


**Religious Studies Department – Year 8**

 <p align="center"><b>Shirley High Curriculum Map</b></p>	<p><i>To build on the knowledge obtained in Y7 and take a deep dive in to the Abrahamic religions and see how religious teachings are applied in life, to include: how the core beliefs in God, scripture and patriarchs influence how religious believers live their lives in modern times. The Abrahamic religions have been chosen to explore further as some of their beliefs are often represented in modern day media, as archaic and are misrepresented, leading to misconceptions emerging.</i></p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Judaism	Judaism	Christianity	Christianity	Islam	Islam
<b>Why Now?</b>	To build on the knowledge learnt about the six major religions, and how the teachings might influence / impact family life. We will do a deep dive of Judaism and expand on the knowledge obtained in Y7. We will look at the Key figures in Judaism, responsible for the establishment of the Jewish faith. The importance of the synagogue as a meeting place for Jewish people. These core topics and beliefs lay the foundation for this term.	To build on the knowledge learnt about Judaism in Y7 and in the first half term of Y8, pupils will do a deep dive and learn about the practices that Judaism instructs its people to follow. We will explore the importance of the Passover festival for Jewish people, the importance of Torah and Ten Commandments. The question of <i>why</i> the beliefs and practices in Judaism are important will be discussed, to emphasise their importance to Jewish identity.	To build on the knowledge learnt about the six major religions in Y7, and Judaism in the previous term, and show how Christianity grew from Judaism to become the most followed religion in the world. We look at the differences of how Christians view God compared to Judaism, we look at the importance of Jesus to Christians, and how the Bible is used to guide the Christian community in daily life. Beliefs about Jesus’ birth and the celebration of Christmas. These core topics lay the foundation for this term.	To build on the knowledge learnt in Y7 and the previous half terms, pupils will do a deep dive and learn about the practices Christianity instructs its people to follow. We will explore the mission of Jesus Church, the importance of how the Christian community in daily life. How key events from the life of Jesus are celebrated by Christians. The question of <i>why</i> the beliefs and practices in Christianity are important will be discussed, to emphasise their importance to Christian identity.	To build on the knowledge learnt about the six major religions in Y7, Judaism and Christianity in the previous terms, to show how Islam traces is tie to Abraham through his son Ismail. We investigate how Muslims view God compared to Judaism and Christianity, we look at the importance of rites of passage as a way of fulfilling the religion. To introduce the idea of arranged marriage.	To build on the knowledge learnt in Y7 and the previous half terms, pupils will do a deep dive and learn about two key practices Islam instructs its people to follow. The question of <i>why</i> the beliefs and practices in Islam are important will be discussed, to emphasise their importance to Muslim identity. We look at the life of and influential Muslim from the 20 <sup>th</sup> Century.
	The overall objective of RS, is to tackle the misconceptions and misunderstandings people have about others in society and the world. It is to give students an awareness of the impact of people’s beliefs in their lives and also in society. We want the students to learn that we live in a diverse world, and that we should learn about our similarities that unite us, but also understand the differences we have and celebrate them. Each one of the topics above address this intention and naturally link together in the sequence shown above.					
<b>Fundamental Concepts</b>	The importance of God and His covenants with Noah and Abraham. The role of the Synagogue	The importance of Moses to Judaism, and the role of the Torah in Judaism, and how it shapes their identity.	The importance of God, the concept of the Trinity in Christianity. The importance of the Bible and the Biblical teaching of Jesus as God incarnate. Christian teaching about the birth of Jesus and the celebration of Christmas.	The importance of the life of Jesus for Christians. Key beliefs about Jesus’ mission. An in-depth study of key events in Jesus’ life and how these are fundamental in Christian faith, practices, celebrations and rituals.	The importance of Allah and the oneness of God in Islam. How rites of passage in Islam establish identity as a Muslim. What it means to be Muslim. Arranged marriages.	The importance of modesty in Islam, rules about Halal and Haram. The impact of Muslim faith in fight for Civil Rights. The role of Islam in Britain today.
