

Year 8

Term 1 + 2 – Islam

Curriculum Intent:

Religious Studies intends to offer students a wholistic experience of what it means to function in a diverse society. We are keen to deliver an academically rigorous curriculum right from Year 7 based on academic study of the Bible and other religious texts and how these have shaped Britain and the world. High standards of academia are also applied to everyday issues that promote the tolerance of others and mutual respect of all within our multicultural society.

Knowing others beliefs will help students to shape their own opinions and identity; we study injustice and respect in order to shape the character of students in such a way that means they can express their own beliefs while also respecting those of others. Students engage within written debate to help them gain an appreciation of what it means to discuss controversial issues in a productive manner and develop their own authority in argument.

'Why This, Why Now?'

The United Learning curriculum directs us to teach Islam and Philosophy of Religion as core modules this year. We are teaching Islam first so as to better give students a broader understanding of religion before moving on to Philosophy of Religion: and to devote the most time to the Islam module, as it is a religion both similar to Christianity, but different enough to give students more of a broad range of understanding of religion. Many of our students are Muslims and when taught historically they have enjoyed sharing elements of their religion as it is studied.

Key words:

Key words highlighted in yellow have been identified by United Learning as possible 2 mark questions in the end of year assessment. Students will need to know the wording of these definitions as presented in this plan and on their knowledge organisers.

Formative Assessment:

In most lessons, students will complete an extended writing question that asks them to 'explain' or 'describe' in order to build the relevant skills for the end of year assessment from United Learning. This also allows us to assess their learning on individual topics, and we will go back to these paragraphs in order to complete DIRT activities at various points throughout the year so students can improve on their own work based on excellent examples from other year 8 students and teacher guidance. Students will also complete 'evaluate this statement' questions in order to introduce the written debate that is a cornerstone of our subject. These questions are in year 7 but feature much more prominently in the year 8 scheme of learning as students gain a more sophisticated understanding of the range of belief within religions.

Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

The assessment will be made up of three components. The 2 mark questions (of which there are 2) require students to recall definitions of key terms. The 5 mark question requires students to describe a key aspect of Muslim belief or practice, e.g. the Mosque. The final 8 mark explain question requires students to explain a topic in extensive detail using knowledge of scripture, e.g. Hajj.

Term 1 – Islam (7 weeks)

Lesson topic	Lesson content	Keywords	Extended writing question	Links to other topics
The Prophet Adam	<ul style="list-style-type: none"> Students need to know the role of a prophet as a messenger of God/Allah. Prophets are therefore important to Muslims because they communicate directly with Allah Shahadah – what makes someone a Muslim is that they believe that Allah is the only God and that the Prophet Muhammad is his messenger (ProphM explored in later lessons) The role of Adam as the first man and father of all mankind – Islam as an ‘everlasting’ religion 	<p>Islam – The religion of Muslims, a monotheistic faith regarded as revealed through Muhammad as the prophet of Allah</p> <p>Allah – God in Arabic</p> <p>Prophet Shahadah</p>	<p>Describe why the Prophet Adam is important to Muslims</p> <ul style="list-style-type: none"> First prophet – spread Allah’s message First man so father of all mankind Built the first Kaaba 	<ul style="list-style-type: none"> Year 7 Judaism, The Creation Story – Adam is presented as the first Islamic prophet here but the overall narrative is the same
The Prophet Ibrahim and Tawhid	<ul style="list-style-type: none"> Tawhid – oneness of Allah. Idea of monotheism very strong in Islam. Qur’an teaching. Shahadah ‘no God but Allah’ Ibrahim first preacher of Tawhid – smashing his fathers idols, miracle of being saved from the fire 	<p>Tawhid – belief in the oneness of Allah</p> <p>Monotheism Ibrahim Miracle</p>	<p>Explain how the Prophet Ibrahim shows the importance of Tawhid</p> <ul style="list-style-type: none"> Smashed his fathers idols – crime of worshipping idols in Islam Willing to die – miracle of being saved from the fire 	<ul style="list-style-type: none"> Year 8 Islam, Ibrahim in Arabia – the events following later in his life Year 8 P&R lesson 1 Nature of God – monotheist religions argue there is only one omnipotent omnipresent God
The Prophet Ibrahim in Arabia	<p>The events that underpin Hajj rituals;</p> <ul style="list-style-type: none"> Hajar running between the mountains - Al-Safa and al-Marwa The Angel Jibril created the spring - Zamzam well Allah asks Ibrahim to kill Ishmael - Slaughter of the lamb on Eid Rebuilds the Kaaba after it was destroyed in Noah’s flood along with Ishmael 	<p>Revelation Kaaba</p> <p>Mecca - Holy city for Muslims established by Ibrahim and Ishmael</p> <p>Safa and Marwa Zamzam well</p>	<p>Describe the actions of the Prophet Ibrahim in Arabia</p> <ul style="list-style-type: none"> The idea of Islam meaning submission – Ibrahim obeys Allah totally when told to kill Ismail/leave Ismail and Hajar in the desert Muslims remember these events when they complete Hajj 	<ul style="list-style-type: none"> Year 8 Islam, Ibrahim and Tawhid – oneness of Allah Year 8 Islam, the Five Pillars – Ibrahim’s life informs the Hajj pilgrimage
Pre-Islamic Arabia	<ul style="list-style-type: none"> Inhospitable environment Competition for resources and tribal rivalry Polytheism and the wealth of the Quraysh due to pilgrimages to Mecca 	<p>Polytheism Infanticide</p>	<p>DIRT opportunity – students should improve previous paragraphs</p> <ul style="list-style-type: none"> This lesson will feature a review of previous paragraphs and students acting on feedback for these 	<ul style="list-style-type: none"> Year 8 Islam Ibrahim – made Mecca an area where fighting was forbidden so Quraysh tribe flourished

