul>	<ul style="list-style-type: none"> <li>The beliefs and practices of Judaism.</li> <li>Ideas about how difficult it can be to be a religious teenager.</li> </ul>	<ul style="list-style-type: none"> <li>Why people suffer.</li> <li>How we can help those who suffer.</li> <li>Looking at solutions to suffering.</li> </ul>	<ul style="list-style-type: none"> <li>Meanings of biblical ideas and texts to do with wisdom, suffering, evil and the meaning of life, explaining their ideas</li> </ul>
<b>Assessment</b>						
<b>Why this?</b>	This unit offers a view as to how far biblical messages are valuable today. Asking whether the modern world needs prophets, who they might be, and how students themselves might respond to them.	This unit gives a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications for their responses.	This unit gives a coherent account of the challenges and opportunities of being a Jewish teenager in Britain today, offering reasons and justifications for their responses.	This unit offers an account of the value and impact of Sikh practice of service and equality in the UK today and what we can take from this.	A coherent account of the causes of suffering and the solutions offered by at least one religious tradition Looking at how far it is the case that religions exist to help humans cope with suffering, fear and despair.	This unit allows students to respond to the challenges of biblical ideas and teachings in the world today and in their own lives.
<b>Why now?</b>	This gives a good introduction to religious texts and ties in with the different topics covered in primary and year 7 RE. This topic allows students to understand the core messages of the Bible and how they apply today.	By this point students have looked at Christianity in detail and need to look at a new religion. Islam is the second largest religion in the world.	Judaism is the final Abrahamic religion for students to look at. Students can compare their knowledge of Christianity and Islam to Judaism.	After looking at Abrahamic religions it is important for students to look at something entirely different. Sikhism fits well into our school community and broadens	Suffering and wisdom lead on well from each other. Students need to understand why we suffer and compare ideas of suffering through different religious lenses.  They then move on to evaluate the wisdom behind suffering and joy.	

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<b>Curriculum links</b>	<p><i>Literacy - Extended writing</i>  <i>History – Historical context of religious events.</i>  <i>SMSC – Evaluating the social and moral impact of religion on society.</i>  <i>Geography – Looking at the spread of religion across the globe and the religious diaspora.</i></p>		<p>Sociology/Psychology - giving and debating opinions.  <i>SMSC – Evaluating the social and moral impact of religion on society.</i>  <i>Geography – Looking at the spread of religion across the globe and the religious diaspora.</i></p>		<p><i>SMSC – Evaluating the social and moral impact of religion on society.</i>  Art – Creating and evaluating art and the impact it has.</p>	
<b>Skills &amp; Characteristics</b>	<p><b>Collaboration</b> Group work and speaking and listening activities  Peer assessment  Role-plays</p>		<p><b>Collaboration and communication</b> Debates and article reviews on topics studied. Students will be challenged to make inferences from the text.</p>		<p><b>Resilience</b> Memory games Writing detailed, extended responses to questions  Staying Positive- acting on feedback given.</p>	
<b>Aspirations &amp; Careers</b>	<p><i>The aim of this topic is to enthuse students to KS3 RE and give all pupils a starting place. This topic will demonstrate career opportunities when studying RE and will detail the benefit for all who participate fully.</i></p>	<p><i>Students are introduced to the idea of Islam and interfaith dialogue.</i></p>	<p><i>Students are encouraged to identify strengths and skills and develop confidence in their written and verbal responses</i></p>	<p><i>Students to gain a better understanding of their strengths, achievements and areas of improvement through summative and formative assessments</i></p>	<p><i>The aim is for students to gain a better understanding of some of the qualities, attitudes and skills needed to be successful in writing and recalling events when looking at the Gospels.</i></p>	<p><i>Students to receive appropriate advice and guidance on how best to prepare for the next stage at KS3</i></p>
<b>Yearly End Points</b>	<p><b>Basic:</b>  Students will be able to recall facts about key events, individuals and/or periods.  Students will be able to define keywords  Students will be able to select relevant knowledge</p>		<p><b>Clear:</b>  Students will be able to recall detailed facts about key events and individuals from the Holy Texts.  Students will be able to sequence events in chronological order.</p>		<p><b>Detailed:</b>  Students will be able to recall specific and precise facts about key events and individuals from the Religious stories..  Students will begin to make links between Biblical events and the world we live in now.</p>	

