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| **Year 8 CURRICULUM MAP : RE** |
|  | **Autumn** | **Spring** | **Summer** |
| **Unit Length** | **7 -10 lessons**  | **7-10 lessons**  | **7-10 lessons** |
| **Assessment Objectives** | **AO1** Demonstrate knowledge and understanding of religion and belief,including:● Beliefs, practices and sources of authority● Influence on individuals, communities and societies● Similarities and differences within and/or between religions and beliefs.(50%) **AO2** Analyse and evaluate aspects of religion and belief, including theirSignificance and influence. ( 50%) | **AO1** Demonstrate knowledge and understanding of religion and belief,including:● Beliefs, practices and sources of authority● Influence on individuals, communities and societies● Similarities and differences within and/or between religions and beliefs.(50%) **AO2** Analyse and evaluate aspects of religion and belief, including theirSignificance and influence. ( 50%) | **AO1** Demonstrate knowledge and understanding of religion and belief,including:● Beliefs, practices and sources of authority● Influence on individuals, communities and societies● Similarities and differences within and/or between religions and beliefs.(50%) **AO2** Analyse and evaluate aspects of religion and belief, including theirSignificance and influence. ( 50%) |
| **Description of the Topic and Key Learning Outcomes** | **Alternative religion and Cults**  | **Sikhism**   | **Philosophy/Matters of Life and Death**   |
| **Milestone Assessments** | **End of Module Knowledge Audit**  | **End of Module Knowledge Audit**  | **End of Year Assessment** |
| **CEIAG**  | Careers across the year will focus on developing understanding of the cultures and environments that we live in and the different religious customs of others in the community.  | Careers links this term will focus on developing understanding of the cultures and environments that we live in and the different religious customs of others in the community.  | Careers links this term will focus on developing understanding of the cultures and environments that we live in and the different religious customs of others in the community.  |
| **RRSA** | **Article 14: Freedom of thought, belief and religion** | **Article 14: Freedom of thought, belief and religion**  | **Article 14: Freedom of thought, belief and religion**  |
| **Wider Curriculum Links** |  RRSA/Wellbeing and Citizenship – Tolerance and links to PRIDE/respect.  |  RRSA/Wellbeing and Citizenship – Tolerance and links to PRIDE/respect. | RRSA/Wellbeing and Citizenship – Tolerance and links to PRIDE/respect. |
| **Literacy Programme**  | * PEEL structure
* WOW Words
* Reading activities with teacher
 | * WOW Words
* Reading activities with teacher
 | * Wow Words
* Reading activities with teacher
 |
| **Useful websites/videos**  |  |
| **Wider Reading** |  |  |   |
| **Independent Learning Tasks** | Mind-map revision homeworkRetrieval practice homework Knowledge Organiser practice Questions.  | Mind-map revision homeworkRetrieval practice homework Knowledge Organiser practice Questions. | Mind-map revision homeworkRetrieval practice homework Knowledge Organiser practice Questions. |