<p>The Prophet Muhammad and the Qur'an</p>	<ul style="list-style-type: none"> • First revealed in a cave at Hira, in 610AD. Delivered by the Angel Jibril to Muhammad • The Qur'an is believed to be protected by Allah so is unable to be altered/changed, it is his perfect word • The Prophet Muhammad as the 'Seal of the Prophets' – because Muslims have the Qur'an, no more prophets are needed 	<p>Prophet Muhammad – An Arab religious, social and political leader and the founder of Islam</p> <p>Revelation – a message from God to human beings</p> <p>Qur'an – The central religious text of Islam, believed by Muslims to be the final revelation from God</p>	<p>Explain why the Prophet Muhammad being the 'Seal of the Prophets' shows his importance</p> <ul style="list-style-type: none"> • Role of Prophets to spread Allah's message – this is now done permanently with the Qur'an • Prophet Muhammad the embodiment of the Qur'an – Aisha describes him as 'a walking Qur'an' so with the Sunnah teachings of Allah complete 	<ul style="list-style-type: none"> • Year 8 Islam, Adam – the Shahadah and being Muslim is 1) a monotheist 2) that the Prophet Muhammad is his messenger
<p>Hijrah</p>	<ul style="list-style-type: none"> • Hostility between Muhammad and the Quraysh – Muslims driven out of Mecca • Year 1 in the Islamic calendar • Origins of Hajj pilgrimage • Beginning of the Ummah • Revelations of the Qur'an begin to change – Muhammad is a political leader, not just a religious one 	<p>Hijrah – the migration of Muhammad from Mecca to Medina</p> <p>Hajj-The Hajj is an annual Islamic pilgrimage to Mecca, the holiest city for Muslims</p> <p>Sunnah - the traditions and practices of the Prophet Muhammad</p>	<p>Describe the key events of the Hijrah</p> <ul style="list-style-type: none"> • Prophet Muhammad's uncle Abu Talib dies – Muhammad loses protection and is at risk from the Quraysh. Has to leave Mecca • Flee Mecca and move to Medina – this is year 1 on the Islamic calendar and is the origin of the Hajj pilgrimage (as they returned to Mecca for pilgrimage during the years of exile) 	<ul style="list-style-type: none"> • Year 8 Islam, the Five Pillars – Ibrahim's life informs the Hajj pilgrimage

Term 2 – Islam (7 weeks)

