

Curriculum Map

Subject: Religious Education

Year Group: 8

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p> | <p>Lesson 1-2: What is empathy?</p> <p>Lesson 3-4: What are prejudice and Discrimination? Assessment 1: Literacy test</p> <p>Lesson 5-6: Hate crimes in the UK. CASE Studies</p> <p>Lesson 7-8: Why did the USA have segregation?</p> <p><i>This is the first unit in this sequence of work which lasts all year. This unit forms the bases for studying types of discrimination and action taken against it, especially by those who have a religious belief. Links to the next topic are made through Jessie Owen’s experience of segregation and of Nazi Germany.</i></p> | <p>Lesson 9-10: What was the Bus Boycott? Assessment 2: Midterm review</p> <p>Lesson 11-12: Who was MLK and how did Christianity impact his approach to civil rights?</p> <p>Lesson 13-14: Who were the Freedom Riders?</p> | <p>Lesson 15-16: Who was Malcolm X and how did Islam influence his approach to civil rights?</p> <p>Lesson 17: Written Assessment: outline the differences in approach to the civil rights movement by MLK and Malcolm X and which approach do you believe was most effective?</p> <p>Lesson 18-19: Who was Jessie Owens? What was his experience of segregation in the USA but also of Nazi Germany during the Olympics? (Link Lesson)</p> | <p>Lesson 1-2: Introduction to the Sunflower story</p> <p>Lesson 3-4: Why did no-one stop the holocaust? Assessment1: Literacy test</p> <p>Lesson 5-6: What was the Kindertransport?</p> <p>Lesson 7-8: Forgiveness or retribution? Assessment: hand in- creative piece of holocaust memorial art.</p> <p><i>The theme of human rights and the idea of civil responsibility runs throughout the topic. Segregation in the USA is compared to the segregation in Nazi Germany, and the impact of both are evaluated. Links to next unit, the experience of a child trying to live through segregation and life-threatening treatment based on ethnicity/religion.</i></p> | <p>Lesson 1: (Link lesson) Who was Anne Frank and how did the Nazis affect her life?</p> <p>Lesson 2-3: Reading part one of Anne Frank’s Dairy, accompanied by the BBC Dramatization – Going into the Annexe</p> <p>Lesson 4-5: Reading part two of Anne Frank’s Dairy, accompanied by the BBC Dramatization – life in the Annexe. Assessment 2: knowledge recall test</p> <p>Lesson 6-7: Reading part three of Anne Frank’s Dairy, accompanied by the BBC Dramatization – the role of the helpers and romance with Peter</p> <p><i>The theme of human rights and the idea of civil responsibility runs throughout the topic. Segregation in the USA is compared to the segregation in Nazi Germany, and the impact of both are evaluated. Links back to all units by learning from these history events to create a better tolerant, inclusive future.</i></p> | <p>Lesson 8-9: Reading part four of Anne Frank’s Dairy, accompanied by the BBC Dramatization – The Arrest</p> <p>Lesson 10: What happened to Anne and her family?</p> <p>Lesson 11-12: Film: The Freedom Writers: Assessment 3: What impact has Anne’s diary had on the world?</p> |
| <p>Skills- What will be developed?</p> | <p>Diversity (AT2) Values (AT2) Expression (AT2) Sources (AT1)</p> | <p>Diversity (AT2) Values (AT2) Expression (AT2) Sources (AT1)</p> | <p>Impact (AT2) Diversity (AT2) Values (AT2) Expression (AT2) Sources (AT1)</p> | <p>Diversity (AT2) Values (AT2) Expression (AT2) Sources (AT1)</p> | <p>Diversity (AT2) Values (AT2) Expression (AT2) Sources (AT1)</p> | <p>Impact (AT2) Diversity (AT2) Values (AT2) Expression (AT2) Sources (AT1)</p> |

