

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class 8- Navigator Curriculum - RS/2 Lessons weekly

Year	2022 – 2023 Autumn 1 Unit 1	2022 – 2023 Autumn 2 Unit 2	2022 – 2023 Spring 1 Unit 3	2022 – 2023 Spring 2 Unit 4	2022 – 2023 Summer 1 Unit 5	2022 – 2023 Summer 2 Unit 6
Year 8	<p>Topic: Christian Parables</p> <p>Being merciful and Forgiving</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1) How big is your love? How can this be measured? Examples. 2) What does Christianity teach about forgiveness? 3) What does Christianity teach about mercy? 4) How does the Bible influence a persons character? 5) Do we need to be more proactive in helping others? 	<p>Topic: Muslims beliefs</p> <p>Living by rules. Remembering roots.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1) Could we live without rules? 2) What rules has God made? 3) How do you remember special people, places and events? 4) Which special person do the believers of Islam remember? 5) What rules do you live by? 	<p>Topic Sikh beliefs</p> <p>Being loyal and steadfast.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1) What is the ideal friend? Why is this difficult sometimes? 2) Who is Guru Nanak? 3) How do Sikhs show their commitment? SEWA 4) Who founded Sikhism? 5) What do Sikhs believe? One God and reincarnation. 6) The 5 K's. Vaisakhi, Sikh worship. 	<p>Topic Hindu beliefs</p> <p>Being hopeful and visionary</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What are Hindu beliefs? 2. What is the Trimurthi? 3. What was the Hindu Gods' dream of the future? 4. How do members of Hinduism describe their ideal world? 5. What is Diwali? 6. How is it celebrated today? <p>Key skills and knowledge:</p>	<p>Topic Creation</p> <p>Being imaginative and explorative. Appreciating beauty.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What do you see in your mind when hear the word creation? 2. What can we learn about God from creation? 3. What does the Bible teach about creativity? 4. What is the Big Bang theory? 5. Who is Charles Darwin? 6. What is evolution? 	<p>Topic Miracles</p> <p>Expressing joy.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1 What makes you happy and how would you show it? 2. What is a miracle? 3, How do people suggest explanations for this? 4. What miracles do we find in the Bible? Jesus feeding the 5000. 5. How is the story of the spider and the cave a miracle? (Islam) 6. Do Miracles happen today? (Vesna Vulovic) 7. Can our perception of things affirm faith? Contradict with optical illusions and

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	<p>6) Do we really need examples from Jesus to encourage us? Parables: Lost sheep Prodigal son Good Samaritan The Parable of the Sower</p> <p>Key skills and knowledge: Recognise and explain how some teachings and beliefs are shared between religions.</p> <p>Assessment outcome:</p> <p>Retell religious stories through basic responses and visuals. (P8)</p> <p>Understand that religious and other stories carry moral and religious meaning. (P9)</p> <p>Pre and post topic assessments.</p>	<p>6) What are the 5 pillars? Do they matter?</p> <p>6) Compare these rules to other faiths.</p> <p>Key skills and knowledge: Compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles.</p> <p>Assessment outcome:</p> <p>Shows respect and appreciation of religious rituals and stories. (P8)</p> <p>Identify similarities between religious beliefs and ideas. (P9)</p> <p>Pre and post topic assessments.</p>	<p>Key skills and knowledge: Explain how religious beliefs can shape the lives of individuals and contribute to society.</p> <p>Assessment outcome:</p> <p>Recognises important people in religion, who is the priest etc. (P8)</p> <p>Uses phrases to identify the importance of religious features. (P9)</p> <p>Pre and post topic assessments.</p>	<p>Explain some of the different ways individuals show their beliefs.</p> <p>Assessment outcome:</p> <p>Retell religious stories through basic responses and visuals.(P8)</p> <p>Understand religious and other stories carry moral and religious meaning. (P9)</p> <p>Pre and post topic assessments.</p>	<p>7. How do these different understandings of our creation shape our understanding of God or not?</p> <p>Creation Stories: Christian, Hindu and Islam – make links between religions. Brief description of the Chinese creation story when comparing to others.</p> <p>Key skills and knowledge: Explain practices and lifestyles associated with belonging to a faith.</p> <p>Assessment outcome:</p> <p>They are increasingly able to communicate ideas, feelings or responses to experiences. (P8)</p> <p>Identify similarities between religious beliefs and ideas. (P9)</p> <p>Pre and post topic assessments.</p>	<p>magicians. Dynamo and bucket trick.</p> <p>Key skills and knowledge: Share their opinion or express their own belief with respect and tolerance for others.</p> <p>Assessment outcome:</p> <p>Make links to important religious people and their God/Gods. (P8)</p> <p>Suggest relevant possible meanings of stories relating some to themselves. (P9)</p> <p>Pre and post topic assessments.</p>
<p>Links to Gatsby Benchmark.</p>	<p>Gatsby Benchmark</p>	<p>Gatsby Benchmark</p>	<p>Gatsby Benchmark</p>	<p>Gatsby Benchmark</p>	<p>Gatsby Benchmark</p>	<p>Gatsby Benchmark</p>

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	<p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research</p>	<p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research</p>
--	---	---	---	---	---	---