

Religious Education – Milestone Knowledge Tracker Key Stage 3 – Year 8

Year 8: Curriculum Intent		
The Religious Education curriculum in Y8 aims to build on the work done in Y7, particularly on the religion of Judaism. The primary focus in Y8 is on Christianity as the main religious tradition in the UK and Islam as the largest non-Christian religion in the UK. This also helps build a solid foundation of knowledge of the two religions studied in GCSE Religious Studies should they choose this option. These units of work explore historical links with Judaism including similarities and differences in beliefs and practices. The study of Christianity focuses on the concept of Messiah and students evaluate whether Jesus was the Messiah the Jews were waiting for. Students explore the events of Holy Week in depth and consider the importance of the death and resurrection for Christians. They move on to studying the religion of Islam exploring its Abrahamic origins, beliefs and practices. There is a particular focus on the life and impact of the Prophet Muhammad and his importance to Muslims. The Y8 curriculum culminates with a research project exploring Eastern religions and comparing and contrasting these with the Abrahamic faiths.		
Year 8 Essential Knowledge Summary		
Schemata 1: Christianity	Schemata 2: Islam	Schemata 3: Buddhism
<u>Composite Knowledge:</u> students will understand what Messiah means. They will be introduced to the expectations of the Messiah and why Christians believe Jesus fulfilled this role. They will understand the significance of the death and resurrection of Jesus for Christians. <u>Component Knowledge:</u> <u>Foundational Knowledge:</u> The need for a Messiah / Saviour and how this links with the creation story in Genesis. The concept of prophecy as revelation from God. The expectations of the Messiah outlined in the Old Testament. The events of Holy week and the theological significance of these events. <u>Declarative Knowledge:</u> Outline the criteria for the Messiah based on Old Testament prophecies. Evaluate whether Jesus was the Messiah the Jews were waiting for referring to the birth stories in the Gospels of Matthew and Luke. Evaluate whether Jesus deserved to die. Outline evidence for the resurrection of Jesus and respond to a variety of alternative explanations. <u>Procedural Knowledge:</u> Interpretation of religious texts e.g. the Old Testament Prophecies and birth stories in the Gospels. Application of evidence to evaluate opinions linked to the claims of Jesus to be the Messiah. Write a personal, justified conclusion as to whether Jesus deserved to die. Discussion of different views about the resurrection of Jesus. <u>Upper Hierarchical Knowledge:</u> The concept of sin and the human condition based on the creation story. The significance of the death and resurrection for Christians – the concepts of sacrifice, salvation and atonement.	<u>Composite Knowledge:</u> students will understand how the character of Abraham / Ibrahim links Judaism, Christianity and Islam. How Muslims view Muhammad as the final Prophet and the Qur'an as he final revelation of Allah. They will explore the 6 Beliefs of Sunni Muslims and how these are expressed in the 5 Pillars. <u>Component Knowledge:</u> <u>Foundational Knowledge:</u> The oneness of God within Islam The concept of prophets as those who receive revelation from Allah. An understanding of Muslims as those who seek peace with God via submission to the will of God. The nature of the decree of Allah and the inevitability of Judgement Day and the impact on Muslims today. <u>Declarative Knowledge:</u> Identify the main events in the life of the Prophet Ibrahim identifying areas of similarity and difference between the Quranic version and that of the Torah. Outline the significant events in the life of the Prophet Muhammad and explain his importance to Muslims today. To explain the main beliefs and practices of Muslims. <u>Procedural Knowledge:</u> Interpretation of religious texts e.g. the Qur'an, particularly quotes linked to the Prophet Muhammad. Application of evidence to explain the importance of the Prophet Muhammad to Muslims today. Discussion of different views about Divine Predestination. <u>Upper Hierarchical Knowledge:</u> The concept of Al Qadr – the decree of Allah or Divine Predestination and the tension with human freedom and responsibility. The concept of Divine Judgement within Islam as a weighing of good and bad deeds as opposed to salvation by grace in Christianity.	<u>Composite Knowledge:</u> students will understand the origins, beliefs and practices of Buddhism. This will include the nature of God, sacred texts, beliefs about the afterlife, and how Buddhist beliefs are worked out in daily practice. <u>Component Knowledge:</u> <u>Foundational Knowledge:</u> The concept that life is an illusion. The story of Prince Siddhartha and how his experiences led him to wake up to reality. The concept of Nirvana as the goal of the life of a Buddhist. The nature and effects of the three poisons. <u>Declarative Knowledge:</u> Identify the main Buddhist beliefs about the world. Identify similarities and differences to Hindu dharma. Outline main beliefs and practices of the Buddhist tradition. Explain what Buddhists believe impacts the cycle of samsara. The countries that have the highest Buddhist populations in the world today and the. <u>Procedural Knowledge:</u> Interpretation of religious texts e.g. including the words of the Buddha and religious mantras. Application of evidence to explain the similarities and differences between Hindu dharma and Buddhism e.g. in relation to common ideas such as samsara. Comparing existing knowledge of Abrahamic faiths to Eastern religions. <u>Upper Hierarchical Knowledge:</u> The concept of the Divine and how this expressed differently across religious traditions. The nature of this life as an illusion and how religions endeavour to explain reveal truth. The common threads that unite religious traditions and areas of disagreement.
Year 8 Final Composite Knowledge End Point		
• The nature of the Messiah and the need for a Saviour figure based on the creation story in Genesis. • Basic expectations of the Messiah based on interpretation of Old Testament prophecies. • An understanding of how the Gospel writers (particularly Matthew and Luke) present Jesus as the Messiah the Jews were waiting for. • An overview of the key events in Holy Week including the death and resurrection of Jesus and its significance to Christians. • The Abrahamic origins of Islam and its link to Judaism and Christianity. • The main events of the life of the Prophet Muhammad and his importance to Muslims. • The 6 Beliefs of Sunni Islam and how these are lived out in the 5 Pillars of Islam. • The origins of Buddhism including the key events in the life of the Buddha. • A basic understanding of Buddhist beliefs and practices including similarities and differences between Western and Eastern religions.		