

Stepney Green School: Humanities Faculty Curriculum Maps: RE YEAR 8



Autumn Term 1	Autumn Term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Approx: 7 weeks	Approx: 8 weeks	Approx: 6 weeks	Approx: 6 weeks	Approx: 6 weeks	Approx: 7 weeks
<p><u>Introduction and what is the Purpose of Life?</u> An introduction to R.S and what religion is</p> <p>Understand the purpose of life for religious people and those without a religion. Humanism and Atheism. Explain a range of beliefs. Introduction to reflect on their own beliefs as well as the beliefs of others.</p> <p><u>Why Choose Forgiveness?</u></p> <p>Adam and Eve- forgiveness and original sin (To be able to retell the story of Adam and Eve, use keywords to express religious ideas about sin and explain what Christians believe using sources)</p> <p>Jesus' Crucifixion/How is Jesus portrayed through art? - (To be able to describe key beliefs about Jesus' crucifixion and be able to explain how Jesus died for the forgiveness of</p>	<p>EX1 assessment and redraft</p> <p><u>Are Science and Religion Compatible?</u></p> <p>Religion/Science Introduction – To be able to explain different arguments for the creation of the universe.</p> <p>Creation Stories (Christianity/Hinduism) Practice/Performance – to understand different points of view on creation and make comparisons between different creation stories</p> <p>Christianity and the causation argument – to be able to understand important beliefs about creation and use the cosmological argument to prove the existence of God</p> <p>Why is there so much design in the universe? - To understand what the Teleological argument/design argument is, Evaluate the strengths and weaknesses of the Teleological argument</p>	<p>Islam and Creation - To understand Muslim views on creation and be able to use the Quran to find answers about creation.</p> <p>What is a Muslim's purpose of life? To investigate the reasons why Muslims take care of the world using religious sources.</p> <p>Atheism/Big Bang – To be able to show an understanding of Atheist beliefs and be able to challenge atheist beliefs with a religious response</p> <p>Evolution and Natural Selection – To be able to explain the theory that humans evolved and be able to compare this theory with the story of Adam and Eve</p> <p>Science vs Creation – To suggest different answers to questions about the purpose of life, to explain the effect that different</p>	<p>Jewish creation story- Explore the Jewish creation story and understand the difference between Jewish beliefs and Christian beliefs on creation</p> <p>Sikhism creation story- Explore and retell the Sikh creation story and understand Sikh views on creation</p> <p>Compare and contrast different religious teachings on creation stories</p> <p><u>Does Religion Cause Peace or Conflict?</u></p> <p>What is conflict? To investigate the nature of conflict; to examine personal conflict</p> <p>Who are our inspiring figures? To investigate whether all religious figures are inspirational people or not</p> <p>Prophet Muhammad, peace & conflict - To understand and interpret what Islamic</p>	<p>Reducing prejudice - To investigate how we can respond to Islamophobia and help reduce prejudice against Muslims in Britain</p> <p>Jihad – To assess whether Jihad promote conflict or peace</p> <p>Learning from Islam - To develop reasoned and referenced understanding of Islamic commitments to peace and liberty</p> <p>Bible and War - To develop opinions on whether religion causes war To gather information about peace and conflict from Christian scriptures</p> <p>Just War- Can it ever be just? – To assess whether Christians always follow the just war theory</p> <p>Henry VIII and the Roman Catholic Church - To examine why there were religious conflicts in Britain between Catholics and Protestants.</p>	<p><u>My Spirited Arts Project</u></p> <p>What is Spirited Arts? To understand that different images can be used express beliefs/views</p> <p>Planning and researching for my project – to build on individual research skills</p> <p>Creating my artwork – to consolidate learning and create an image/poster to represent main ideas</p> <p>Preparing for competition</p> <p>Exhibition</p> <p><u>In the Movies- Religious Figures in the Abrahamic Faiths</u> Abraham, Moses, Jesus, and Muhammed- Using film, explain why each religious figure is important in Islam, Judaism and Christianity.</p>

Stepney Green School: Humanities Faculty Curriculum Maps: RE YEAR 8



<p>sins.)</p> <p>What are the key Christian beliefs on forgiveness? – (to be able to explain Christian teachings on forgiveness and assess whether they can be applied to modern day life and to the world)</p> <p>The Prodigal Son- What does this parable teach about forgiveness? – explain the meaning of forgiveness using this parable and to analyse whether parables are important for all people to learn from.</p> <p>The Unforgiving Servant - Explain parable of the unforgiving servant and express views on the benefits and the moral of the story.</p> <p>Forgiveness Project - Express own views on the value of forgiveness between communities and individuals, Apply Christian teachings on forgiveness to real life situations,</p>	<p>What is a Christian’s purpose in life? To be able to explain my own and that of a Christian’s purpose of life using reasons</p> <p>Christianity and environmentalism -Be able to show an understanding of how humans harm and protect the world. Be able explain and apply Christian teachings on caring for the world.</p> <p>Workshop with St Dunstan’s Church- Why is Christmas important? Cultural Capital</p>	<p>beliefs have on individuals, to explain the connection between religious and non-religious beliefs and world issues</p> <p>Humanism- Key beliefs – Be able to describe humanist beliefs about God, suggest humanist answers to questions on why we are here and explain the effect that Humanist beliefs have on individuals. Is Death the End? To assess whether death is the end of a person’s life</p> <p>Islam and Science - Be able to explain and explore the connection between Islamic and scientific belief. Be able to assess whether Islam is compatible with science using the Quran and case studies.</p> <p>Extra: Speeches in Hyde Park - To assess each other’s speeches- oracy skills. Speeches focused on science vs creation-independent.</p>	<p>sources say about peace and conflict</p> <p>Islamophobia – To investigate the causes and effects of Islamophobia, to understand the role of the media in this</p> <p>Reducing prejudice performance – To investigate how we can respond to Islamophobia and help reduce prejudice against Muslims in Britain</p> <p>Revision skills - To revise the content and structure for EX4 exam</p>	<p>Northern Ireland- Catholics/Protestants - To evaluate the role religion has played in the conflict in Northern Ireland</p> <p>Humanist view on war and peace - To investigate humanists view on war and peace</p> <p>Interfaith dialogue - To explore why religion and religious ideas can cause prejudice To examine attempts by religions to overcome prejudice and discrimination</p> <p>EX3 Year 8 exam week- All content</p>	<p>Make comparisons and contrasts.</p>
--	---	---	---	---	--

Stepney Green School: Humanities Faculty Curriculum Maps: *RE YEAR 8*



<p>Express own views using reasons on the challenges of forgiveness</p> <p>Forgiveness performance with a focus on all religions - Work effectively as a team Explain the meaning of forgiveness in different religions Explain the challenges of following religious teachings today</p> <p>To forgive or not? Why is it challenging? Recap why religious people may choose to forgive Explain why some Christians may decide forgiving is too difficult using Julie Nicholson as a case study Begin to evaluate whether or not all people should ALWAYS forgive</p>		<p>EX2 assessment and redraft</p>			
---	--	--	--	--	--