



Curriculum Map

Year 7 & 8

Skills descriptors

Knowledge and Understanding

Empathy and Reflection

Evaluation and Analysis

Year 7 Curriculum Map

Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR 7 AUTUMN TERM 1	Pilgrimage 1: The Hajj Islam	5 pillars of Islam What is a Pilgrimage? The Events of the Hajj The Meaning of the Hajj. Assessment: Hajj Diary	Knowledge & Understanding Knowledge & Understanding Knowledge & Understanding Evaluation & Analysis Empathy & Reflection
YEAR 7 AUTUMN TERM 2	Pilgrimage 2: Lourdes & Miracles Christianity	To Learn about Lourdes and Pilgrimage To compare Lourdes with Hajj What is a miracle and can they happen? Modern day Miracles? Assessment: Essay: Can Miracles Happen?	Knowledge & Understanding Evaluation & Analysis Empathy & Reflection Evaluation & Analysis Evaluation & Analysis
YEAR 7 SPRING TERM 1	Places of Worship: Hinduism & Islam	The use of 5 senses in Hindu worship What does a Mandir look like? What is the Puja service? What is a Mosque? Adhan – the call to prayer and why is it important. Assessment: Places of Worship independent research project.	Empathy & Reflection Knowledge & Understanding Knowledge & Understanding Knowledge & Understanding Empathy & Reflection Knowledge & Understanding
YEAR 7 SPRING TERM 2	Leadership and Religion: Sikhism	The Life of Guru Nanak Introduction of 10 Gurus – Group work on one of the Gurus Who was the Buddha? Assessment: Peer assessed presentations on the 10 Gurus	Knowledge & Understanding Knowledge & Understanding Evaluation & Analysis
YEAR 7 SUMMER TERM 1	Religion & Art	What is the role of art in religion? Understand the messages behind various religions artwork How well does religious art work? Assessment: Stained Glass window	Knowledge & Understanding Empathy & Reflection Evaluation & Analysis Empathy & Reflection
YEAR 7 SUMMER TERM 2	Concept of God Hinduism	Who is God? Brahman as transcendent Introduction to the trimurti Assessment: Leaflet on Hindu Gods	Knowledge & Understanding Empathy & Reflection Knowledge & Understanding

Year 8 Curriculum Map

Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR 8 AUTUMN TERM 1	It's my life' Philosophy,	What is Religion Scientific and religious understandings of the person The differences between Humans and Animals Ultimate Questions Assessment: Essay on Ultimate questions	Empathy & Reflection Evaluation & Analysis Evaluation & Analysis Empathy & Reflection Evaluation & Analysis
YEAR 8 AUTUMN TERM 2	Life After death: Reincarnation Hinduism	Can humans survive death? What Hindus believe about life after death? What is the evidence? Research on evidence e.g. NDE and other clues. Assessment: Report	Empathy & Reflection Knowledge & Understanding Evaluation & Analysis Knowledge & Understanding Evaluation & Analysis
YEAR 8 SPRING TERM 1	Faith and Film Christianity and Judaism	How Good versus Evil is a common theme in Film Parable: For the Birds and the Good Samaritan Prayer in film and music Assessment: Own Parable	Evaluation & Analysis Empathy & Reflection Knowledge & Understanding
YEAR 8 SPRING TERM 2	Symbolism in the Chronicles of Narnia Christianity	Introduction to the Chronicles of Narnia Recognition of Christian themes within this film Essay planning along with group work Assessment: Essay on the Christian symbolism contained in the tales of Narnia	Evaluation & Analysis Knowledge & Understanding Empathy & Reflection Evaluation & Analysis
YEAR 8 SUMMER TERM 1	Religion & Conflict	How do and should different religions respond to conflict and war? Gandhi, Martin Luther King, Quakers and Pacifism. Holy war, Just War theory and the Crusades	Knowledge & Understanding Evaluation & Analysis
YEAR 8 SUMMER TERM 2	Islam Religion & Conflict	The concept of Jihad Assessment: Create a campaign either in support or against going to war.	Knowledge & Understanding Empathy & Reflection

