

Curriculum Map Year 8 Religious studies

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<i>Prophecy; the birth of Jesus foretold</i>	<i>Autumn HT1</i>	To identify aspects of the Old Testament we have looked at, and to identify how the Old Testament Prophets identified Jesus as the Messiah	Linking the key figure of David to the genealogy of Jesus. Is Jesus the Messiah that we learnt about in Jewish beliefs? Does he fulfil the criteria?	Year 10 GCSE: Messianic expectation.
<i>What was so different about Jesus?</i>	<i>Autumn HT1</i>	Students will examine some of the key aspects of Jesus' life, building on the knowledge from KS1 and 2. Their focus will be on: <ul style="list-style-type: none"> • Jesus the Jew • Jesus the ethical teacher • Jesus the Saviour 	Building on work from Year 2/3 Spring on the key events of Jesus' life. Year 4 Autumn term	Year 11: how does Jesus' ethical teaching affect Christian beliefs.
<i>What was so different about Jesus?</i>	<i>Autumn HT2</i>	Students will examine some of the key aspects of Jesus' life, building on the knowledge from KS1 and 2. <ul style="list-style-type: none"> • How reliable are the resurrection accounts? • Jesus: teacher, revolutionist, Son of God? 	Building on work from Year 2/3 Spring on the key events of Jesus' life. Year 4 Autumn term	Year 10: How important is it to believe in the resurrection? Year 12 Eduqas Year 12 Christianity: how reliable is the resurrection testimonies?
<i>How is the Bible made up?</i>	<i>Autumn HT2</i>	Students will look at how the Bible is made up, and why Christians focus on the New Testament. They will also consider: <ul style="list-style-type: none"> • How reliable is the bible as a source of authority? • Why is there differences in practice because of the biblical stories? 	Year 4 Autumn: understanding the difference between old and new testament.	Year 9 how does the bible make people act? Impact of biblical teaching. Year 10; how different Christians interpret the bible.
<i>Vocation</i>	<i>Spring HT3</i>	Students will examine how people can become followers of Christianity. They will look at early persecution and martyrdom, and how the Church evolved.		
<i>Christian denominations</i>	<i>Spring HT3</i>	Students will examine equality within the Church; the role of women will be focused on, should women become priests? What is the role of the religious? Students will begin to look at how the Churches have interpreted scripture and developed into denominations. They will look at: <ul style="list-style-type: none"> • Roman Catholic Church • Orthodox Church 	Year 5 trip to the Priory, and the origins of Christianity study. Year 6 Autumn term: branches of Christianity	Year 11 issues of relationships: should the Church be more reflective of society? Year 11: How these denominations affect people's decisions?
<i>Christian denominations</i>	<i>Spring HT3</i>	Students will begin to look at how the Churches have interpreted scripture and developed into denominations. They will look at: <ul style="list-style-type: none"> • Roman Catholic Church • Orthodox Church 	Year 6 Autumn term: branches of Christianity	Year 11: How these denominations affect people's decisions?
<i>Christian denominations</i>	<i>Spring HT4</i>	Students will begin to look at how the Churches have interpreted scripture and developed into denominations. They will look at: <ul style="list-style-type: none"> • Church of England • Non-conformist Charismatic Christianity	Year 6 Autumn term: branches of Christianity	Year 11: How these denominations affect people's decisions?
<i>Does the idea of God and religion still make sense?</i>	<i>Spring HT4</i>	Students will examine whether religion still has an impact and look at how it could be misinterpreted and cause conflict rather than unity. Students will look at the challenges brought by the new atheists to religious belief.		Year 11: issues of Good and evil Eduqas A level: Christianity: impact in society today.

<i>Religious fundamentalism or extremism?</i>	Summer HT5	Students will examine the different ways in which people have moved forward in their faith. They will debate the difference in attitudes towards Christian extremism in comparison to other religions.		Year 9: Conflict topic.
<i>Dharmic belief: Buddhism</i>	Summer HT5	Students will investigate this world faith, examining this belief system which exists without God. Lessons will cover: <ul style="list-style-type: none"> •Who is the Buddha? •Is life just inevitable suffering? Does suffering have a purpose?	Year 4 Spring religion: Buddhism	Year 9: Ahimsa- non-violence. Year 9: problem of evil
<i>Dharmic belief: Buddhism</i>	Summer HT6	Students will investigate this world faith, examining this belief system which exists without God. Lessons will cover: <ul style="list-style-type: none"> • Is the eightfold path achievable? • Role of the sangha 	Year 4 Spring religion: Buddhism	
<i>Dharmic belief: Buddhism</i>	Summer HT6	Students will investigate this world faith, examining this belief system which exists without God. Lessons will cover: <ul style="list-style-type: none"> • The dhammapada • The authority of the Buddha's teaching • Buddhist social action 	Year 4 Spring religion: Buddhism	Social action issues: Year 9