Year: 8 Key Stage 3 Curriculum Map							
Term	Rosary Term	Advent Term	Epiphany Term	Lent Term	Easter Term	Trinity Term	
Unit length:	September – October	October – December	January – February	February – March	April – May	June – July	
Curriculum Unit title	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter Islam	
Prior knowledge	Creation and Covenant (Year 1, Year 4 and Year 7)	Prophecy and Promise (Year 1, Year 4 and Year 7)	Galilee to Jerusalem (Year 1, Year 4 and Year 7)	Desert to Garden units in Year 1, Year 4 and Year 7)	To the Ends of the Earth units in Year 1, Year 4 and Year 7.	Dialogue and Encounter units in Year 1, Year 4 and Year 7. KS2 - Islam	
Links to the RE Directory	Covers all four knowledge lenses content (Hear, Believe, Celebrate and Live) from the RE Directory 2023.	Covers all four knowledge lenses content (Hear, Believe, Celebrate and Live) from the RE Directory 2023.	Covers all four knowledge lenses content (Hear, Believe, Celebrate and Live) from the RE Directory 2023.	Covers all four knowledge lenses content (Hear, Believe, Celebrate and Live) from the RE Directory 2023.	Covers all four knowledge lenses content (Hear, Believe, Celebrate and Live) from the RE Directory 2023.	Covers all four knowledge lenses content (Hear, Believe, Celebrate and Live) from the RE Directory 2023. Islam will be taught as a world faith in this term	
Pedagogy The way the curriculum is taught Ways of knowing: There are three types of activities in each lesson Command words Understand Discern Response	 Students must understand: The Biblical account of the Fall and its meaning What is meant by sin? The commands of God What is meant by conscience and Catholic Church teaching on conscience The sacrament of Baptism Infant and Believers' Baptism What does love of neighbour mean for Christians today? What is meant by conscientious objectors and why are some Christians conscientious objectors? 	 Students must understand: The meaning of prophetic text The prophet Jeremiah Why do prophecies contain calls to repentance? Prophet Amos and the poor What is meant by 'external religion' and what the prophet Amos taught about practising external religion? Why do prophecies make warnings and promises? Why imagery and symbolism were often used in prophetic messages. The meaning of the 'faithful few' by prophets such as Jeremiah and Amos How prophecies show God as a index of all patients? 	 Students must understand: Interpreting the Bible The Kingdom of God Who were the 'outcasts' Jesus ministered to? Jesus' treatment of the marginalised, including women and gentiles Make connection between eschatology and the parables of Jesus Jesus' miracles How Jesus calls everyone to enter the Kingdom of God The anointing of the sick How is the Kingdom of God expressed through art 	 Students must understand: Why is there suffering? Jesus: the suffering servant Why did God allow Jesus to suffer? Preparing during Lent The Easter Triduum The sacrament of Reconciliation Why does God allow suffering? How is the crucifixion shown through art? 	 Students must understand: Make connection biblical accounts of the resurrection and the crowning truth Christian faith The significance of the empty tomb The Road to Emmaus Jesus' appearances to his disciples Do humans have a soul? What do Catholics believe about life after death? Is belief in purgatory Biblical? Why baptism is necessary according to the Catholic Church Catholic funeral rites 	Students must understand: The Second Vatican Council Ecclesiam Suam Eastern Catholic Church What is Islam? The Prophet Muhammad (PBUH) The Qur'an The five pillars The mosque as a place of prayer Islamic rites of passage Muslim festivals	
Adapted resources: (Challenge and scaffolds)	Retrieval practice & Access to prior Sentence starters Source of wisdom and authority	WA(Father Damien of Molokai – an example of how to serve others. pted responses to feedback GOLL delling	Targeted questioning Open questions Evaluation Structure slips	Christian funeral traditions Quality writing skills Key terms		
NC/Spec coverage: Cross-curricular links:	Judaism.	Maths, Music, PSHE, Science, DT, Food an	•	year, the assessments will take the struct	ture of Edexcel GCSE Religious Studies	Spec A Catholic Christianity with	