Lesson topic	Lesson content	Keywords	Extended writing question	Links to other topics
<p>The Conquest of Mecca/Greater and Lesser Jihad</p>	<ul style="list-style-type: none"> Students need to know the difference between greater jihad (the spiritual struggle to follow the teachings of Islam) and lesser jihad (the obligation to fight when called to by a legitimate Islamic leader in self-defence) This can be linked to the Conquest of Mecca, an example of a time that the companions of Muhammad (along with Muhammad himself) conquered Mecca to liberate the Muslims there/reclaim their home 	<p>Greater jihad – the spiritual struggle within oneself against sin</p> <p>Lesser jihad – defending Islam from threat but must meet a range of strict conditions to be declared</p>	<p><i>Explain why the Prophet Muhammad is important to Muslims today</i></p> <p>his is a DIRT opportunity to bring together previous extended writing on Prophet Muhammad and develop/improve</p>	<ul style="list-style-type: none"> Year 8 Islam, Islamic Caliphates – the idea Islam ‘spread by the sword’ vs non-violence preached by the Prophet (except in self-defence)
<p>The Final Sermon</p>	<ul style="list-style-type: none"> The Final Sermon as it sums up the key teachings of Islam – rights of women, five pillars, equality, Seal of the Prophets Ambiguity in succession – use of the Arabic word ‘mawla’ 	<p>Ummah – the worldwide Muslim community</p> <p>Hadith – the sayings of the Prophet Muhammad</p>	<p><i>Explain one of the key teachings from the Final Sermon</i></p> <ul style="list-style-type: none"> Last teaching given by Muhammad before he died – guidance for Muslims revealed by Allah Focus on one topic – e.g., rights of women as a model paragraph, compare to pre-Islamic infanticide 	<ul style="list-style-type: none"> Year 7 Christianity, Jesus as a New Moses – similar to the Final Sermon as both key speeches Year 8 Islam, Muhammad and the Qur’an – the authority of the Prophet Muhammad as the Seal of the Prophets
<p>Sunni/Shi’a Split</p>	<ul style="list-style-type: none"> Ambiguity in succession – use of the Arabic word ‘mawla’ Sunni Muslims believe rightful successor was First Rightly Guided Caliph Abu Bakr (Muhammad’s father-in-law) as he was elected by the Ummah Shi’a Muslims believe the rightful successor was the Fourth Rightly Guided Caliph, Muhammad’s son in law Ali 	<p>Sunni – the branch of Islam with the majority of followers, Sunni meaning followers of the Sunnah</p> <p>Shia – The branch of Islam with the minority of followers, Shi’a meaning ‘House of Ali’</p>	<p><i>Evaluate this statement: ‘Ali was the rightful successor to the Prophet Muhammad’</i></p> <ul style="list-style-type: none"> Sunni Muslims would disagree with this statement because they think Abu Bakr was correct – elected by Ummah, good leader in battle, close relationship with PM Shi’a Muslims would agree because PM said Ali was his ‘mawla’ in Final Sermon, also a companion and PM’s son in 	<ul style="list-style-type: none">

			law, helped his community in reign of 3 first caliphs	
Islamic Caliphates	<ul style="list-style-type: none"> The rule of the Four Rightly Guided Caliphs The Umayyad Caliphate and the spread of Islam further into Arabia/around the world 	Caliphate – an area ruled by a Muslim leader	<p>Explain one reason Islam spread under the Umayyad Caliphate</p> <ul style="list-style-type: none"> Spread the geographical area ruled by Muslims Spread the Qur’an to new areas 	<ul style="list-style-type: none"> Year 7 Christianity, History of Christianity – idea that Christianity spread quickly after gentiles began to be converted
The Five Pillars	<ul style="list-style-type: none"> Shahadah – Tawhid and belief that PM received revelations/Qur’an Salat – pray 5 times a day Sawm – fasting during Ramadan, the month when the Qur’an was first revealed to PM Zakat – charity often paid during Ramadan/Hajj month Hajj – pilgrimage 	Shahadah Salat Sawm Zakat Ramadan	<p>Describe the events of Hajj pilgrimage</p> <ul style="list-style-type: none"> Hajar running between the mountains - Al-Safa and al-Marwa The Angel Jibril created the spring - Zamzam well Allah asks Ibrahim to kill Ishmael - Slaughter of the lamb on Eid 	<ul style="list-style-type: none"> Year 8 Islam lesson 3, Ibrahim in Arabia – Hajj as remembering his actions there
Mid-Year Assessment	Students will have 30 minutes to sit the Islam mid-year assessment. They will have a revision do-now activity at the beginning that is the same across the year group.	N/A	N/A	N/A
<p>Eid-al-Fitr and Eid-al-Adha (optional lesson)</p> <p><i>To allow for character, training days and other missed lessons, this lesson is an additional consolidation topic. It will not be on the mid-year assessment. There is a flexibility in mid-year timing so this can be taught before or after.</i></p>	<ul style="list-style-type: none"> The difference between Eid-al-Fitr and Eid-al-Adha Their relationship to prophets and the Five Pillars (e.g. Eid-al-Fitr and Ramadan/zakah, Eid-al-Adha and Ibrahim/Hajj) 	Eid-al-Fitr Eid-al-Adha	<p>Evaluate this statement: ‘Eid-al-Fitr is more important than Eid-al-Adha’</p>	<ul style="list-style-type: none"> Year 8 Islam lessons - Ibrahim in Arabia, rituals of Hajj The Five Pillars – performance of the Pillars and their relation to Ramadan and Hajj

