

Stone Hill School
Curriculum Plan 2019/20
Year 8 RE

Intent: to examine sacred items, sacred texts and creation. Although the topics are different pupils will build on skills from the previous year. When studying the new topics they will continue to use religious language with confidence. Pupils will handle and research the importance of various artefacts. Pupils will share experiences and listen to each other.

Term	Week/s	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn	1 - 2	Art – examining stained glass windows.	To remember the important items and symbols to a Christian.	Literacy – spoken language – discussion on each pupil’s special item and a Christians sacred items. SMSC – explain own beliefs.
	3 – 4	Technology – use an Ipad to research sacred items. Create a PowerPoint to share research with the class.	To create a presentation on Christian sacred items.	Literacy – written account of research. Spoken language presentation – focus on intonation, pace and body language.
	5 - 6		To analyse(organise) Jewish sacred items	Literacy – read information on each Jewish item. Demonstrate comprehension by matching the correct description to item. Written account on Jewish scared items. SMSC – interested in others beliefs and religion.
	7 - 8	Science/technology/engineering/maths – discussion on the construction of Mecca. Art – Islamic patterns.	To explore Islamic sacred items.	Literacy – spoken language – discussion on why each item is important.
	9 - 10	Art – draw Sikh items from memory.	To select the most important items to a Sikh	SMSC – enjoy learning about the world around them.
	11 - 12	Engineering/maths – measuring items. Art – create a Puja Tray using clay	To create Puja Tray	Literacy – rading information. SMSC – be creative.
	13-15		Investigate Humanism, human acts that are right and wrong. To create your own commandments. (Looking at the Bible.)	Literacy – reading information and summarising. Spoken language – discussion on ethical and moral issues. Literacy – analyse text in order to produce your own version. SMSC – British values.
			To summarise the miracles of Jesus To examine the Torah. The Fox and the Fish.	Literacy – summarising what you have read. Create a piece of drama.
			Art – create 3 baskets to put ideas in.	Literacy – sequencing a story. SMSC – exploring world religions.
			To explore books important to a Buddhist. To explore text scared to Hinduism. To comprehend the main messages of the Holy Quran. To research the ten Gurus and the Guru Granth Sahib.	
Summer	1-2	Science- The Big Bang Theory, evolution.	To compare the Christian creation story to the Big Bang Theory (need to also give opportunity to research examples of where Christianity links to examples of things that are morally wrong but also acts of good will)	Literacy – similarities and differences between two texts.
	3-4		To investigate the Hindu creation story	Literacy – infer information from pictures. SMSC – enjoy learning about other.
	5-6	Engineering – the engineering of Machu Picchu.	To research the Inca tribe and their views on creation (explore war for examples of wrong doing and also acts of goodwill.)	Literacy – summarising information.
	7-8		To compare the views of the Zulu to the Aborigines regarding creation. (explore the friction between Aborigines and other Australian people).	SMSC – learning about cultures and beliefs.
	9-10	Art – Aboriginal art.	To understand Aboriginal stories about the start of the world. To create Aboriginal artwork.	

Impact: Pupils will by now have the knowledge and skills necessary to start to explore religious questions that are difficult to answer. They will investigate topics such as equality, genocide and Black Civil Rights. They will be able to provide examples of things that are considered to be morally wrong and also examples of good will.