



Year 8 Curriculum Map

Subject: PRE

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Topic: Inspirational people	Topic: Understanding Islam	Topic: Is death the end? Does it matter?	Topic: What is right and what is wrong?	Topic: The origins of Hinduism.
<p>Overall focus for the unit: To consider what is meant by the term inspirational and explore individuals who are considered inspirational.</p> <p>To include:</p> <ul style="list-style-type: none"> • What does it mean to be inspirational? • Rosa Parks • Martin Luther King • Mother Teresa • Gandhi • Jesus • Nelson Mandela. • Assessment- Extended writing. <p>Who has had the biggest impact on history? Assess.</p>	<p>Overall focus for the unit: To consider the key beliefs and practices of Islam.</p> <p>To include:</p> <ul style="list-style-type: none"> • Allah • Muhammad. • Risalah. • Qur'an. • 5 pillars of Islam. • Pilgrimage. • The Mosque. • Assessment- Extended writing. 	<p>Overall focus for the unit: To understand key beliefs about life after death.</p> <p>To include:</p> <ul style="list-style-type: none"> • Day of the dead. • An end or a beginning? • Akhirah • Reincarnation • Heaven, Hell, Purgatory • Assessment- end of unit test. 	<p>Overall focus for the unit: To understand moral and ethical issues.</p> <p>To include:</p> <ul style="list-style-type: none"> • What is right and what is wrong. • Animal testing • Euthanasia • Abortion • Capital Punishment • Assessment- Extended writing. 	<p>Overall focus for the unit: To consider the key beliefs and practices of Hinduism.</p> <p>To include:</p> <ul style="list-style-type: none"> • Origins of Hinduism: • Caste. • Hindu God. • Sacred Writings. • Mandir • Festivals. • Assessment- end of unit test.



<p>Intent behind the unit With the rise in other ethnicities within the academy, it is important that pupils understand the history of why and how we have got to the position we have, i.e., black and white people being allowed to both receive and education and the influence, MLK as an example had on this.</p>	<p>Intent behind the unit Islam is the fastest growing religion and with the constant media interest in Islam, it is essential to give pupils accurate information about the religion, so they can make their own decision, rather than simply going with what they find on the internet or what their parents tell them. Studying the religions is promoting tolerance, understanding and empathy.</p>	<p>Intent behind the unit Pupils are studying this now due to having studied three discrete religions and not looking at the afterlife. Also, it is an ultimate question which impacts on personal beliefs so needs exploration. Gives students the opportunity to think about their beliefs in a safe environment.</p>	<p>Intent behind the unit Pupils have previously studied a Philosophy unit in year seven therefore they need to cover an ethics unit in preparation for GCSE skills. It gives students an opportunity to study controversial and sensitive topics in a safe environment.</p>	<p>Intent behind the unit Living in a multicultural city, pupils are likely to encounter others from different faiths, therefore I am introducing them to another of the main religions. Living in Etwall, pupils are probably unlikely to experience multi-cultural living and won't develop their understanding without the input of school. Studying the religions is promoting tolerance, understanding and empathy.</p>
<p>Assessment Focus: This will be an extended piece of writing where pupils are given a statement and have to assess their answer. Who has had the biggest impact on history? Assess.</p>	<p>Assessment Focus: This will be an extended writing task- Islam comparison with Sikhism and Christianity. Evaluate- To what extent is the church the most important place of worship.</p>	<p>Assessment Focus: This will be an end of unit test, based on the whole unit.</p>	<p>Assessment Focus: This will be an extended piece of writing on whether it is ever right to end a life?</p>	<p>Assessment Focus: This will be an end of unit test, based on the whole unit.</p>