

**RE**



# **Year 8 Curriculum Map**



## Year 8 – Autumn Term

### Islam

### History of Christianity

<b>Prior Learning</b>	Pupils should have gained an understanding of a range of different beliefs and practices of other major religions of the world from prior learning in Year 7 and at key stage 2. They will be aware of the key figures, rituals, prayer practices, holy building and festivals celebrated in all six major religions of the world.
<b>What will I learn?</b>	<p>During the Islam unit pupils will identify the key beliefs and history of Islam, the importance of the Prophet Muhammad (pbuh), the Five Pillars of Islam and the importance for Muslims today. Also, pupils will investigate what the Qur’an is and how it should be respected, key features and functions of a Mosque, the dietary laws and key Islamic festivals and pilgrimage such as, Ramadan, Eid or Hajj to Mecca.</p> <p>Pupils will also study the unit, on the History of Christianity. Pupils will begin by exploring how early Christians were persecuted and began to spread the word around the world, as instructed during Pentecost. Then pupils will explore the ways in which Christianity spilt into different denominations through exploring the Great Schism and Reformation.</p>
<b>How will I be assessed?</b>	<p>Islam end of unit assessment – October. Pupils will also have low stake testing such as, mini quizzes and retrieval questions.</p> <p>History of Christianity assessment – December. Pupils will also be formatively assessed; this will include teacher questioning and extended writing.</p>
<b>Next Steps</b>	<p>Pupils will build and apply their knowledge of Islam during other units in year 8. During the faith and healing unit pupils will be able to compare and assess the importance of Hajj to Mecca for Muslims to the important pilgrimage sites for Christian such as Lourdes.</p> <p>In year 10, and again for revision in year 11, pupils cover the unit of forms of expression where pupils identify and explain symbols used in Catholic worship today and how they have originated from secret symbols to avoid persecution. Additionally, this topic helps pupils develop the skills where they are required to consider different Christian denominations and how their practices may differ, such as liturgical worship and interpretations of the Bible.</p>
<b>Opportunities for Independent Learning</b>	<p>The links below can also be used for independent research and revision.</p> <p>Islam:          Mosque virtual tour - <a href="http://www.3dmekanlar.com/en/blue-mosque.html">http://www.3dmekanlar.com/en/blue-mosque.html</a>          BBC YouTube clip - <a href="https://www.youtube.com/watch?v=qFU9Cb0D6lo&amp;list=PLcvEcrcF_9zIOMts7w1FRLb1pVFYaEo20">https://www.youtube.com/watch?v=qFU9Cb0D6lo&amp;list=PLcvEcrcF_9zIOMts7w1FRLb1pVFYaEo20</a>          Holy Cribs TrueTube - <a href="https://www.truetube.co.uk/resource/holy-cribs-the-mosque/">https://www.truetube.co.uk/resource/holy-cribs-the-mosque/</a></p> <p>History of Christianity:          BBC Bitesize Christian symbols - <a href="https://www.bbc.co.uk/bitesize/guides/z9ppjty/revision/2">https://www.bbc.co.uk/bitesize/guides/z9ppjty/revision/2</a>          Christian persecution timeline - <a href="https://christianhistoryinstitute.org/magazine/article/persecution-in-early-church-gallery">https://christianhistoryinstitute.org/magazine/article/persecution-in-early-church-gallery</a></p>
<b>Personal Development and CEIAG</b>	<p>This unit encourages pupils to engage with ideas and beliefs that differ from their own, developing a respect and understanding all. They will be encouraged to consider stereotypes associated with the Islamic faith and evaluate the accuracy of those stereotypes portrayed in the media. Pupils will also be encouraged to compare the similarities and differences between their own religious belief and Islam.</p> <p>The History of Christianity allows pupils to assess the consequences of prejudice and discrimination of a religious group. Furthermore, through studying the reformation it gives pupils to explore other Christian denominations that are present in the UK.</p>

<b>Enrichment Opportunities (Cultural Capital)</b>	<p>Pupils may have the opportunity to visit a local Mosque or a virtual visit of the Blue Mosque. <a href="http://www.3dmekanlar.com/en/blue-mosque.html">http://www.3dmekanlar.com/en/blue-mosque.html</a></p> <p>My religion my life: <a href="https://www.bbc.co.uk/programmes/b05pc1c9">https://www.bbc.co.uk/programmes/b05pc1c9</a></p> <p>Early church: <a href="https://www.bbc.co.uk/religion/religions/christianity/history/history_1.shtml">https://www.bbc.co.uk/religion/religions/christianity/history/history_1.shtml</a></p> <p>Visits to UK sites of historical importance for the spread of Christianity: <a href="https://www.christiantoday.com/article/10-places-which-tell-the-story-of-christian-history-in-britain/98006.htm">https://www.christiantoday.com/article/10-places-which-tell-the-story-of-christian-history-in-britain/98006.htm</a></p>
--	---