Term 3 + 4 – Philosophy of Religion

'Why This, Why Now?'

The Philosophy of Religion unit is new to the department so is subject to change in terms of delivery. United Learning directs us to teach key ideas such as the Design Argument and the Cosmological Argument, but students can apply teachings and beliefs from all religions they have studied (Judaism, Christianity, Buddhism and Islam) to various issues, along with references Hinduism. The content studied in Philosophy of Religion is the most challenging unit for year 8 and it is our first time teaching it so it is subject to review as it is taught.

Term 3 – Philosophy of Religion (6 weeks)				
Lesson topic	Lesson content	Keywords	Extended writing question	Links to other topics
Mid-year assessment DIRT	Feedback on mid-year	N/A	N/A	N/A
The Nature of God (Abrahamic religions)	<ul style="list-style-type: none"> The Omnis and their scriptural basis Also God as just and transcendent 	<ul style="list-style-type: none"> Omnibenevolent Omnipotent Omniscient Omnipresent Just Transcendent 	<p><i>Explain why Christians believe God is omnipotent</i></p> <ul style="list-style-type: none"> Bible says God created the universe from nothing Bible is the word of God – some Christians take this literally 	<ul style="list-style-type: none"> Link to the creation story in Year 7, Judaism lesson 1 and Year 8, Islam lesson 1
Theism, Atheism and Agnosticism	<ul style="list-style-type: none"> Rise in atheism in the UK Faith vs empiricism 	<ul style="list-style-type: none"> Theist Atheist Agnostic 	<p><i>DIRT opportunity – students should improve previous paragraphs</i></p>	<ul style="list-style-type: none"> Year 7 Christianity, Christianity today and the decline of belief in religion in the UK/Western world
Is Buddhism a Religion?	<ul style="list-style-type: none"> Are Buddhists atheists? Doctrine of impermanence – an eternal God is not possible Understanding of religion as belief in one God – what problem does that pose/colonial viewpoint 	<ul style="list-style-type: none"> Buddhism Impermanence 	<p><i>Evaluate this statement: 'Buddhism is not a religion'</i></p> <ul style="list-style-type: none"> A 'religion' is a way of life based on beliefs (need a stronger definition) – this is what Buddhists are! Belief in God or another supernatural entity is not required, therefore Buddhism is not a religion 	<ul style="list-style-type: none"> Year 7 Buddhism – knowledge that Buddhists don't believe in God or Heaven/Hell as permanent
The Design Argument (Christianity + Hinduism)	<ul style="list-style-type: none"> William Paley and the Design Argument in Christianity Multiple universes and Trimurti - 	<ul style="list-style-type: none"> William Paley Analogy Trimurti 	<p><i>Describe the Design Argument presented by William Paley</i></p> <ul style="list-style-type: none"> Analogy of a watch found in a field – assume it had a 	<ul style="list-style-type: none"> Year 7 Judaism, Year 8 Islam lesson 1 – creation story and God creating mankind 'in his image', other deliberate acts

			<p>designer. Apply the same assumption to the complexity of the world</p>	
<p>Criticisms of the Design Argument</p>	<ul style="list-style-type: none"> • Comparing apples to oranges – a watch is not necessarily analogous to the universe • The idea that there might be a designer does not automatically mean this is a Christian God 		<p><i>Evaluate this statement: 'The Design Argument proves the existence of God'</i></p> <ul style="list-style-type: none"> • Analogy of a watch found in a field – assume it had a designer. Apply the same assumption to the complexity of the world • Analogy may not be correct – universe is much more complex than a watch, and we know evolution is possible <p>OR</p> <ul style="list-style-type: none"> • The idea that there might be a designer does not automatically mean this is the Christian God 	<ul style="list-style-type: none"> • Year 8 P&R – the Design Argument