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| Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored? | Rights and responsibilities: What are out rights and responsibilities within society? | Rights and responsibilities: What are out rights and responsibilities within society? | Rights and responsibilities: What are out rights and responsibilities within society? | Rights and responsibilities: What are out rights and responsibilities within society? | Rights and responsibilities: What are out rights and responsibilities within society? | Rights and responsibilities: What are out rights and responsibilities within society? |
| SEND - how will support be seen? Seating plans? Simplified questions? | Seating Plans, peer review, Literacy practice, use of TA | Scaffolding, careful planning of assessment essay. | Seating Plans, peer review, Literacy practice, use of TA | Revision tasks in prep for end of unit test | Seating Plans, peer review, Literacy practice, use of TA | Planning of recycled item |
| Assessment - What? Why? | Assessment: Assessment 1: Empathy Literacy Test 1 Assessment 2: Empathy Knowledge Recall 1 | Assessment: Assessment 3: Written response/essay 1: Martin Luther King and Malcom X approach to civil rights | Assessment: Assessment 1: Prejudices Literacy Test 2 Assessment 2: Sunflower Knowledge Recall 2 | Assessment: Assessment 3: Create a Holocaust memorial piece of art | Assessment: Assessment 1: Anne Frank Literacy Test 3 Assessment 2: Anne Frank Knowledge Recall 3 | Assessment: Assessment 3: Essay on rights and responsibilities of society |
| What memory for learning skills will be required- modelling? Concrete answers? Retrieval? | 'Do now tasks' Low stakes quizzes, knowledge recall- midterm test, review task | 'Do now tasks' Low stakes quizzes, knowledge recall- midterm test, review task | 'Do now tasks' Low stakes quizzes, knowledge recall- midterm test, review task | 'Do now tasks' Low stakes quizzes, knowledge recall- midterm test, review task | 'Do now tasks' Low stakes quizzes, knowledge recall- midterm test, review task | 'Do now tasks' Low stakes quizzes, knowledge recall- midterm test, review task |
| Literacy - reading, extended accurate writing and oracy opportunities | Lesson 1: Go over the literacy test and read the definitions of each concept Lesson 2-3: Concepts mix and match Lesson 4-5: Reading the stories of victims of hate crimes Lesson 6-7: Reading the sources on Jim Crow laws | Lesson 8-9: Reading about the bus boycott and the I have a dream speech Lesson 10-11: Reading about the actions of the freedom riders Lesson 12-13: Reading about the life of Malcolm X and 'by any means necessary' | Lesson 1-2: Read the first part of the novel 'The Sunflower' -by Simon Wiesenthal. Lesson 3-4: Read the second part of 'The Sunflower' | Lesson 5-6: Read about the Kindertransport and the 'Letter to God' by Lilianna Gerstein Lesson 7-8: Read the final part of 'The Sunflower' story | Lesson 1: Reading a portion of Anne Frank's Diary Lesson 2-3: Reading a portion of Anne Frank's Diary Lesson 4-5: Reading a portion of Anne Frank's Diary Lesson 6: Reading a portion of Anne Frank's Diary | Lesson 7-8: Reading a portion of Anne Frank's Diary Lesson 9: Reading a portion of Anne Frank's Diary |
| Numeracy /computing skills | Suit of 15 laptops available for research or typing up of assessment | Suit of 15 laptops available for research or typing up of assessment | Suit of 15 laptops available for research on BBC Bite Size | Suit of 15 laptops available for research on BBC Bite Size | Suit of 15 laptops available for research on topic | Suit of 15 laptops available for research on topic |
| Character development | Respect for all human life Tolerance for all cultures and faiths Understanding the problems caused by racism within society The value of life | Respect for all human life Tolerance for all cultures and faiths Understanding the problems caused by racism within society The value of life | Respect for all human life Tolerance for all cultures and faiths Understanding the problems caused by racism within society The value of life | Respect for all human life Tolerance for all cultures and faiths Understanding the problems caused by racism within society The value of life | Respect for all human life Tolerance for all cultures and faiths Understanding the problems caused by racism within society The value of life | Respect for all human life Tolerance for all cultures and faiths Understanding the problems caused by racism within society The value of life |
| Equality /Diversity opportunities | Value of all The dangers of hate crimes The impact of prejudice and discrimination | Value of all Learning about the origins of Black Lives Matters group | Learning how Martin Luther King used pacifism to combat racism Learning how Malcolm X use militant tactics to combat racism | Understand multi-faith beliefs and practices within society To understand anti-semitic attitudes | Understand multi-faith beliefs and practices within society To understand why some, hold anti-semitic attitudes and some have tried to heal this divides | To understand anti-semitic attitudes To see hoe Anne Frank's diary can still be impactful today |

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| Homework/Independent learning | Practice for literacy test Revise for Knowledge test | Plan written assessment Research the Trayvon Martin case | Practice for literacy test Revise for Knowledge test | Work on art piece for holocaust memorial | Practice for literacy test Revise for Knowledge test Plan written assessment | Practice for literacy test Revise for Knowledge test Plan written assessment |
| CIAG coverage/links | Judges/ lawyers/ civil rights workers | Judges/ lawyers/ civil rights workers/ priests/Imams | Judges/ lawyers/ civil rights workers/ priests/ imams | Writer / journalist | Writer | Author/ writer |