	<h2>Year 8 – Spring Term</h2> <h3>Leadership and Discipleship</h3> <h3>Social injustice</h3>
<b>Prior Learning</b>	<p>Pupils should have an understanding of key events in Jesus’ life, as well as the role his disciples played in the Holy week. When starting Fisher More all pupils regardless of attending a faith primary school will at this point be aware of the hierarchy of the Catholic Church. When studying the Catholic Christianity unit in year 7.</p> <p>Previous knowledge of key parables and teachings of Jesus, such as “love thy neighbour” and The Sheep and the Goats. Also, the concept of social justice in other religions such as Islam through Zakat and purpose of Ramadan would have been studied at the beginning of year 8, which then can be compared to the Christian practice of social justice.</p>
<b>What will I learn?</b>	<p>Pupils will learn about how Jesus was a good role model and leader, with pupils learning how to find Biblical evidence of Jesus’ character and nature. Pupils will then continue by exploring how the disciples formed the Church after Jesus’ ascension, by investigating if discipleship still exists today, through figure such as Mother Teresa and Father Damien. This then leads onto pupils exploring what a vocation is and their own vocation in life. This topic concludes by learning about the role, responsibility and election of a Pope.</p> <p>The social injustice unit explores the value of a community, the importance of Fairtrade, stewardship and equality between the rich and poor. This unit allows pupils to learn and apply key parables such as the Sheep and the Goats to social issues and dilemmas present around them and in the world. Pupils will develop their knowledge of the ‘gospel values’ and key teachings of Jesus and how to treat others in this topic.</p>
<b>How will I be assessed?</b>	<p>Pupils will be assessed in the leadership and discipleship unit with a formal end of unit assessment - February.</p> <p>Social Injustice project presentation – March / April</p> <p>Formative assessments are included throughout the term such as self and peer assessments and written pieces such as diary entries.</p>
<b>Next Steps</b>	<p>In year 9 we will explore influential figures involved in promoting human rights such as Martin Luther King, Additionally, In key stage 4 when pupils look at the sources of wisdom and authority unit for their GCSE’s pupils study the magisterium, apostolic succession and ethical decision making.</p> <p>The social injustice unit is connected to the Human dignity unit covered in year 9. in the unit students will refer to parables and teachings of Jesus which explain the importance of the golden rule and importance of building relationships and treating others as you wish to be treated. Additionally, lessons covered on CAFOD links with the topic of Catholic social justice in year 10.</p>
<b>Opportunities for Independent Learning</b>	<p>The links below can also be used for independent research and revision.</p> <p>Leadership and Discipleship:  <a href="#">Gospels - Encyclopedia of The Bible - Bible Gateway</a>  <a href="#">Jesus call His Disciples - YouTube</a>  <a href="#">12 disciples of Jesus - Jesus.net</a>  <a href="#">What Is Leadership? (forbes.com)</a></p>

	<p>Social injustice:  <a href="#">What is Fairtrade? - Fairtrade Foundation</a>  <a href="#">Catholic international development charity   CAFOD</a></p>
<p><b>Personal Development and CEIAG</b></p>	<p>Pupils should take the opportunity to develop their own leadership and personal skills by trying to promote social justice in their own community or life, as well as, considering who is a model of leadership to them and exploring the reasons for this.</p> <p>The social injustice unit encourages pupils to take a deeper look into the society they live in and how to promote social justice and equality in their own lives, such as buying Fairtrade products. This unit also gives pupils an opportunity to encounter the importance of giving to charities.</p> <p>Salvador Crosses background; <a href="https://www.youtube.com/watch?v=2K39TbRk2S8">https://www.youtube.com/watch?v=2K39TbRk2S8</a>  CAFOD: <a href="https://cafod.org.uk/">https://cafod.org.uk/</a></p>
<p><b>Enrichment Opportunities (Cultural Capital)</b></p>	<p>Opportunities to be involved in Fisher More Gift team, Genesis group or chaplaincy activities.</p> <p>The social injustice unit is studied during Lent, Fisher More has several opportunities during this time for pupils to raise money for CAFOD such as a sponsored walk and a food bank donations and cake bakes.</p>

