

Curriculum Map Year 8: Religious Education

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Half Term 1	Creation to Covenant	Along the same theme as what students studied in the first half term of Y7, students will return to the beginning of the narrative of salvation history. However, in Y8 students will focus on different themes in Genesis: the Fall; conscience; sin; and God's law. Students will explore God's covenant with the people of Israel and this will especially focus on the Ten Commandments. There will be opportunities to think about the relevance of this in our modern world. Finally, students will learn about the sacrament of Baptism and the part that it plays in absolving us of original sin. They will consider how through Jesus' death and resurrection we are given the chance to resist temptation and have a new life.	- Students will be required to retrieve their knowledge of Genesis from HT1 in Y7. - Students will be required to use their sequencing skills to contextualise the Creation account in Genesis in terms of the bigger picture and its connection to life today (eg baptism). - There will be the opportunity to make quite difficult theological connections between the Old and New Testament and the sacraments today. They will need to analyse for this.	Key word test Formal marked pieces: - Morality - Baptism task End of topic graded test
Half Term 2	Prophecy to Promise	During Half Term 2, as we approach the season of Advent, students will carry out a detailed study of a prophetic text-Amos. Sequentially, this falls just after studying the different types of sin. The idea is that students will see the role that prophets play in terms of communicating God's message so that we can all be in right relationship with God. Students will return to the study baptism from the perspective of the anointing with Chrism to enable a person to become both priest, prophet and king. Students will look at the life of Elijah and John the Baptist in relation to this. There will also be opportunity to study popular devotions: the Jesse tree; Advent wreaths, Advent calendars and candles.	- Using the Bible and confidence with Bible references. - Scriptural analysis and use of annotation to break down difficult texts. - Guided reading and feeling confident with Old Testament language and writing. - Students will need to be able to understand and explain the connections between the Old and New Testament prophets.	Key word test Formal marked pieces: - Prophetic texts - Amos task End of topic graded test

Half Term 3	Galilee to Jerusalem	In the Galilee to Jerusalem topic, students will return mainly to the gospel stories, mirroring the same theme in Y7. They will study key parts of Jesus' ministry including his parables and miracles; all in relation to how this links to the kingdom of God. Students will explore life at the time of Jesus and will know and understand how particular groups such as women, sinners or the sick, were marginalised and how Jesus sought to overcome this. The sacrament of the anointing of the sick is aligned with the idea of healing and enabling people to enter the kingdom of God and therefore students will study this sacrament at this point. Finally, they will consider how the Church still works to bring about the kingdom of God in the world today through charitable acts and corporal and spiritual works of mercy.	• Comparing the different ways in which scripture can be read- the moral sense of scripture and the literal sense of scripture. • Students will need to contextualise Jesus' society and study maps and the historical setting to understand the scriptural passages and their significance. • Students will explore some linguistic devices such as metaphor. • Students will be asked to show empathy towards others especially thinking about those who are marginalised in our world today.	Key word test Formal marked pieces: • Kingdom of God • Parables End of topic graded task
Half Term 4	Desert to Garden	In this topic students will ask deeper questions about the meaning of human suffering. They will ask big questions regarding the implications of human suffering and how it can be answered in light of Jesus' own suffering. Students will recall knowledge they have from the account of the passion story and identify links to earlier prophecies. Students will show an understanding of how the Church celebrates Jesus' passion, death, and resurrection. Students will reflect on the importance of Lent and reflect on how this is a time to take up our own cross. They will reflect on what Lent means to them and what the Christians community can do on an individual and collective to relieve the suffering of others. Finally, students will consider the ethical questions that arise surrounding the Catholic responses to suffering such as end of life.	• Deducing texts from the bible and discussing the meaning of these. • Students will explore religious texts and be able to explain these and the importance of these for Catholics today. Application of religious beliefs will be a key skill here. • Students will apply their learning to ethical issues • They will need to form justified reasons for why people suffer including evidence and examples.	Key word test Formal marked pieces: • Who did Jesus help? • Teachings on suffering End of topic graded task

Half Term 5	To the ends of the Earth	In this topic students will explore the Resurrection. Students will explore two scriptural passages that provide the basis for a belief in the Resurrection. One from the Gospel and the other from St Pauls letter to the Corinthians. They will compare and make connections between these two accounts. Students then move on to explore key theme surrounding the area of resurrection such as the resurrection of the body and beliefs about the afterlife. This then lends itself to the study of the funeral rite within a requiem mass. Students will explore the significance of this mass and how it reflects Catholic beliefs about the afterlife and the hope of immortality. They will compare different Christian beliefs here. Finally, students will compare the Catholic beliefs regarding life after death with that of Buddhism and non-religious perspectives. They will also consider Christian funeral traditions from around the world including jazz funeral from New Orleans.	• Using the Bible and confidence with Bible references. • Scriptural analysis and use of annotation to break down difficult texts. • Guided reading and feeling confident with New Testament language and writing. • Students will compare different approaches and beliefs regarding the afterlife and start to form their own justified opinions after reflecting on their own personal beliefs.	Key word test All branches included in the end of year exams. The end of year exam will test understanding of content. Then the second half will include a thematic question which will enable the student to bring together all of her learning.
Half Term 6	Dialogue and Encounter	Students will explore the proclamation of the Church during the Second Vatican Council. They will study the key theme from this document and evaluate the relevance of these to Catholics today. Students will do an in-depth exploration of Ecclesiam Suam 1964 and analyse this document. Students will explore the different rites within the Universal Catholic Church. They will question the purpose of dialogue between people with radically different views and engage with different points of view. They will explore how all people, with goodwill, can work together towards peace. Finally, students will move on to encounter the Buddhist faith. Here students will explore key beliefs and practices within Buddhism including: the Buddha's reflections and	• Students will use a range of contextually accurate religious vocabulary within this unit of work. • Students will compare and evaluate different liturgical, spiritual and disciplinary heritage withing the Catholic Church. • Students will consider and start to formulate opinions on barriers that might exist between interreligious dialogue. They will then make suggestions of how to overcome these barriers.	Key word test Formal marked pieces: • The Four Noble Truths • Buddhist perspective on suffering

		teachings about suffering; the importance of priorities and perspective in life; and how we can work through our suffering. Students will explore different traditions that form part of this faith including the Eightfold Path.		
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