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| **Year 8 Curriculum Overview [2024-2025]**  **Subject RE** | | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT1: CREATION & COVENANT**  **HT2:**  **Prophecy and Promise** | What do Catholics believe about God?  What is meant by Special Revelation?  What the Bible is?  How the Bible came to be in the form we now have it.  What is the Nature and Role of Sacred Scripture and the relationship between sacred Scripture and tradition?  How the importance of Bible can be seen in the way the Bible is presented.  Why the Bible is considered so important by many people  How the Bible can have a profound impact on people’s lives  The role of the Bible in Christian Prayer, especially in Mass | **The Fall:**  To know the account of the Fall in Genesis. Describe the difference between original sin & personal sin.  **Imago Dei**  What does it mean to be created in the image of God? Analyse the implications of this teaching. Consider the claim that original sin is the only Christian doctrine with empirical evidence  **The Rite and purpose of Baptism:**  Explain its origins, meanings, and effects. Describe the Rite of Baptism. Design a teaching aid for the sacrament of baptism. Recall the Rite of Baptism. Consider the claim that the baptism of babies makes no sense. Present arguments, including a Catholic response  **Moses and the covenant at Sinai:**  Know the story of Moses. Explain the importance of the Israelites' escape from Egypt Evaluate how God showed His love to His people. Know the context of the Decalogue in the Bible Understand the meaning of the Decalogue. Explain why binding commitments are a necessary part of covenants  **Conscience:**  Describe what is meant by 'conscience'. Explain how someone can inform their conscience. Understand why the Church teaches that a judgement of conscience must be followed  **The Magisterium:**  Describe the relationship between scripture, tradition and the magisterium, with reference to Dei Verbum 9. Consider the view that the Bible is merely a human creation, and construct a Catholic response to this view, with reference to Dei Verbum 9. (RVE). Experience using Scripture in prayer and Liturgy.  **Bible Referencing:**  Show an understanding of the structure of the Bible by being able to accurately find a passage using a Bible reference, recognising that the books of the Bible are written by different human authors and identifying different literary forms within it (e.g., law, prophecy, Gospel, letters). Explain what is meant by the canon of scripture, identifying the names and order of the books within it.  **Bible Translations:**  Identify the original languages of the Bible, recognising that the Bible is read in translation, that there are many different English translations, and understand the difference a translation can make to how a passage is understood. (RVE Bible in Welsh)  . Explain what it means to say that scripture is inspired and without error (see 2 Tim 3:16-17 & Dei Verbum 11), describing the relationship between God’s authorship of Scripture and its human authors.  **The Bible & Art:**  Assess the extent to which different artistic presentations of Sacred Scripture (such as the Book of Kells, The Lindisfarne Gospels, The Garima Gospels) is an expression both of the Church’s teaching about Sacred Scripture and of a particular Christian community’s culture. Create an artistic expression of Scripture that reflects its personal meaning for them. Consider the view that the words of the text are enough and require no illustrations and construct a Catholic response to this. Consider how their response to the artistic expression of scripture might inspire them to think or act differently towards Scripture.  **Old and New Testament:**  Describe the difference between the Old and New Testament and recognise the value the Church places on the Old Testament as an indispensable part of revelation, recognising that many books in the Old Testament also make up the Hebrew scriptures (the Tanakh) of the Jewish people, who arrange and interpret them differently. (RVE)  **The Importance of the Bible:**  Investigate the ways in which the Bible is part of the life of families in their school or local area and assess the extent to which this makes a difference to the members of the family. Investigate the ways sacred texts are reverenced in different religious traditions, and the extent to which this has an impact on how members of those communities live and work in the world. (RVE) Reflect on the presence and importance of the Bible, or other sacred texts, in their life or in the life of their families.  **How is the Bile used?**  Describe one of the ways in which Scripture is used in prayer and explain its importance throughout the celebration of Mass, and particularly in the Liturgy of the Word. | Each lesson – Do Now Task  Week 3 – MCQ  Week 7 – End of term assessment  Bible and the Genesis accounts (HT1) | Reciprocal reading  Key words   * Key concepts * Understanding nonliteral concepts – inference * Scientific Language * Extended answers to questioning, debate * Read and evaluate key text and biblical passages   Extended writing opportunities | World views – different lenses  Discussion  Reading & writing  Negotiation and persuasion skills  Listening skills | Key word test  Progress check  Formative assessment  Summative assessment  RE skill – In class Evaluation question |
| **Year 8 Curriculum Overview [2024-2025]**  **Subject RE** | | | | | | |
| **Spring Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT3:**  **Galilee to Jerusalem**  **HT4: Desert to Garden** | What are the ‘basics’ about Jesus?  What is the Incarnation?  What is meant by Jesus is the ‘Son of God’?  Why did Catholic reject Arius’s ideas about Jesus?  What is meant by ‘Christ’, ‘Messiah’ and ‘Son of Man’?  What is meant by the term ‘Lord’  What is meant by ‘Son of Man’?  How is Jesus a model of Holiness?  TBC | U7.3.1. Describe Catholic beliefs about Jesus  U7.3.1. Describe Catholic beliefs about Jesus and the incarnation, explaining the Church teaching about why ‘the Word became flesh’, making links with Articles 2-4 of the Nicene Creed.  U7.3.5. Describe what the Church understands by the doctrine of the Trinity: one God in three Divine Persons, explaining the connection between the doctrines of the Trinity and the incarnation.  Describe the meaning of the phrase ‘lex orandi, lex credendi’ and give examples to show that Christian prayer is always Trinitarian in character.  U7.3.2. Explain what is meant be describing Jesus as ‘true God and true man’ and why the Church rejected Arius’s account of the Son’s relationship to the Father.  U7.3.4. Describe passages from scripture where each of the following titles of Jesus are used: Son of Man, Son of God, Son of David/Christ, and Lord and explain what the use of each title reveals about Jesus, making relevant connections between these titles when applied to Jesus and their use in the Old Testament.  Explain why the Church describes Jesus as Christ (see CCC 436-440, YC 73), Lord (see CCC 446- 451, YC 75), and Only Begotten Son of God (see CCC 441-45, YC 74).  U7.3.4. Describe passages from scripture where each of the following titles of Jesus are used: Son of Man, Son of God, Son of David/Christ, and Lord and explain what the use of each title reveals about Jesus, making relevant connections between these titles when applied to Jesus and their use in the Old Testament.  U7.3.7. Explain why the Church teaches that Jesus is the model of perfect human living, making links with the Catholic Social Teaching principle of the dignity of the human person. (RVE)  D7.3.5. Investigate the work of Elizabeth Prout and assess the extent to which her life was modelled on Jesus’ example of humble service  D7.3.2. Consider the view that Jesus was merely a nice man, and construct a Catholic response to this, with reference to the passages studied.  TBC | Do now  End of term retrieval  Brain Dump | Keywords  Tier 3 Vocabulary  Extended writing tasks  Reading and interpreting Bible passages |  | Formative Assessment – DO NOW Tasks  Low Stakes Quizzes  End of Unit extended writing - D7.3.1. Consider the claim that it is impossible to be fully human and be without sin and construct a Catholic response to this view, with reference to Gaudium et Spes 22, paragraph 2. |
| **Year 8 Curriculum Overview [2024-2025]**  **Subject** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT5: To the Ends of the Earth**  **HT6: Dialogue & Encounter (Islam)** | Holy Spirit in the Gospel of Luke and Acts  Nicene Creed 8/9  Holy Spirit in the Old Testament  Pentecost  Symbols of the Spirit  The Gifts the Spirit  Sacrament of confirmation  Three different understandings of ‘Church’  Pentecost and the Holy Spirit in Art (LIVE LESSON)  Fruits v Flesh – The Holy Spirit in philosophy & ethics/culture (LIVE LESSON  **What is Islam**  **Who was Muhammed?