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| **Autumn Term** | | |
| Overarching Topic: The Island and Faith in Practice | | |
| What has come before and what comes later: | The Island is the first unit in which students will study. Students may have some knowledge of religion from their primary education or through their own faith. The island explores the basic beliefs of different religions such as the rite of passage, commitment and communities. Key areas of the unit such as Baptism will be revisited in the Christianity practices unit. The second unit that students explore are faith and practice. Students will focus on Islam and Christianity and the core beliefs in the faith and practice unit.. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | How would you survive on an island?  What are rites of passage?  Why is baptism important to Christians?  Why do we need codes of conduct?  How can we demonstrate commitment?  What are the ten commandments and why are they important?  Why are communities important to religious believers?  What are the 5 K’s and why are they important to Sikhs?  What are parables?  What are the core beliefs in Christianity?  What are the most important key beliefs in Islam?  What is a prophet?  What is a pilgrimage?  Why do religious believers go on pilgrimages? | What are the three parts of the Holy Trinity?  Why are Parables important to Christians?  Why are religious symbols important to religious believers?  Why is the Prophet Muhammad a great leader?  Why are the five pillars important to the Muslim faith?  Why is Jesus’ birth such an important event?  How do Muslims practice their religion? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Understand the core aspects of a religion.  Compare and contrast different beliefs within differing religions.  Explain, in detail, how faith informs religious practice. | * Students will be able to verbalise and articulate the key common themes within different religions, for example, the importance of communities in a variety of religions. * Students will be able to compare and contrast Jesus and Muhammad, identifying the significance between each great leader. Students will have the opportunity to explore the significance of each leader to the religions of Islam and Christianity. * Students can explain how core belief within Islam/Christianity are shown through the actions of Muslims and Christians. For example, the belief in angels in Islam informs a Muslim when praying to address the angels on their shoulders. |

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| **SpringTerm** | | |
| Overarching Topic: Stories of the Old Testament and Buddhism | | |
| What has come before and what comes later: | The Island, Faith in Practice, Stories of the Old Testament.  In Year 8, students will study religion and crime, prejudice and equality, good and evil and religion and life. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | How was the world created according to Christians?  Why is the Adam and Eve story often known as ‘the fall’?  Why was Moses a good leader?  Why is Noah an important prophet to remember?  What can we learn from the story of Job?  Who was Siddhartha Guatama?  What is the middle way?  What are the five moral precepts?  What is the eightfold path?  How do Buddhists practice their religion?  Why is meditation important to Buddhists?  What are the three marks of existence? | What future did the prophet Isaiah see?  What can we learn from the story of Job?  Why are the 4 noble truths important to Buddhists?  Why is the eightfold path important to Buddhists?  What is the link between Buddhism and suffering? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Use questioning to identify the core beliefs within Buddhism.  Understanding the language of Buddhism  Interpret key stories in Buddhism. | Students will explore and investigate the concept of suffering by asking key questions for example what causes suffering? How can suffering be reduced?  In written work and class discussions, students will use the key terminology in the correct manner.  Students will be able identify key elements of Siddhartha’s story that are fundamental to Buddhism. |

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| **Summer Term** | | |
| Overarching Topic: Judaism | | |
| What has come before and what comes later: | The Island, Faith in Practice, Stories of the Old Testament and Buddhism. After students have completed this unit, they will explore religion and crime | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | How did the religion of Judaism begin?  What is the holy book for the Jewish people?  Do all Jewish people live and worship the same way?  What rites of passages are important for Jewish people? | Do all Jewish people live and worship the same way?  Do Jewish people have any restrictions in their diet? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Understanding the meaning behind the biblical texts.  Understand the chronological order of the monotheistic religion.  Evaluate the impact of teachings from key biblical texts. | Students will be required to interpret the key religious texts to understand the key messages within the biblical references.  Students will explore the historical link between key biblical figures and be able to explain the action of God in the bible over 6,000 years.  Students will be required to consider the implications a biblical text will have on persons of faith. |