<b>Students will...</b>	<ul style="list-style-type: none"> <li>- Be able to describe the origins of Judaism and link to Christianity and Islam.</li> <li>- Examine the importance of Noah. (Through the Old Testament and The Bible – mini-series).</li> <li>- Examine the importance of Abraham. (Through the Old Testament and The Bible – mini-series).</li> <li>- The concept of Sacrifice through the story of Abraham and Isaac</li> <li>- Explore the role of the Synagogue and be able to describe the impact it plays on a Jewish person’s life.</li> </ul>	<ul style="list-style-type: none"> <li>- Examine the importance of Moses. (Through the Old Testament and The Bible – mini-series)</li> <li>- Be able to describe the festival of Passover and explain the importance of it for Jewish people.</li> <li>- To be able to outline and explain the meaning of the 10 commandments</li> <li>- Investigate the importance of the Torah to Judaism, and be able to describe the impact it has on a Jewish person’s life.</li> <li>- Evaluation: The relevance of 10 commandments in the 21<sup>st</sup> Century.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to describe and discuss the origins of Christianity and life at the time of Jesus</li> <li>- Explore what Christians believe God to be, and be able to describe the concept of the Trinity.</li> <li>- Investigate the importance of the Bible, and be able to recognise the impact it has on a Christian’s life.</li> <li>- Explain the importance of Jesus, and be able to explain the significance of the events surrounding his birth. (Through Bible DVD – mini-series).</li> <li>- Be able to describe the festival of Christmas, how Christian’s celebrate it and its importance.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore what it means to be a Christian (through BBC ‘Being Christian’ Episode).</li> <li>- Explore the concepts of mission, and the miracles of Jesus.</li> <li>- Explain the reason why the crucifixion of Jesus is of paramount importance in the Christian faith, and be able to explain the significance of the events (Through the New Testament and The Bible – mini-series).</li> <li>- To be able to describe events surrounding the Resurrection of Jesus and explain their significance for Christians</li> <li>- To be able to explore Christian Missionary/charity work</li> </ul>	<ul style="list-style-type: none"> <li>- Explore Muslim beliefs about the nature of Allah and the concept of Tawhid - the “oneness” of Allah.</li> <li>- To explore the 99 names of Allah as a means of understanding the Muslim concept of God</li> <li>- An understanding of rites of passage in Islam associated with birth.</li> <li>- To be able to describe what is meant by an arranged marriage and explain the significance of events at a Muslim marriage.</li> <li>- To explore what it means to be a Muslim (through BBC ‘Being Muslim’ Episode).</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to explain what is meant by Halal and Haram in Islam and give examples of these.</li> <li>- To be able to explain the concept of ‘modesty’ and different views on Islamic dress</li> <li>- To study the life of Malcolm X and explain the impact that that Islam made in his life.</li> <li>- To explore the lives of Muslims in Britain as part of a multicultural society</li> </ul>
<b>Language for Life (Key terms/Vocabulary)</b>	Atheist, theist, agnostic, Yahweh, covenant, Noah, Abraham. Sacrifice, Synagogue, Rabbi	Moses, Torah, Old Testament, Talmud, revelation, Passover Sabbath, Kosher.	God, Trinity, Bible, Old & New Testament, Jesus, Church, Christmas.	Church, worship, mission, miracles, crucifixion, resurrection, Easter.	Allah, Tawhid, Prophet Muhammad, Halal, Haram, Adhan, aqiqah , arranged marriage, nikah.	Modesty, Burqa, Niqab, hijab, Malcolm X, Sunni, Nation of Islam.
<b>Extended writing Opportunities</b>	All the lessons above have either a main task or plenary that is an extended writing opportunity.					
