



Academic Overview 2017-18

Religious Education						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.1
Year 7	Where do we come from? Who am I? Is there a God? Genesis Creation myths Evolution and the Big Bang Science and Religion	Religious Beliefs What is God? Jesus Holy Spirit Hinduism Buddhism Islam Sikhism	Finish Religious Beliefs Religious Practices 5 pillars 10 commandments 5 precepts	Finish Religious Practices Kosher Halal 5 Ks Prayer and worship	Religious Places Church (and trip) Synagogue Mosque Mandir Temple	Religious Places Pilgrimage Lourdes Mecca
Year 8	Ethical Dilemmas Animal Testing Cloning Poverty Abortion	Problem of Evil Types of suffering Problem of evil God on Trial Christian Responses	Problem of Evil Holocaust Holocaust memorials	Is Death the End? Soul NDEs Resurrection Heaven and Hell Eastern Religions Judaism	Faith in Action Mother Theresa Jesus Charity	Faith in Action Malcolm X Martin Luther King Amnesty International
Year 9	Religion and life Abortion Euthanasia Abuse of animals Abuse of environment	<u>Finish Christian beliefs</u> Origins of the universe and humanity <u>Christian Beliefs</u> Nature of God Trinity Life after death Sin and Salvation	Christian Practices Jesus – incarnation, crucifixion, resurrection, ascension Relationships and Family Family	Relationships and Family Roles of men and women Marriage Divorce and remarriage Homosexuality	Christian Practices Worship Prayer Sacraments: baptism, communion	Pilgrimage Festivals Work in local community



<p>Year 10</p>	<p>Religion, Crime and Punishment</p> <p>Reasons for crime Christian attitudes to law breakers The aims of punishment Attitudes to suffering</p>	<p>Finish Religion, Crime and Punishment</p> <p>Treatment of criminals Corporal punishment Forgiveness Death Penalty</p>	<p>Religion, Peace and Conflict</p> <p>Violence and terrorism Reasons for war Nuclear War Just War Holy War Pacifism Victims of War</p>	<p>Finish Buddhist Beliefs</p> <p>Buddha's life Dhamma Dependent arising 3 marks of existence 4 noble truths Theravada and Mahayana Buddhism Pure Land Buddhism</p>	<p>Buddhist Practices</p> <p>Worship and puja Meditation Bodhisatvas and Arhats Ceremonies associated with death</p>	<p>Buddhist Practices</p> <p>Kamma Karuna and Metta Wesak and Parinirvana 5 precepts 6 perfections</p>
<p>Year 11</p>	<p>Revision of all Units</p>					



Year 8 Curriculum Content Overview 2017-18

RE – Year 8				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> • Debate and discussion skills • Gain understanding in using sources and examples to back up arguments • State strengths and areas for development for themselves and others • Apply understanding of different theories of creation to their own creation myth • Creative writing skills • Forming an effective argument • Evaluate the views of others effectively • Explain different views using clear reasoning 	Reading <ul style="list-style-type: none"> • Reading sources and being able to give religious teachings as examples 	Questioning in lessons Whole class feedback during lessons Low stakes quizzing	Each unit is assessed in line with GCSE style questions	Topics covered are in line with AQA GCSE and assessments are worded and set out like the GCSE is
	Numeracy <ul style="list-style-type: none"> • Dates of philosophers/ theories • Statistics surrounding the topic being discussed 	Student debates and discussions surrounding topical issues		
	Oracy and Literacy (including key words for practical subjects) <ul style="list-style-type: none"> • Key words • Student discussion • Student presentation 			



Assessment Skills, Knowledge and Concepts Map

(These need to be mapped backwards from GCSE and ensure that all students can access their target percentage) – what do all students need to achieve in year 7 to be able access their target grade and be on track for their year 11 target grade?

Religious Education – Year 8		Cross-Curricular Strands
Key Learning Questions	Ethical Dilemmas	Reading
<ul style="list-style-type: none"> • What is animal testing/ abortion/ cloning etc? • What are the different views on these topics? • Why do people’s opinions differ? What is the source of morality? • What are your views on these topics? Why do you have these views? 	<ul style="list-style-type: none"> • Define a key term, such as abortion • Be able to explain key beliefs on different ethical issues • Be able to explain religious views using examples and teachings • Be able to evaluate by giving your own view and explaining it in detail • Be able to apply case studies and examples to different ethical situations 	<ul style="list-style-type: none"> • Knowledge organiser • Sources • Key teachings and sources of authority
Key Learning Questions	Problem of Evil	Oracy and Literacy
<ul style="list-style-type: none"> • What is evil? • Why does evil exist? • Are we responsible for evil or is something else? • If God exists why does evil exist? • Do we need to suffer? • What was the Holocaust? • What are the lasting effects of the Holocaust? 	<ul style="list-style-type: none"> • Describe the religious view on God • Describe what is meant by the problem of evil • Describe what happened during the Holocaust • Explain the impact of the holocaust in the short term and long term • Explain different views on the existence of evil • Apply the effects of the Holocaust to today’s world • Be able to evaluate the problem of evil – can God exist when evil exists? 	<p>Debates and discussions in writing Learning skills in comprehension, and extended writing 12 mark questions in assessments</p> <p>Oracy Student discussion and student feedback Student responses to questions Student to student discussion and debate</p>
Key Learning Questions	Is Death the End?	Numeracy
<ul style="list-style-type: none"> • What is the afterlife? • Do we have souls? • What are the different views on the existence of an afterlife? • Do you need to believe in God to believe in an afterlife? 	<ul style="list-style-type: none"> • Identify key terms such as the soul • Describe different views on the soul • Explain these views using examples and teachings • Explain your own view on the existence of a soul and the afterlife • Explain different views on the existence of the afterlife – why do they have this view? • Evaluate these views – what are the strengths and weaknesses of them? 	<p>Dates and statistics used to back up arguments</p>



Faith in Action		
<ul style="list-style-type: none">• Who was Mother Theresa/ Martin Luther King etc?• How can we put faith into action?• Is there a selfless good deed?• Why is charity work important?• Should we stand up for what we believe in?	<ul style="list-style-type: none">• Describe the work of figures such as Mother Theresa• Explain different methods of campaigning• Explain the work of figures such as Martin Luther King and their impact on the modern world• Explain how their faith helped them to change the world• Evaluate the view that we should always stand up for what we believe in	



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