



Key Stage 3 Curriculum Progress Map: Year 8 RE

Topic Titles		TERM 1			TERM 2			TERM 3		
		MYSTERY PROJECTS			WHY IS PILGRIMAGE IMPORTANT?			WHY IS MOSES IMPORTANT TO THE ABRAHAMIC FAITHS?		
		The mystery projects encourage pupils to ask difficult questions about the difference between fact, opinions and beliefs. It encourages the learner to explore ultimate questions about the universe around us, e.g. do UFOs exist? Pupils must use keywords, definition, for and against arguments, and research to tackle this project based work. Pupils must then apply their knowledge and understanding to explore the 'mystery of God'.			Pupils should understand why the Hajj is such an important pilgrimage for Muslims. They should show understanding of its historical, religious and spiritual impact and the continuing impact once the Hajj has been completed. Pupils should also know how and why the Hajj takes place.			This unit looks at the topics of prejudice and discrimination through the story of Moses. Pupils should be able to compare the story of Moses with the plight of Dr Martin Luther King. Pupils will be able to express an insight into the difference between monotheism and polytheism.		
		Knowledge and Application	Skills	Literacy	Knowledge and Application	Skills	Literacy	Knowledge & Application	Skills	Literacy
ASSESSMENT CRITERIA	STAGE 4 (GCSE 7-9)	<ul style="list-style-type: none"> Pupils are able to apply the skills learnt from the mystery projects to try to solve the 'mystery of God'. To use the keywords and definitions effectively, explain the possible for and against arguments and evaluate them as to which you believe is the most credible and why. 	<ul style="list-style-type: none"> Research tasks. Further reading. Debating skills. Application of knowledge. Excellent use of subject specific language and definitions. Prioritising arguments and evaluating their strength of conviction within a written and verbal debate. 	<ul style="list-style-type: none"> Pupils are able to create coherent and fluent paragraphs using appropriate conjunctions. Use varied, appropriate and extensive academic vocabulary. Spelling, punctuation and grammar are accurate. 	<ul style="list-style-type: none"> Pupils can explain why Muslims go on Hajj. The symbolism surrounding Ihram and show understanding of the different stages of the Hajj and why they are performed. Pupils can reflect upon the impact of becoming a Hajji and how that should affect life at home. 	<ul style="list-style-type: none"> Pupils are able to write detailed understanding of the religious and spiritual significance of Hajj. To be able to show a historical, religious and emotional response to Hajj. 	<ul style="list-style-type: none"> Pupils are able to articulate their answers well using good oracy that is fluent with connectives, subject specific language and is organised to include differing opinions alongside their own. 	<ul style="list-style-type: none"> Pupils analyse the religious battle within the story of Moses. They explain the differences between polytheism and monotheism and make a judgement on what they think would be stronger and why. 	<ul style="list-style-type: none"> Analysis of the possible strengths and weaknesses between polytheism and monotheism. Apply this understanding to the battle between the Egyptians and Hebrews. 	<ul style="list-style-type: none"> Pupils are able to articulate their answers well using good oracy that is fluent with connectives, subject specific language and is organised to include differing opinions alongside their own.
	STAGE 3 (GCSE 5-6)	<ul style="list-style-type: none"> Pupils gain knowledge and understanding of different mysteries within the world and explore the reasons for and against them. To use higher understanding keywords within your arguments, e.g. credible, valuable. Evaluate your answer explaining your own opinion as well as concluding the strongest arguments to prove and disprove your chosen mystery. 	<ul style="list-style-type: none"> Use research tasks and further reading to gain knowledge of your mysteries. To use evaluation techniques to balance opinions on for and against arguments. 	<ul style="list-style-type: none"> Pupils are able to create coherent paragraphs using appropriate conjunctions. Use some varied academic vocabulary. Spelling, punctuation and grammar are mostly accurate. 	<ul style="list-style-type: none"> To explain why Muslims go on Hajj. The symbolism surrounding Ihram and show understanding of the different stages of the Hajj and why they are performed. 	<ul style="list-style-type: none"> Pupils are able to identify and explain religious symbolism and its significance. Show understanding of why stages of Hajj are performed. 	<ul style="list-style-type: none"> Pupils are able to articulate their answers fluently using subject specific language and organisation skills. 	<ul style="list-style-type: none"> Pupils research Dr Martin Luther King and draw similarities and differences between Moses and Dr Martin Luther King. They must explain the dangers of prejudice and discrimination and the use of non-violent protest. 	<ul style="list-style-type: none"> Research skills to select the relevant information about Dr Martin Luther King so they can draw comparisons and differences to Moses. 	<ul style="list-style-type: none"> Pupils are able to articulate their answers fluently using subject specific language and organisation skills.
	STAGE 2 (GCSE 3-4)	<ul style="list-style-type: none"> Pupils gain knowledge and understanding of different mysteries within the world and explore the reasons for and against them. To use higher understanding terms within your arguments, e.g. credible, valuable. 	<ul style="list-style-type: none"> Use research tasks and further reading to gain knowledge of your mysteries. To use evaluation techniques to balance opinions on for and against arguments. 	<ul style="list-style-type: none"> Pupils are able to create coherent paragraphs using appropriate punctuation. Use some religiously specific vocabulary. Spelling, punctuation and grammar are usually accurate. 	<ul style="list-style-type: none"> To describe why Hajj is important to Muslims and explain what is meant by 'Ihram'. They must also explain the importance of equality on Hajj. 	<ul style="list-style-type: none"> Pupils are able to identify and explain religious symbolism and its significance. 	<ul style="list-style-type: none"> Pupils are able to describe their ideas and thoughts well, speaking in full sentences and using subject specific vocabulary where appropriate. 	<ul style="list-style-type: none"> Pupils show understanding of the religious and scientific reasons for the plagues. Why do some people say that science caused the plagues? Why do some people say that it was God? 	<ul style="list-style-type: none"> To reflect upon the plagues and how they think they would have made the Egyptians feel. To show understanding with examples as to why some people would say the plagues were science and not God. Pupils must make a judgement. 	<ul style="list-style-type: none"> Pupils are able to describe their ideas and thoughts well, speaking in full sentences and using subject specific vocabulary where appropriate.
	STAGE 1 (GCSE 1-2)	<ul style="list-style-type: none"> Pupils are able to show understanding of the keywords and definitions. To explain the difference between fact, opinion and belief, theist, atheist and agnostic. 	<ul style="list-style-type: none"> Learn topic specific keywords and definitions and apply the knowledge to verbal and written tasks. 	<ul style="list-style-type: none"> Pupils can use capital letters and basic punctuation so work is mostly coherent. Use some key terms where appropriate. Spelling and grammar does not affect understanding. 	<ul style="list-style-type: none"> To describe the Hajj and what is a Muslim pilgrimage. They can also identify why Muslims go on Hajj. 	<ul style="list-style-type: none"> Pupils are able to understand the five pillars of Islam and why Hajj is important. 	<ul style="list-style-type: none"> Pupils make limited statements about what they have decided to do and give some explanation using little subject specific language. 	<ul style="list-style-type: none"> Pupils express an understanding of Moses' early life and the political climate he was said to live in. 	<ul style="list-style-type: none"> Write an introduction to their project explaining Moses' early life. 	<ul style="list-style-type: none"> Pupils make limited statements about what they have decided to do and give some explanation using little subject specific language.