Term 4 – Philosophy of Religion (5 weeks)

Lesson topic	Lesson content	Keywords	Extended writing question	Links to other topics
<p>Cosmological Arguments</p>	<ul style="list-style-type: none"> • Introduction to Thomas Aquinas • First cause argument – everything must have a cause, therefore this cause would have to be God 	<ul style="list-style-type: none"> • Cosmological argument 	<p><i>Describe the Cosmological Argument presented by Thomas Aquinas</i></p> <ul style="list-style-type: none"> • Everything has a cause, because it cannot exist otherwise. This chain cannot go on forever – at some point, there must be something that was not caused – this is God 	<ul style="list-style-type: none"> • Year 7 Judaism, Year 8 Islam lesson 1 – creation story and God creating the world in 7 days from nothing
<p>Criticisms of Cosmological Arguments (Buddhism)</p>	<ul style="list-style-type: none"> • (Buddhism – dependent arising/impermanence) meaning – God could not exist forever, because nothing is impermanent, and because everything is dependent, something must have caused God 	<ul style="list-style-type: none"> • Impermanence 	<p><i>Evaluate this statement: ‘God is the first cause for everything in existence’</i></p> <ul style="list-style-type: none"> • Yes – the Bible says so! • No – we have no evidence for that, and we do have evidence for evolution/Big Bang • Yes – reason tells us that everything starts somewhere – that first cause is God. Otherwise, what caused the Big Bang? • No – Buddhists believe in impermanence – it is not possible for something to have existed forever, therefore, no God. • Yes – • No – the first cause does not prove it was God – could have been something else that caused things first 	<ul style="list-style-type: none"> • Year 8 P&R – cosmological argument as the ‘first cause’ of the universe

Problem of Evil	<ul style="list-style-type: none"> The nature of God as omnipotent and omnibenevolent and evil exists is a contradiction 	<ul style="list-style-type: none"> Omnipotent Omnibenevolent 	<p><i>Explain why some philosophers argue that the Problem of Evil means God cannot exist</i></p>	<ul style="list-style-type: none"> Year 8 P&R religion 1 – nature of God as omnipotent and omnibenevolent
Theodicies	<ul style="list-style-type: none"> Defences of God and the problem of evil Free will defence Natural vs moral evil – human actions, e.g. global warming 	<ul style="list-style-type: none"> Theodicy Original Sin 	<p><i>Evaluate this statement: ‘An all-loving God would not allow evil and suffering’</i></p> <ul style="list-style-type: none"> God is omnipotent and omnibenevolent but does not stop evil and suffering Free will – there is suffering because people choose to do bad things Does not explain natural evil Human actions – e.g. climate change, Original Sin 	<ul style="list-style-type: none"> Year 7 Christianity – Original Sin and the introduction of evil into the world
Religious Experiences	<ul style="list-style-type: none"> Types of religious experience – direct revelation, indirect revelation, miracles, awe + wonder 	<ul style="list-style-type: none"> Miracle Revelation 	<p><i>Evaluate this statement: ‘Religious experiences cannot occur because we do not have empirical evidence for them’</i></p> <ul style="list-style-type: none"> Biblical accounts – if you are a Christian you believe Bible is the word of God – same for Qur’an in Islam A miracle is going against the laws of nature – not scientifically possible! 	<ul style="list-style-type: none"> Year 8 Islam – stories of miracles in Islam, e.g. the Zamzam well being sprung up by Jibril, Ibrahim being saved when thrown into the fire

Term 5 + 6 – Abrahamic Origins

'Why This, Why Now?'

The units taught at year 9 focus heavily on the contemporary world (equality, extremism and life and death). The Abrahamic Origins unit is a chance before starting year 9 for students to have a thorough overview of the Christian narrative of the Bible. Judaism and Islam are also discussed throughout in order to show the contrasting beliefs in key figures (e.g. Abraham/Ibrahim, Jesus/Isa). In doing this we will encode that key learning from year 7 and year 8 on topics such as Adam and Eve, but also present this knowledge from an alternative perspective, which is the literary structure of the Bible and its intended purposes.