**  **The Qur’an**  **The Five Pillars of Islam**  **Muslim Prayer**  **Muslim Pilgrimage**  **The Mosque** | Texts that show the significance of the Holy Spirit at key moments in Luke-Acts:  at Jesus, conception (Lk 1:34-38);  at his baptism (3:21-22);  at the beginning of his ministry (4:18-19);  at his resurrection and ascension (24:49-53); Pentecost (Acts 2:1-12);  the beginning of the mission to the Gentiles (Acts 10:44-48)  The Nicene Creed: Articles 8 and 9 The Holy Spirit is God, the third person of the Holy Trinity who ‘with the Father and the Son is adored and glorified’  The Church teaches:  The Holy Spirit is the ‘Lord, the giver of life’,  the breath (ruah) of God,  who was ‘at work with the Father and the Son from the beginning’ (see CCC 686),  hovering over the waters of Creation.  The Holy spirit ‘has spoken through the prophets’  inspires the authors of Sacred Scripture, both the Old and New Testaments (see CCC 105).  What happened on the day of Pentecost (Acts 2:1-12)  Its effect on the first disciples  Why it is considered the birth of the Church  The meaning of the symbols of the Spirit:  Water, Anointing, Fire, Cloud and Light, The Seal, The hand, The Finger, The Dove (see CCC 694-701)  The gifts of the Holy Spirit in outlined in  Old Testament (Isaiah 11:2-3) to be given to David’s descendant, Emmanuel, Jesus.  Wisdom, Understanding, Right Judgement, Courage, Knowledge, Reverence and Awe  There effects on baptised and Confirmed Christians  The origins, rite, meaning, and effect of the Sacrament of Confirmation  Church as:  People of God  Body of Christ  Temple of the Holy Spirit  ‘The mission of Christ and the Holy Spirit is brought to completion in the Church’ (see CCC 737). The Church is the Sacrament of communion with the Holy Trinity (CCC 738) and is the People of God (see CCC 781-786), The Church is the Body of Christ (see CCC 787-796), The Church is the Temple of the Holy Spirit (see CCC 797-799).  Artistic representations of the symbols of the Holy Spirit  Ethical issues arising from:  The fruits of the Holy Spirit (CCC 1832, Gal 5:22-23)  versus  The works of the flesh (Gal 5)  Muhammad was born in Mecca in Saudi Arabia in 570. He was a deeply spiritual man, and often spent time in meditation on Mount Hira. The traditional story of the [Qur'an](https://www.bbc.co.uk/religion/religions/islam/texts/quran_1.shtml) tells how one night in 610 he was meditating in a cave on the mountain when he was visited by the angel Jibreel who ordered him to [recite](https://www.bbc.co.uk/programmes/p0092pw0).  Once Jibreel mentioned the name of Allah, Muhammad began to recite [words](https://www.bbc.co.uk/programmes/p0030sqm) which he came to believe were the words of God.      The Muslim scripture is the Holy Qur'an. Muslims believe it is 'the word of God'. Muslim beliefs and practices are rooted in the Qur'an. Muslims treat the Qur'an with great respect because they believe that the Qur'an is from Allah, and every word and every letter is sacred. Muhammad (pbuh) memorized and wrote down the words. Muhammad (pbuh) interpreted the words in his daily life. Therefore many of the things which Muhammad (pbuh) did and said were remembered and carefully recorded. The stories and sayings help Muslims to understand the Quran and put what it teaches into practice in their daily lives.      Ramadan is in the ninth month of the Islamic lunar calendar, as it was during this month that Muhammad received the first revelation of the Qu’ran.  During this time Muslims fast for 30 days only eating and drinking before the sun rises and after the sun sets.    Muslims believe that they can worship Allah anywhere, and they do not have to be in a special building. However, like members of most religions, many Muslims feel that it is important to have a special place for worship. This place is called a Mosque. Many Muslim men go to the mosque several times a week, but the most important time in the lunch-time prayers on a Friday, the Muslim holy day. Women are expected to pray too, either at the mosque or at home. When they go to the Mosque they are kept separate from the men. Muslims believe this allows both men and women to concentrate on Allah, without any distractions. It's a place to pray, study, and learn how to be a good human being from the Iman (holy man). They pray towards a niche in the wall that faces in the direction of Mecca. |  | **Tier 1**  Muslim  Arabic  **Tier 2**  Qur’an  Mecca  Crescent Moon  Sawn  Allah  Mosque  Wudu  Ramadan  Islam  Eid  Salah |  | **Formative Assessment:**  How was the Holy Spirit at work in Jesus’ conception, Jesus’ baptismand on the day of Pentecost?  **MCQ1**  **MCQ2**  **Summative Assessment:**  How was the Holy Spirit at work on the day of Pentcost? How is the Holy Spirit at work in the sacrament of Confirmation? How is the Holy Spirt at work in our world?  Formative:  MCQ Test 1  Short piece of writing on the Muhammed  MCQ Test 2  Summative: Extended piece of writing evaluating The Five Pillars of Islam  . |