



## RECC Y8 Curriculum Map

<b>Topic</b>	<b>Key Knowledge</b> <i>What will all students KNOW by the end of the topic?</i>	<b>Key Skills</b> <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	<b>Assessment Opportunities</b> <i>What are the key pieces of assessment? How will students be assessed?</i>
<b>Creation and Covenant</b>	<ul style="list-style-type: none"> <li>• What is the Fall?</li> <li>• What is the meaning of the Fall?</li> <li>• What is Sin?</li> <li>• What is Baptism</li> <li>• The Importance of Baptism - the role of infant baptism</li> <li>• The Importance of Gods commands</li> <li>• Are rules necessary for freedom?</li> <li>• What is the conscience</li> <li>• Conscientious Objectors - St Thomas More</li> <li>• Conscientious Objectors - The Civil Rights Movement</li> <li>• Conscientious Objectors - Sophie Scholl &amp; The White Rose</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation skills – students will be able to evaluate the strength of those arguments presented by both religion and science</li> <li>• Literacy – key literacy skills will be developed through reading key philosophical arguments</li> <li>• Critical thinking – students will develop those skills required to criticise arguments and create counter arguments</li> <li>• Detailed writing – students will be able to create their own detailed pieces of work regarding key philosophical ideas</li> <li>• Synoptic/cross-curricular links- Study of key events within History</li> </ul>	<p>Formal assessment of understanding through extended writing piece – this will display student understanding of both religious and non-religious arguments, presenting their critical thinking, evaluation, and detailed writing skills.</p> <p>Key Word Assessments Teacher questioning within lessons. Presentation of classwork in books.</p> <p>Peer and Self-Assessment of classwork</p>
<b>Prophecy and Promise</b>	<ul style="list-style-type: none"> <li>• Introduction - What is a prophetic text</li> <li>• Jeremiah and the Prophetic Pattern</li> <li>• Prophecies and Repentance</li> <li>• Prophecy and Care for the Poor</li> <li>• Why do Prophecies criticise external religion</li> <li>• Warning and Promises</li> <li>• Images and Parables in Prophecy</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation skills – students will be able to evaluate the strength of those arguments</li> <li>• Literacy – key literacy skills will be developed through reading key philosophical arguments</li> </ul>	<p>Formal assessment of understanding through extended writing piece – this will display student understanding of both religious and non-religious arguments, presenting their critical</p>

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	<ul style="list-style-type: none"> <li>• Why do prophecies talk about the faithful few</li> <li>• How do prophecies show God as Judge</li> <li>• Why is John the Baptist important?</li> <li>• How are lay people called to be witnesses?</li> <li>• How is Advent connected to prophecy</li> <li>• How do Christmas carols reflect prophetic messages?</li> <li>• What does the Church teach about superstition?</li> <li>• Who was Saint Oscar Romero?</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking – students will develop those skills required to criticise arguments and create counter arguments</li> <li>• Detailed writing – students will be able to create their own detailed pieces of work regarding key philosophical ideas</li> </ul>	<p>thinking, evaluation, and detailed writing skills.</p> <p>Key Word Assessments Teacher questioning within lessons. Presentation of classwork in books.</p> <p>Peer and Self-Assessment of classwork</p>
<b>Galilee to Jerusalem</b>	<ul style="list-style-type: none"> <li>• Introduction - Marginal Communities in the Gospel</li> <li>• The Role of Parables</li> <li>• The Importance of Miracles</li> <li>• Science vs Miracles</li> <li>• Love thy neighbour - How did Jesus care for the sick and outcast?</li> <li>• The Anointing of the Sick</li> <li>• How does Jesus' ministry call us to enter the Kingdom?</li> <li>• Life and work of Father Damien of Molokai</li> <li>• Lourdes Pilgrimage</li> <li>• Charities for the marginalised: SVP, Missio and Pax Christi</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation skills – students will be able to evaluate the strength of those arguments</li> <li>• Literacy – key literacy skills will be developed through reading key Biblical texts</li> <li>• Critical thinking – students will develop those skills required to criticise arguments and create counter arguments</li> <li>• Detailed writing – students will be able to create their own detailed pieces of work</li> <li>• Synoptic/cross-curricular links, e.g. with history - students will be able to view the importance of studying RE among other subjects</li> </ul>	<p>Formal assessment of understanding through extended writing piece – this will display student understanding of both religious and non-religious arguments, presenting their critical thinking, evaluation, and detailed writing skills.</p> <p>Key Word Assessments Teacher questioning within lessons. Presentation of classwork in books.</p> <p>Peer and Self-Assessment of classwork</p>
<b>Desert to Garden</b>	<ul style="list-style-type: none"> <li>• Introduction - Why do we suffer?</li> <li>• Is there a meaning to suffering?</li> <li>• Jesus as the Suffering Servant</li> <li>• Why did God allow Jesus to suffer?</li> <li>• How do Christians prepare during lent?</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation skills – students will be able to evaluate the strength of those arguments</li> <li>• Literacy – key literacy skills will be developed through reading key Biblical texts</li> </ul>	<p>Formal assessment of understanding through extended writing piece – this will display student understanding of both religious and non-religious arguments, presenting their critical</p>