Assessment To evaluate the pace of pupils progress, pupil outcomes, and pupil's readiness for the next steps: Command words:	Class work and homework tasks will contain a range of tasks where pupils will be required to demonstrate understanding, discernment and response. A formal end of unit test will take place at the end of this unit	Class work and homework tasks will contain a range of tasks where pupils will be required to demonstrate understanding, discernment and response. A formal end of unit test will take place at the end of this unit	Class work and homework tasks will contain a range of tasks where pupils will be required to demonstrate understanding, discernment and response. A formal end of unit test will take place at the end of this unit	Class work and homework tasks will contain a range of tasks where pupils will be required to demonstrate understanding, discernment and response. A formal end of unit test will take place at the end of this unit	Class work and homework tasks will contain a range of tasks where pupils will be required to demonstrate understanding, discernment and response. A formal end of unit test will take place at the end of this unit	Class work and homework tasks will contain a range of tasks where pupils will be required to demonstrate understanding, discernment and response. A formal end of unit test will take place at the end of this unit	

Growth	What will pupils know (KNOWLEDGE) What can pupils do (SKILL)					
Milestones						
	Pupils will consider some of the existential questions that lies at the heart of the human condition and reflect upon the meaning of suffering and the meaning of death. This will be achieved by					
	looking, in the first instance at the account of the Fall in Genesis and the implications this has for human beings and the world, coming to an understanding of what the Church means when it speaks					
	of 'original sin' and how this is distinguished from 'personal sin'. In Prophecy and Promise pupils will examine how God tried to deal with faithless humanity by holding out the promise of a new					
	covenant and a coming messiah who would restore human beings to covenant fidelity. In Galilee to Jerusalem pupils will examine how Jesus demonstrated what the Kingdom of God will look like in					
	his treatment of sinners and outcasts, in his parables of the kingdom and in his miracles. In Desert to Garden pupils will explore the mystery of suffering, or the problem of evil as it is sometimes					
	called and will examine this in the light of an understanding of suffering that has been transformed by the passion, death and resurrection of Jesus. In 'To the ends of the Earth' pupils will explore why					
	Catholics believe that the resurrection of Jesus is the central and crowning truth of Christian faith and how it gives hope of an eternal life for all. In this unit pupils will study some of the key Christian					
	beliefs about life after death. In the final unit pupils will initially examine how the Church continues the mission of Jesus on earth today. Pupils will then explore the main features of a further					
	Abrahamic faith – Islam. Pupils will understand the main beliefs and practices within Islam to support dialogue among different faith communities					
Catholic school/ British values:	Democracy – Students will learn about the role of democracy throughout their studies. They will learn about how citizens can influence the decision making through the democratic process and the challenges it faces in Britain today.					
	The rule of law – Students will have an appreciation that living under the rule of law protect individual citizens and is essential for their wellbeing and safety.					
	Individual liberty – Students will have an understanding that young people have the right to belong and join groups, if this does not hinder other people from enjoying their rights.					
	Mutual respect and tolerance of different faiths and beliefs – An understanding that the freedom to choose and hold other faith and beliefs is protected by law.					
Cultural capital:	Students are encouraged to develop a deep sense of understanding about different beliefs and practices. They explore variety of religious belief, practices and traditions sets that has been passed on from generations to generations					
•	in the community they live in. Students use a variety of culture rich sources such as art, music, poetry and literature to build up a rounded cultural capital.					
Careers Links:	Religious Studies is very practical because it involves:					
Education, NHS, law,	The ability to understand how people have thought and acted in different places and times, and the complexity of how social behaviours are shaped by beliefs and values.					
civil service, politics,	Studying religion encourages self-awareness, initiative, creativity and teamwork. Religious Studies students are excellent communicators and make great leaders.					
NGO, politics	Learning about different faiths – how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team building at work)					
	Being able to understand different viewpoints and philosophies, from an interdisciplinary perspective—and apply that understanding to find practical solutions.					
	Contextualised critical and analytical skills, applied to the real world, and dealing with issues arising from multiple and conflicting interpretations of texts and traditions with sensitivity and empathy					