Term 5 –Abrahamic Origins (6 weeks)				
Lesson topic	Lesson content	Keywords	Extended writing question	Links to other topics
Abrahamic Origins Adam and Eve	<ul style="list-style-type: none"> Adam and Eve as breaking the relationship between God and humans that needs to be fixed (Christian interpretation of the overall Bible story) Torah and Bible differences in the importance of overall narrative – fundamentalist Christians view this as an origin story whereas others take it as more of a metaphorical story 	<ul style="list-style-type: none"> Tree of knowledge of good and evil Garden of Eden 	<p><i>Describe how Adam and Eve broke the relationship between God and humanity in the Bible narrative</i></p> <ul style="list-style-type: none"> The idea that Adam and Eve eating from the tree of knowledge of good and evil represents the separation of God from human beings 	<ul style="list-style-type: none"> Year 7 Judaism, Year 8 Islam lesson 1 – creation story and God creating the world in 7 days from nothing
Noah	<ul style="list-style-type: none"> Noah as righteous – humanity is destroyed Covenant with Noah – God will never destroy humanity again. God’s faithfulness to this covenant ongoing them in unit The historical accuracy of the Noah story – related to earlier Mesopotamian flood myth 	<ul style="list-style-type: none"> Righteous Covenant 	<p><i>Evaluate this statement: ‘The fact that the story of Noah is based on an older myth means that it was not revealed from God’</i></p> <ul style="list-style-type: none"> If it really happened, of course other people wrote about it Historical evidence suggests that the Mesopotamian story came first and therefore the story of Noah couldn’t have been revealed by God 	<ul style="list-style-type: none"> Year 7 Christianity – Original Sin, the meaning of sin
Abraham	<ul style="list-style-type: none"> The covenant – students need to know all three strands in detail The Promised Land – Abram arrives in the promised land as instructed, proving his righteousness 	<ul style="list-style-type: none"> Covenant Descendants Blessing (and) Redemption 	<p><i>Explain one reason the covenant with Abraham is important to Jewish people today</i></p> <ul style="list-style-type: none"> Promise of the descendants – Jewish 	<ul style="list-style-type: none"> Year 7 Judaism – the covenant itself and its relevance to Jewish people

	<ul style="list-style-type: none"> • The Promise of the Descendants – Sarah miraculous pregnancy (God faithful again) • The Promise of Blessing and Redemption – explored next lesson through Joseph 		<p>people view themselves as descendants of Abraham</p> <ul style="list-style-type: none"> • Promise of the promised land – question of Israel/desire to have a homeland • Promise of blessing and redemption – belief in a Messiah one day for some Orthodox Jews 	
Joseph	<ul style="list-style-type: none"> • Joseph son of Jacob – transition to 'Israel' • Joseph as an example of God fulfilling his covenant promises • The historical accuracy of the Joseph story 	<ul style="list-style-type: none"> • Prophetic dream • Pharaoh 	<p><i>Evaluate this statement: 'The story of Joseph in the Bible is a historically accurate account'</i></p> <ul style="list-style-type: none"> • Historically accurate as ice core records suggest that there was a drought at about this historical time • There is an ancient canal named after Joseph that suggests that he really existed • On the other hand, this is not conclusive and there is no record in Egyptian sources that an Israelite was ever Prime Minister 	<ul style="list-style-type: none"> • Abraham lesson – promise of blessing and redemption fulfilled in saving Joseph from prison and in his saving Egypt from famine
End of Year Revision	Revision for Islam and Philosophy of Religion EoY assessment. This SHOULD NOT be skipped – wherever individual classes are, it is vital they are given directed revision	N/A	N/A	N/A

Term 6 – Buddhism (7 weeks)