<b>Maths Across the Curriculum</b>	N/A					
<b>Links to careers/aspirations</b>	<p>Social work, youth work, citizens advice bureau, teaching, Interfaith dialogue, religious ministry.</p> <p>In the introductory lesson, links to these above careers will be made, addressing how the knowledge and skills learnt will help socially, as teachers will emphasise the diversity of society and most workplaces, but also professionally, as the PEE tasks will help develop pupils writing ability and critical thinking.</p> <p>3FF interfaith dialogue - Main task – comparing various religious accounts.</p>	<p>NHS, civil service, local government, administrative work, social work, youth work, citizens advice bureau, teaching, higher education, sales and advertising, HR, investment banking, management consultancy, law, solicitors, barristers, accountancy, religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism, recruitment.</p> <p>In the introductory lesson, links to these above careers will be made, addressing how the knowledge and skills learnt will help socially, as teachers will emphasise the diversity of society and most workplaces, but also professionally, as the PEE tasks will help develop pupils writing ability and critical thinking.</p> <p>Religious leader- Main task – looking at the role of religious leaders in a community.</p>	<p>Teaching, scientists, higher education, religious ministry, Non-Governmental Organisations NGOs, publishing, media/ journalism.</p> <p>In the introductory lesson, links to these above careers will be made, addressing how the knowledge and skills learnt will help socially, as teachers will emphasise the diversity of society and most workplaces, but also professionally, as the PEE tasks will help develop pupils writing ability and critical thinking.</p> <p>Archaeology - Starter activity on the land of Jesus 2000 years ago.</p>	<p>Civil service, local government, administrative work, social work, youth work, teaching, higher education, sales and advertising, HR, law, solicitors, barristers, religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism, recruitment.</p> <p>In the introductory lesson, links to these above careers will be made, addressing how the knowledge and skills learnt will help socially, as teachers will emphasise the diversity of society and most workplaces, but also professionally, as the PEE tasks will help develop pupils writing ability and critical thinking</p> <p>Religious ministry - Main task – on the role of Church in the local and worldwide community.</p>	<p>NHS, civil service, local government, social work, youth work, citizens advice bureau, teaching, higher education, HR, law, solicitors, barristers, religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism, recruitment.</p> <p>In the introductory lesson, links to these above careers will be made, addressing how the knowledge and skills learnt will help socially, as teachers will emphasise the diversity of society and most workplaces, but also professionally, as the PEE tasks will help develop pupils writing ability and critical thinking.</p> <p>Religious ministry- Main task – looking at the role of the Imam in key religious events of Muslim life.</p>	<p>NHS, civil service, local government, administrative work, social work, youth work, citizens advice bureau, teaching, higher education, sales and advertising, HR, investment banking, management consultancy, law, solicitors, barristers, accountancy, religious ministry, charities, Non-Governmental Organisations NGOs, publishing, journalism, recruitment.</p> <p>In the introductory lesson, links to these above careers will be made, addressing how the knowledge and skills learnt will help socially, as teachers will emphasise the diversity of society and most workplaces, but also professionally, as the PEE tasks will help develop pupils writing ability and critical thinking.</p> <p>Religious activism- Main task – on the part Islam played in civil rights movement.</p>
<b>Cultural Capital</b>	Discussions based on the theme of the lessons, reading extracts from the Old Testament, and watching and	Discussions based on the theme of the lesson, reading extracts from the Old Testament, and watching and	Discussions based on the theme of the lesson, reading extracts from the New Testament, watching and	Discussions based on the theme of lesson, reading extracts from the New Testament, watching and	Discussions based on the theme of the lesson, YouTube videos and documentaries	Discussions based on the theme of the lesson, documentaries – on Salah, Ramadan and Hajj

	analysing episodes from the Bible mini-series to see their authenticity to the original text.	analysing episodes from the Bible mini-series to see their authenticity to the original text.	analysing episodes from the Bible mini-series to see their authenticity to the original text.	analysing episodes from the Bible mini-series to see their authenticity to the original text. BBC 'Being Christian' Series	such as BBC 'Being Muslim' Series	
Practical Application of Skills	Critical thinking - PEE paragraphs will help pupils develop and apply their critical thinking skills, along with improving their debating skills					