



Curriculum Map For Philosophy & Ethics Year 8

YEAR 8	Autumn 1	Autumn 2
Topics	<p style="text-align: center;">Christianity</p> <ul style="list-style-type: none"> • Jesus' Teachings • Miracles • Birth of Jesus • Crucifixion & Resurrection 	<p style="text-align: center;">History of the Church</p> <ul style="list-style-type: none"> • Persecution of Early Christians • Founding of the Roman Catholic Church • The Reformation • St Alban
Substantive Knowledge – Knowledge Taught About Various Religious & Non-Religious Traditions	<ul style="list-style-type: none"> • Time Periods of Events • How The Life of Jesus Influences a Christian's Life 	<ul style="list-style-type: none"> • The History of the Roman Empire and Relationship with Christianity • The Split Between the Catholic and Protestant Church (The Reformation) • Historical Persecution of Christians
Personal Knowledge: Themes Covered So Students Are Able To Develop Their Own Thoughts & Understanding Building On Prior Awareness	<ul style="list-style-type: none"> • Christian Beliefs • Miracles – real or not? • Resurrection – is this possible? 	<ul style="list-style-type: none"> • Christian Beliefs and Why They Are Important to Christians • Protestant/Catholic Beliefs and How They Differ
Skills	<ul style="list-style-type: none"> • Critical Thinking • Use of Key Words • Comparison Skills • Evaluation • Creating Arguments For and Against • Justification and Concluding Arguments 	<ul style="list-style-type: none"> • Critical Thinking • Use of Key Words • Comparison Skills • Evaluation • Creating Arguments For and Against • Justification and Concluding Arguments
Links To Prior Learning	<ul style="list-style-type: none"> • Link to previous learning about Christianity • Personal experience with Christianity 	<ul style="list-style-type: none"> • Link to learning before SWR • Year 8 Autumn 1 – Christian beliefs and teachings •
Literacy/ Numeracy	<ul style="list-style-type: none"> • Key Words • Structuring of an Essay • Oracy - Discussion 	<ul style="list-style-type: none"> • Key Words • Structuring of an Essay • Oracy - Discussion
Cross Curricular	<ul style="list-style-type: none"> • Religious Beliefs 	<ul style="list-style-type: none"> • Religious Beliefs

Assessment	<ul style="list-style-type: none"> • Questions to be answered about Christianity at the end of Autumn 2.. 	Statement to argue for/against and conclusion 'The Protestant Reformation wasn't justified.'
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YEAR 8	Spring 1	Spring 2
Topics	<p style="text-align: center;">Judaism</p> <ul style="list-style-type: none"> • History of Judaism • Jewish Prophets • Beliefs & Practices • Religious Buildings/Pilgrimage • Festivals 	<p style="text-align: center;">Islam</p> <ul style="list-style-type: none"> • History of Islam • Prophet Muhammad • Beliefs & Practices • Religious Buildings/Pilgrimages • Festivals
Substantive Knowledge – Knowledge Taught About Various Religious & Non-Religious Traditions	<ul style="list-style-type: none"> • Various Forms of Worship • Time Period of Historical Events • Place of Worship/Pilgrimage • Festivals 	<ul style="list-style-type: none"> • 5 Pillars of Islam • Time Period of Historical Events • Place of Worship/Pilgrimage • Festivals
Personal Knowledge: Themes Covered So Students Are Able To Develop Their Own Thoughts & Understanding Building On Prior Awareness	<ul style="list-style-type: none"> • Beliefs of Judaism • Prophets – messengers of God or just a normal person? 	<ul style="list-style-type: none"> • Beliefs of Islam • Prophet Muhammad
Skills	<ul style="list-style-type: none"> • Critical Thinking • Use of Key Words • Comparison Skills • Evaluation • Creating Arguments For and Against • Justification and Concluding Arguments • Presenting Skills 	<ul style="list-style-type: none"> • Critical Thinking • Use of Key Words • Comparison Skills • Evaluation • Creating Arguments For and Against • Justification and Concluding Argument
Links To Prior Learning	<ul style="list-style-type: none"> • Previous education on Judaism in Primary School • Personal experience of the Jewish faith 	<ul style="list-style-type: none"> • Previous education on Islam in Primary School • Personal experience of the Muslim faith
Literacy/ Numeracy	<ul style="list-style-type: none"> • Key Words • Structuring of an Essay • Oracy – Discussion and Presenting 	<ul style="list-style-type: none"> • Key Words • Structuring of an Essay • Oracy – Discussion
Cross Curricular	<ul style="list-style-type: none"> • Religious Beliefs 	<ul style="list-style-type: none"> • Religious Beliefs
Assessment	<ul style="list-style-type: none"> • Questions on Judaism to be answered at the end of Spring 2 	<ul style="list-style-type: none"> • Statement to argue for and against, including a conclusion 'Hajj is the most important of the Five Pillars of Islam.'

YEAR 8	Summer 1	Summer 2
Topics	<p style="text-align: center;">Alternative Religions</p> <ul style="list-style-type: none"> • Alternative Religions Including: - <ul style="list-style-type: none"> ○ Scientology ○ Mormonism ○ Jediism ○ Rastafarianism ○ Paganism 	<p style="text-align: center;">Ethics</p> <ul style="list-style-type: none"> • Ethical theories: - <ul style="list-style-type: none"> ○ Utilitarianism ○ Deontology ○ Situation Ethics ○ Virtue Ethics
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Religious Practices • Locations of Religions Throughout the World 	<ul style="list-style-type: none"> • Utilitarianism, Deontology, Situation Ethics and Virtue Ethics • Applying Ethical Theory • Ethical Theorists • Challenges to Ethical Theories
Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances	<ul style="list-style-type: none"> • Religious Beliefs • Origins of all religions studied 	<ul style="list-style-type: none"> • What is meant by 'right' and 'wrong'? • Deciding what is the 'right' thing to do in a situation • Pleasure – is it always good?
Skills	<ul style="list-style-type: none"> • Critical Thinking • Use of Key Words • Analysis of New Religions • Comparison Skills 	<ul style="list-style-type: none"> • Critical Thinking • Use of Key Words • Using Quotes to Support Arguments • Analysing Ethical Theories • Putting Theories Into Practice
Links To Prior Learning	<ul style="list-style-type: none"> • Knowledge of the 6 main world religions studied at SWR. 	<ul style="list-style-type: none"> • Form time – Newsround • Previous education on WWII
Literacy/ Numeracy	<ul style="list-style-type: none"> • Key Words • Structuring of an Essay • Oracy - Discussion 	<ul style="list-style-type: none"> • Key Words • Structuring of an Essay • Oracy - Discussion and Debating
Cross Curricular	<ul style="list-style-type: none"> • Religious beliefs 	<ul style="list-style-type: none"> • PSHE and form time looking at world news and debatable decisions. • History – World War 2
Assessment	<ul style="list-style-type: none"> • Questions to be answered on Alternative Religions at the end of Summer 2 	<ul style="list-style-type: none"> • Statement to argue for/against and include a conclusion 'Situation Ethics is the only right way to approach ethical problems.'