



| Year Group | Year 8 | | | | | |
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| Subject intent | To equip pupils with the skills and knowledge to investigate and understand the world outside of their own. They develop an appreciation and understanding of the civilisations, environments and belief systems that have helped to create the societies that we and the rest of the world live in today, whilst supporting an understanding of the patterns that can inform our future. This knowledge is applied through analytical and evaluative skill, encouraging a diversified and appreciative perspective of the world around us. | | | | | |
| Subject Implementation | Autumn 1 Founders of Religion | Autumn 2 Religion and the media | Spring 1 Christianity | Spring 2 Poverty and wealth | Summer 1 Crime and Punishment | Summer 2 Sikhism |
| Knowledge | What makes a good leader Guru Nanak Buddha Buddha's teachings Muhammad Jesus Abraham | Influence on the media Religion on TV Religion and newspapers Religion using the media Censorship Islam in the media | Bible study skills Jesus' Parables Jesus' temptation Jesus' miracles The lead up to the death of Jesus | Intro to wealth and poverty Wealth and poverty Wealth and poverty in GB Judaism wealth and poverty Jesus: money and wealth Islam and poverty | Moral Actions Moral Codes Punishment Forgiveness | Introduction and Origins Who was Guru Nanak? Who were the 10 Gurus? How do Sikhs treat the Guru Granth Sahib? Comparison to Hinduism What would you find |



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| | Moses Martin Luther King | | | | | in a Gurdwara? Symbolism: What are the 5Ks? Where do Sikhs go on pilgrimage? What festivals do Sikhs celebrate? |
| Skills | Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion | Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion | Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion | Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion | Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion | Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion |
| Subject Impact | Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key | Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key | Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key | Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key | Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key | Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key |



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| | <p>themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p> | <p>themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p> | <p>themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p> | <p>themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p> | <p>themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p> | <p>themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p> |
| Assessment | <p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p> | <p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p> | <p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p> | <p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p> | <p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p> | <p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p> |