	<p style="text-align: center;"><b>Year 8 – Summer Term</b>  <b>Faith and Pilgrimage</b>  <b>Jesus and the Holy Land</b></p>
<p><b>Prior Learning</b></p>	<p>Pupils should have a prior learning of the events in Jesus’ life, his birth, crucifixion and resurrections, as well as, the important places and people associated with him. Leading into year 8, pupils will have also explored other Abrahamic religions, such as Islam where they will have investigated Hajj as a pillar of Islam.</p>
<p><b>What will I learn?</b></p>	<p>Pupils will learn about key miracles performed by Jesus, the role healing plays in building faith. Modern day miracles and case studies are also explored giving pupils an opportunity to critically evaluate their validity and religious connection. Then they explore the nature, importance and features of pilgrimages sites for Christians, such as Lourdes, Walsingham, Fatima and the Holy Land studying how Christians put their religion into practice.</p> <p>Pupils will build on their knowledge of Jesus and the role of the Holy Lands, pupils will explore what the Holy lands were like when Jesus was alive, the mix of different religious groups and the importance of different places in the Holy Land. Then pupils will investigate what Jesus was like as a boy and how he is understood by Christians – The Messiah, teacher and incarnation.</p>
<p><b>How will I be assessed?</b></p>	<p>In June pupils will take an end of year assessment, where all topics from the Year will be revisited. There will be a range of different styled questions on both the faith and pilgrimage unit as well as Jesus &amp; the Holy Lands unit to assess pupils' overall knowledge.</p> <p>There will also be opportunities for self and peer evaluation, low stake recall tests and comprehension written and practical activities.</p>
<p><b>Next Steps</b></p>	<p>Pupils will revisit the topic of pilgrimage in year 10 for their GCSE Catholic Christianity exam. Here they will learn in more depth the importance and significance of pilgrimage sites such as Rome and the Holy land for Catholics today to aid and practice their faith.</p> <p>The Jesus and the Holy Land topic will be key in year 9 when exploring the Judaism unit. This topic will provide background information on the similarities and key differences between Christianity and Judaism.</p>
<p><b>Opportunities for</b></p>	<p>The links below can also be used for independent research and revision.  Faith and Pilgrimage:</p>

<b>Independent Learning</b>	<p>Lourdes clip - <a href="#">Lessons from Lourdes: Our Lady of Lourdes and St. Bernadette - YouTube</a>  <a href="#">What is a pilgrimage?   National Trust</a>  <a href="#">pilgrimage - Kids   Britannica Kids   Homework Help</a>  <a href="#">What is faith? How does it tie into what we believe as Catholics? - Archdiocese of Saint Paul and Minneapolis (archspm.org)</a></p> <p>Jesus and the Holy land:  <a href="#">Facts about Christianity – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</a>  <a href="#">The Holy Land - Hebraic Collections: An Illustrated Guide (Library of Congress - African &amp; Middle Eastern Division) (loc.gov)</a></p>
<b>Personal Development and CEIAG</b>	<p>The topic of faith and pilgrimage allows pupils to understand and explore their own relationship with God and how God supports us through good and bad times. This also helps pupils understand reasons why people have faith in God and how they express and practice their faith through pilgrimage. Pupils are able to build a stronger relationship with God through experiencing pilgrimage sites, understanding the miracles that take place there and working on their own prayer of intercession to God.</p> <p>Jesus and the Holy Lands allow pupils to consider differing viewpoints of the Jewish community, developing a mutual respect and tolerance with those who hold different beliefs than themselves. Through examination of Jesus’ teachings, pupils develop an understanding of service to others, tolerance and respect. Pupils will consider how these ‘Gospel values’ can be applied in their own lives.</p>
<b>Enrichment Opportunities (Cultural Capital)</b>	<p>Through the year there may be several enrichment opportunities such as participating in school Mass or liturgies, visiting our school Chapel for prayer sessions to build on their own faith. There is a live link where pupils can experience Mass and prayers live from Lourdes via this link <a href="https://www.directfromlourdes.com/lourdes_live_tv">https://www.directfromlourdes.com/lourdes_live_tv</a></p> <p>Pupils may wish to experience visual expressions of Jesus life through artwork in UK galleries, virtual tours are also available, Furthermore, pupils can watch documentaries on the Holy Land and use podcasts to understand key events in Jesus’ life.  <a href="https://www.youtube.com/watch?v=XitSINH4KL4">https://www.youtube.com/watch?v=XitSINH4KL4</a>  <a href="https://open.spotify.com/album/5znyD6zL40vZFyRg23nVMK">https://open.spotify.com/album/5znyD6zL40vZFyRg23nVMK</a></p>