YEAR 7		YEAR 8	
MASTERING + Students are working at a level above mastering	MASTERING + Students are working at a level above mastering	MASTERING Students show a knowledge and understanding that is able to focus upon the impact of religious beliefs and practices in the wider world. Written work includes a basic review of the value of various belief systems.	MASTERING + Students are working at a level above mastering
MASTERING Students have a competent understanding of beliefs and practices and can evaluate various beliefs and practices. Written work shows a command of key words and offers a range of reasons that support a range of differing viewpoints.	SECURE Students have a competent understanding of beliefs and practices and can evaluate various beliefs and practices. Written work shows a command of key words and offers a range of reasons that support a range of differing viewpoints.	SECURE Students have a competent understanding of beliefs and practices and can evaluate various beliefs and practices. Written work shows a command of key words and offers a range of reasons that support a range of differing viewpoints.	SECURE Students have a competent understanding of beliefs and practices and can evaluate various beliefs and practices. Written work shows a command of key words and offers a range of reasons that support a range of differing viewpoints.
SECURE Students emphasise their knowledge and understanding of the importance of religious beliefs and practices through their explanation of these ideas and teachings. Written work shows a confident use of key terminology and offers clear reasoning.	DEVELOPING Students emphasise their knowledge and understanding of the importance of religious beliefs and practices through their explanation of these ideas and teachings. Written work shows a confident use of key terminology and offers clear reasoning.	DEVELOPING Students emphasise their knowledge and understanding of the importance of religious beliefs and practices through their explanation of these ideas and teachings. Written work shows a confident use of key terminology and offers clear reasoning.	DEVELOPING Students emphasise their knowledge and understanding of the importance of religious beliefs and practices through their explanation of these ideas and teachings. Written work shows a confident use of key terminology and offers clear reasoning.
DEVELOPING Students can describe various religious beliefs and practices with confidence and show an understanding of key concepts by some explanation of their significance. Most key words are used.	FOUNDATION Students can describe various religious beliefs and practices with confidence and show an understanding of key concepts by some explanation of their significance. Most key words are used.	FOUNDATION Students can describe various religious beliefs and practices with confidence and show an understanding of key concepts by some explanation of their significance. Most key words are used.	FOUNDATION Students can describe various religious beliefs and practices with confidence and show an understanding of key concepts by some explanation of their significance. Most key words are used.
FOUNDATION Students can recall basic facts about religious beliefs and practices. They can recall some key terminology.			

YEAR 7		YEAR 8	
MASTERING + Students are working at a level above mastering		MASTERING + Students are working at a level above mastering	
	MASTERING Students have a thorough appreciation of the impact of religious beliefs within the life of the believer and can explain why these beliefs are significant. They can reflect on the significance and value of certain beliefs.	MASTERING Students show a keen empathic reflection of the moral aspects of religious beliefs and practices that is beyond the level expected of their age. They conduct a mature reflection of the impact of religion in the wider world.	
SECURE Students can relate to the importance of religious beliefs and practices and can explain how the belief shapes the life of the believer. Written work demonstrates that they are making reflective comparisons with their own experience and the life of a believer.		SECURE Students have a thorough appreciation of the impact of religious beliefs within the life of the believer and can explain why these beliefs are significant. They can reflect on the significance and value of certain beliefs.	
	DEVELOPING Students exhibit some empathy and can reflect on areas of religious beliefs and practices.	DEVELOPING Students can relate to the importance of religious beliefs and practices and can explain how the belief shapes the life of the believer. Written work demonstrates that they are making reflective comparisons with their own experience and the life of a believer.	
FOUNDATION Students have limited empathy and reflection towards religious beliefs and practices.		FOUNDATION Students exhibit some empathy and can reflect on areas of religious beliefs and practices.	

YEAR 7		YEAR 8	
MASTERING + Students are working at a level above mastering		MASTERING + Students are working at a level above mastering	
		MASTERING Students are able to evaluate a range of views and show through effective analysis why these are significant and how these view impact the wider world.	
MASTERING Students are capable of focussed and clear analysis of religious beliefs and practices. They can offer their own view and begin to question the views of others.		SECURE Students are capable of focussed and clear analysis of religious beliefs and practices. They can offer their own view and begin to question the views of others.	
SECURE Students offer impartial and balanced evaluations of various beliefs and practices and can describe their own views with some supporting reasons.		DEVELOPING Students offer impartial and balanced evaluations of various beliefs and practices and can describe their own views with some supporting reasons.	
DEVELOPING Students offer some evaluation either as: an attempt at a balanced but limited comparison of differing views, or, a detailed evaluation of one view.		FOUNDATION Students offer some evaluation either as: an attempt at a balanced but limited comparison of differing views, or, a detailed evaluation of one view.	
FOUNDATION Students offer a limited evaluation that is often in the form of a brief outline of their own view.			