

Subject: Religious Studies **Year group: 8**

Department Curriculum Vision:

“Northwood Students will explore a range of religious and non-religious traditions and worldviews, and have the opportunity to reflect upon their own personal worldview, in relation to big life-questions, to equip them to live and engage respectfully in our diverse world”

	Autumn Term 1	Autumn Term 2
Content: (Know what...)	Who is God? How has God communicated with humans? Qualities of God from Jewish, Christian, Muslim, Hindu and Sikh traditions. Abrahamic Prophets and the relationship between Judaism, Christianity and Islam. The concepts of 'chosen people' and 'people of the book'. The concept of messiah, differences between Judaism and Christianity, including around Jesus. The relationship between Brahman, deities and avatars in Hindu worldviews, and how deities allow Hindus to understand Brahman's extensive qualities.	Who is God? How has God communicated with humans? Qualities of God from Jewish, Christian, Muslim, Hindu and Sikh traditions. Abrahamic Prophets and the relationship between Judaism, Christianity and Islam. The concepts of 'chosen people' and 'people of the book'. The concept of messiah, differences between Judaism and Christianity, including around Jesus. The relationship between Brahman, deities and avatars in Hindu worldviews, and how deities allow Hindus to understand Brahman's extensive qualities.

Skills: (know how...)	Describe and explain different religious worldviews around God and how God has communicated with humans, for example through prophets, angels, and deities. Evaluate pupils' own worldview on God	Describe and explain different religious worldviews around God and how God has communicated with humans, for example through prophets, angels, and deities. Evaluate pupils' own worldview on God
Key vocabulary	God Abrahamic Worldview Deities Avatars Angels Prophets Messiah Chosen people People of the book	God Abrahamic Worldview Deities Avatars Angels Prophets Messiah Chosen people People of the book
Mid Term Assessment	Four knowledge questions followed by an extended writing task: Is there only one God in the world? Encouraging students to evaluate different religious responses, across and within religious traditions, as well as their own worldview in relation to these different perspectives.	

End Term Assessment		Four knowledge questions followed by an extended writing task: Who is God and has God communicated with humans? Encouraging students to evaluate different religious responses, across and within religious traditions, as well as their own worldview in relation to these different perspectives.
	Spring 1	Spring 2
Content: (Know what...)	Does God exist? Arguments for and against the existence of God, including: Teleological argument Ontological argument Miracles Evil and suffering Science - including believing in both science and religion	What happens when we die? Arguments for and against the existence of an afterlife Religious, non-religious and spiritual beliefs about what happens after we die
Skills: (Know how...)	Explain arguments for and against God, using detailed evidence to support this (for example miracles). Evaluate and consider evidence in light of pupils' own worldview	Interpret and understand theological beliefs or teachings about afterlife Infer from social science data Evaluate evidence and beliefs in light of pupils' own worldviews

Key vocabulary	Theist Atheist Agnostic Teleological Ontological Miracles Religious Experience Evil Suffering Inconsistent Triad Genesis Evolution Big Bang Theory of the Expanding Universe	Heaven Hell Jannah Jahannam Day of judgement Reincarnation Samsara Karma Rebirth Moksha Mukhti
Mid Term Assessment	Four knowledge questions followed by an extended writing task: Does the complicated nature of the world prove God exist? Encouraging students to evaluate different philosophical arguments as well as their own worldview in relation to these.	Four knowledge questions followed by an extended writing task.
End Term Assessment	Four knowledge questions followed by an extended writing task: Is there evidence to support the existence of God? Encouraging students to evaluate different philosophical, religious and non-religious arguments as well as their own worldview in relation to these perspectives.	
	Summer 1	Summer 2
Content:	How should we mark important live events?	Is pilgrimage important?
(Know what...)	Religious and non-religious traditions for various stages of life,	Reasons why some people go on pilgrimage, using the examples

	including: funerals, grieving, mourning, birth, celebrations of new life, initiations, and marriage	of: Hajj to Mecca (Islam) Jerusalem and its importance to Judaism, Christianity and Islam The River Ganges Sikh worldviews and scripture concerning pilgrimage Lourdes, France
Skills: (Know how...)	Describe and explain lived experiences within religious and non-religious traditions Infer and explain the importance of marking live events or milestones for some people	Explain reasons for pilgrimage, and contrasting arguments about what may be more important Use specific religious, historical and scriptural teachings about sacred places and journeys to support arguments Explore social science data regarding pilgrimage Philosophically think about the miracle stories associated with some pilgrimage sites Evaluate the usefulness or benefits of pilgrimage
Key vocabulary	Funeral Mourning Grieving Shiva Birth Christening Initiation Bat Mitzvah Confirmation Amrit Marriage Chuppah Nikkah Sacrament Ketubah	Pilgrimage Hajj Mecca Sacred Jerusalem Interfaith Ganges Samsara Reincarnation Lourdes Miracle Cleansed Sins Healing

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Mid Term Assessment		
End Term Assessment	Four knowledge questions followed by an extended writing task.	Final assessment of the year: four knowledge questions followed by an extended writing task: Should pilgrimage be compulsory for all religious people? Encouraging students to evaluate different religious responses, across and within religious traditions, as well as their own worldview in relation to these different perspectives.
Additional information		
Homework	Homework is set once every two weeks. This is to be completed in students' books under a title: homework - unless otherwise specified. Homework will sometimes include revision for MUAs/EUAs	
Extra curricular and enrichment opportunities	Debate Club enriches students' argumentation and respectful disagreement skills	
Useful links that will support learning	https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units BBC 'Being...' Series - available on ERA	
How parents can support learning	Encourage philosophical questioning. Fostering curiosity and respect. Promoting respectful questioning, including 'Why?' or 'How do you know that?'	