Lesson topic	Lesson content	Keywords	Extended writing question	Links to other topics
End of Year Assessment (Islam)	Students will have 30 minutes to sit the Islam half of their end of year. They will have a revision do-now activity at the beginning that is the same across the year group.	N/A	N/A	N/A
End of Year Assessment (Philosophy of Religion)	Students will have 30 minutes to sit the Philosophy of Religion half of their end of year. They will have a revision do-now activity at the beginning that is the same across the year group.	N/A	N/A	N/A
Moses	<ul style="list-style-type: none"> • Moses on Mount Sinai and the covenant to follow the 613 commandments • Breaking of these commandments by the Israelites – refusal to enter the promised land resulting in 40 years of exile • God’s continued faithfulness and entry for next generation • The nature of God as omnibenevolent but also just/judge 	<ul style="list-style-type: none"> • Commandment 	<p><i>Describe what the story of Moses can reveal about God’s nature</i></p> <ul style="list-style-type: none"> • God is just – does not punish Israelites children but DOES punish Israelites • God is faithful/omnibenevolent – keeps his promises, protects them in Moab and lets children go to Promised Land 	<ul style="list-style-type: none"> • Year 7 Judaism lesson 3, 4, 5, 6 (the story of Moses, birth to death) • Year 8 P&R lesson 1, Nature of God
David	<ul style="list-style-type: none"> • David as a descendent of Moses and conquering Jerusalem • His fall from grace and failure to live up to expectation of priestly king • Covenant – the Messiah will come from his family 	<ul style="list-style-type: none"> • Messiah 	<p><i>DIRT opportunity – students should improve previous paragraphs</i></p>	<ul style="list-style-type: none"> • Year 7 Judaism – Messianic age, promise of peace and justice
<p>Old Testament Prophecies of the Messiah</p> <p><i>To allow for character, training days and other missed lessons, this lesson is an additional consolidation topic.</i></p>	<ul style="list-style-type: none"> • New covenant – Jeremiah 31:31 • Idea that Messiah will be persecuted by his own people – Psalm 22: 1-31 • The Messiah will be born to a Virgin – Isaiah 7:14 • The Messiah would suffer sins on our behalf - Isaiah 52:13-53:12 	<ul style="list-style-type: none"> • Prophecy • Messiah 	<p><i>Explain one reason why Christians believe Jesus is the Messiah</i></p> <ul style="list-style-type: none"> • Jesus as fulfilling the promise of blessing and redemption – fixes the relationship between God and humans, lets people go to Heaven 	<ul style="list-style-type: none"> • Year 7 Judaism – Messianic age, promise of peace and justice • Year 7 Christianity – Jesus’ crucifixion and resurrection

<p><i>This lesson can be skipped</i></p>	<ul style="list-style-type: none"> • The Messiah would be resurrected - Isaiah 53:10-53:12 			
<p>Jesus</p>	<ul style="list-style-type: none"> • Jesus in Islam – a prophet, so still important, and the last prophet before the PM • However, Messiah and son of God in Christianity - 	<ul style="list-style-type: none"> • Prophet • Covenant • Fulfil 	<p><i>Explain how God fulfils his covenant promises through his prophets</i></p> <ul style="list-style-type: none"> • Noah – never killed humanity again, even when told Moses he wanted to destroy the Jewish people • Abraham – promised land fulfilled through Noah, promise of the descendants fulfilled with miracle of Isaac’s birth, promise of blessing and redemption could be Joseph or Jesus • Moses – fulfils promise of the promised land, despite the Israelites disobeying God he allows their children’s generation to go to the promised land • David – fulfilled through because people can now go to Heaven so are ‘saved’ forever 	<ul style="list-style-type: none"> • Year 7 Christianity – Jesus’ ministry and miracles performed • Year 7 Christianity – Jesus’ crucifixion, which Muslims believe did not lead to his death and therefore he was not resurrected
<p>Women in the Bible <i>To allow for character, training days and other missed lessons, this lesson is an additional consolidation topic</i></p>	<ul style="list-style-type: none"> • Key women in the Bible like Deborah (a prophet and a military leader) and Judith (who beheaded the enemy general) • What this shows about the role of women – contrasting ideas of Eve, vs Deborah and Judith • What this means for Christians today – can women be priests/lead the church 		<p><i>Evaluate this statement: ‘Women should be allowed to become priests in all denominations of Christianity’</i></p> <ul style="list-style-type: none"> • Catholics argue that women can’t take charge of men because Eve was punished to be ‘ruled over’ by her husband, Jesus only appointed men as his disciples • Jesus teaches everyone is equal in the Bible, Anglicans allow women to become priests 	<ul style="list-style-type: none"> • Year 7 Judaism, Year 8 Islam lesson 1 – creation story and God creating the world in 7 days from nothing

Parents have the right to withdraw their children from all or part of religious education.

For any requests to withdraw your child from religious education, please contact the school to arrange a meeting with the Principal in the first instance. Write to enquiries@northampton-academy.org to request a meeting.