

| KAA Curriculum Overview | | RE | Year 8 | EOY Exam | Sequencing and Progression | |
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| Rationale <i>Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</i> Religious Studies at KAA aims to develop our student's knowledge and understanding of a wide range of religious and non-religious beliefs. Students are taught how to construct informed and balanced arguments on a range of different themes and topics. Students have the opportunity to engage with questions of belief, value, meaning, purpose, truth and ultimately prepare them for adult life in a pluralistic society and global community as thoughtful and engaged citizens. The year develops the key skills require to succeed built through the study of a mixture of religious and thematic units. It will give students a safe place to learn about, learn from, compare, evaluate and critique religious & non-religious views. The study of Sikhism and Buddhism at the beginning of the year will immerse students in Dharmic religions and be a valuable contrast to the Abrahamic religions studied in year 7. The introduction of an Ethics unit will see students engaging with junior versions of A-Level content As with year 7 the SOW will provide students with the opportunity to read, understand and interpret texts and teachings of leaders. It will give students a subject specific terminology which underpins their knowledge and understanding as they progress in their RE KAA journey. | | | | GCSE style questions 2 sections: Islam (2,5,8) & Life after death (15) Total marks: 30 Define (2) - Definition of a key term (What is meant by...) Describe (5) - Outline knowledge and understanding of belief, teaching, practice, event. Explain (8) – Detailed knowledge of how / why / importance of a belief, teaching, practice, event. Must use sources of authority. Evaluate (15) – Discuss a statement showing more than one point of view. Build on year 7 by adding analysis so essays written in PEA format. Must use sources of authority. | How does this year build on what they've learnt last year? Continuation of study of Abrahamic religions with the study of Islam will give ability for students to see similarities and differences between them. Introduction of full SOW of Dharmic religions. Previously look at Hindu Dharma as a mini unit. In depth study will provide good contrast and understanding of other ways to have faith in the worlds Year 7 focused on PE format. Year 8 will develop the skill of analysis in writing. In year 7 analysis was embedded in discussion & challenge but not explicitly taught for extended writing. | How will it benefit them as they move forward next year? Key exam skills embedded in every topic – focus on Point/Explain or Point/Example and PEA formats Topics studied in year 8 linked explicitly to GCSE Spec & year 9 topics |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Sum 1 | Sum 2 |
| Link to MTP Overview | | | | | | |
| Topic studied & Fertile Question | Can you be a perfect Sikh in today's world? (Sikhism) | Is all life suffering? (Buddhism) | Is it possible to live after we die? (Life after Death) Links to GCSE paper 1 section 2 as well as paper 2 & 3 beliefs | Do beliefs or practices have a greater impact on a Muslim? (Islam) Links to GCSE paper 3 | How do you decide what is right? (Ethics) Junior version of A Level paper 2 1.1 | What does a successful philosopher do differently? (Revision) |
| Adjustments following last assessments / evaluation. | Remove full narrative of Guru Nanak's life and focus in on 2-3 events that shaped his teachings Consolidations to show greater focus on visualizer marking when practicing 15 marks | | | Moved from SPR 1 to SPR 2 to allow formal assessment – more choice on questions | New SOW – replaces unit on religions beyond the big 6 as it felt disjointed and lacked depth for students. | LAD on EOY as not formally assessed in year |
| Key knowledge and skills students need to have gained by the end of the unit | Knowledge: Teachings of Guru Nanak Practices within the Gurdwara Sikh beliefs about God Importance of Guru Granth Sahib Story of Guru Gobind Singh & Khalsa Festivals of Vaisakhi, Diwali & Hola Muhala Practice of the 5K's Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices | Knowledge: Early life of the Buddha including birth, 4 sights & Enlightenment Buddha's teachings: 4 Noble Truths / Eightfold Path Story of Kisa Gotami Importance of the Sangha Pilgrimage to Bodh Gaya & links to Buddha's Enlightenment Situation in Tibet Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices | Knowledge: Process of life after death and how it affects life today in: Ancient beliefs – Egyptian Abrahamic beliefs: Christianity & Islam Dharmic beliefs: Hinduism Non – Religious beliefs : Humanism Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices | Knowledge: Tawid (Belief in Allah) Life of Muhammad & his role as seal of the prophets Sunni/Shia split Jihad – Greater & Lesser 5 Pillars – Shahadah / Salah/ Sawm / Zakat / Hajj Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices | Knowledge: Utilitarianism – Principle of Utility Situation Ethics- Agape Natural Law – Primary Precepts Application of ethical theories to environmental & medical ethics Concept of conscience & free will Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices | Knowledge: Tawid (Belief in Allah) Life of Muhammad & his role as seal of the prophets Sunni/Shia split Jihad – Greater & Lesser 5 Pillars – Shahadah / Salah/ Sawm / Zakat / Hajj Process of life after death and how it affects life today in: Ancient beliefs – Egyptian Abrahamic beliefs: Christianity & Islam Dharmic beliefs: Hinduism Non – Religious beliefs : Humanism Skills: Defining keywords / Giving opinions / justifying opinions / using examples/ describing religious beliefs & practices / explaining importance of religious beliefs & practices |
| How is understanding assessed at the end of the unit? | 15 mark exam question: 'Wearing the 5Ks is all you need to be a perfect Sikh'. | Summative assessment: <ul style="list-style-type: none"> Define the term sangha Describe the early life of the Buddha Explain why Buddhists visit Bodh Gaya | Walking Talking Mock to ensure solid understanding of questions & criteria Questions TBC – based on gaps in knowledge over lessons | Summative assessment: <ul style="list-style-type: none"> Define the term prophet Describe what happened in the Sunni/Shia split Explain the different types of Jihad in Islam | Walking Talking Mock to ensure solid understanding of questions & criteria before SUM 2 revision and EOY | Summative assessment: Islam: Define the term Ummah Describe how Muslims perform Hajj Explain why the 5 pillars are important to Muslims |

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| | | <ul style="list-style-type: none">• Evaluate the claim the main purpose of Buddhism is to stop human suffering” | | <ul style="list-style-type: none">• Evaluate the claim zakat is the most important pillar in Islam | | LAD Evaluate the claim there is no life after death |
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