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	<ul style="list-style-type: none"> <li>• What is the Easter Triduum?</li> <li>• Sacrament of Reconciliation</li> <li>• Importance of Reconciliation</li> <li>• Why does God allow Suffering?</li> <li>• Crucifixion in Art</li> <li>• Case Study: The Mizens</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking – students will develop those skills required to criticise arguments and create counter arguments</li> <li>• Detailed writing – students will be able to create their own detailed pieces of work</li> </ul>	<p>thinking, evaluation, and detailed writing skills.</p> <p>Key Word Assessments Teacher questioning within lessons. Presentation of classwork in books.</p> <p>Peer and Self-Assessment of classwork</p> <p>Students will create group presentations as part of their assessment for this unit</p>
<p><b>To the Ends of the Earth</b></p>	<ul style="list-style-type: none"> <li>• Introduction - The Resurrection of Christ</li> <li>• Comparing Resurrection Accounts</li> <li>• Empty Tomb Significance</li> <li>• St Paul &amp; The Resurrection of the Dead</li> <li>• Do humans have a soul?</li> <li>• Why is baptism necessary for salvation?</li> <li>• Catholic Beliefs on the Afterlife</li> <li>• Is the Catholic belief in purgatory biblical</li> <li>• How are Catholic beliefs shown in artwork?</li> <li>• Catholic Funeral Rites</li> <li>• How are Catholic funerals different around the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation skills – students will be able to evaluate the strength of those arguments</li> <li>• Literacy – key literacy skills will be developed through reading key Biblical texts</li> <li>• Critical thinking – students will develop those skills required to criticise arguments and create counter arguments</li> <li>• Detailed writing – students will be able to create their own detailed pieces of work</li> <li>• Synoptic/cross-curricular links, e.g. with - geography students will be able to view religion around the world</li> </ul>	<p>Formal assessment of understanding through extended writing piece – this will display student understanding of both religious and non-religious arguments, presenting their critical thinking, evaluation, and detailed writing skills.</p> <p>Key Word Assessments Teacher questioning within lessons. Presentation of classwork in books.</p> <p>Peer and Self-Assessment of classwork</p>
<p><b>Dialogue &amp; Encounter with a study of Islam</b></p>	<p>Dialogue and Encounter</p> <ul style="list-style-type: none"> <li>• What is Ecclesiam Suam?</li> <li>• What is the Eastern Catholic Church like?</li> <li>• How are Eastern Catholic Church's represented in the UK?</li> <li>• Why is interfaith dialogue needed?</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation skills – students will be able to evaluate the strength of those arguments</li> <li>• Literacy – key literacy skills will be developed through reading key Biblical texts</li> </ul>	<p>Formal assessment of understanding through extended writing piece – this will display student understanding of both religious and non-religious arguments, presenting their critical</p>

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	<p>Islam</p> <ul style="list-style-type: none"> <li>• Introduction to Islam</li> <li>• Muhammad (PBUH)</li> <li>• The Qur'an</li> <li>• The 5 Pillars</li> <li>• The Mosque</li> <li>• Festivals</li> <li>• Hajj</li> <li>• Life After Death</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking – students will develop those skills required to criticise arguments and create counter arguments</li> <li>• Detailed writing – students will be able to create their own detailed pieces of work</li> </ul>	<p>thinking, evaluation, and detailed writing skills.</p> <p>Key Word Assessments Teacher questioning within lessons. Presentation of classwork in books.</p> <p>Peer and Self-Assessment of classwork</p> <p>Students will create group presentations as part of their assessment for this unit</p>
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