

Curriculum Knowledge Map



| Year 8 | AUTUMN | | SPRING | | SUMMER | |
|---|---|--|--|---|--|--|
| | Religion & the Law | Social Justice | Religion and the Environment | Social Justice | Hinduism & Buddhism | Outside the Big 6 |
| Declarative <i>What should they know?</i> | Key vocabulary and examples of types of crime and reasons for crime. | Examples of marginalised areas of society and the rights of others, including the universal declaration of human rights and the rights of the child. | Types and causes of environmental issues and religious responses to the protection of the environment. | How religion and society respond to social injustices and exploring whether monarchy, poverty and refugees can exist in the same world. | Basic facts and stories in the two faiths. | A range of minor religious beliefs and practices including Zoroastrianism, Rastafari, Humanism and Taoism. |
| Procedural <i>What should they be able to do?</i> | Discuss multiple perspectives of crimes and the reasons behind them. Debate and articulate ideas surrounding environmental factors. | Write an extended response about discrimination and different perspectives, including religious perspectives, | Write letters to figureheads outlining their ideas, debating two sides of a belief system, using religious quotes and scripture to add | Create protest art around a topic they feel passionate about, articulate feelings about topics, debate issues. | Write an extended response, explore contrasting ideas about the afterlife. | Create and compile a fact file about the religions and summarise key information. |



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|--|--------------------------|----------------|----------------|----------------|---------------|---------------|
| Disciplinary Literacy (Tier 3 Vocab) | Crime against the person | Human Rights | Climate change | Social justice | Polytheistic | Yin Yang |
| | Crime against property | Prejudice | Stewardship | Discrimination | Monotheistic | Immortality |
| | Crime against the state | Discrimination | | Prejudice | | |
| | Environmental | Nature | Dominion | Tolerance | Deity | Dreadlocks |
| | Social | Nurture | | Equality | | |
| | Psychological | Oppression | Duty | Equity | Reincarnation | Humanist |
| | Addiction | Stereotype | | Poverty | | |
| | Situation Ethics | Persecution | Ahimsa | Monarchy | Karma | Altruism |
| | Protection | | | Divine Right | | |
| | Retribution | | Sewa | Abolish | Moksha | Humility |
| | Deterrence | | | Refugee | | |
| | Reformation | | Sustainability | Asylum Seeker | Atman | Syncretic |
| | Vindication | | | Accountability | | |
| | Corporal Punishment | | | | Samsara | |
| | Capital Punishment | | | | | Enlightenment |



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|-------------------|---|---------------------------------------|--|--------------------------------|---------------|---------------------------------------|
| | | | | Protest | | |
| Assessment | Multiple choice fact test, Q&A fact test | Extended response about punishment | Multiple choice fact test, letter writing task | Q&A fact test Progress test | Q&A fact test | Extended response Progress Test |

