

Year 8 Curriculum Overview
Subject: RE

Term	Knowledge & Understanding			Literacy Key Vocabulary	Employability Skills	Assessment Opportunities
	Composites	Components [KEY concepts]	Formal Retrieval			
HT1: Creation and Covenant	Why do Catholics believe we need God's law and grace to live a good life?	Original sin and personal sin, the Fall (Genesis 3) Freedom and responsibility 'Covenant', decalogue and greatest commandment Conscience Baptism, links to the Fall.	Throughout all units, students will retrieve by: <ul style="list-style-type: none"> Weekly low-stakes quizzes revisiting key vocabulary and concepts from HT1–HT6 and key Year 7 foundations (e.g. Trinity, Incarnation, Eucharist, Revelation, Four Noble Truths, Five Pillars). 	<ul style="list-style-type: none"> The Fall original sin concupiscence Sinai covenant the Decalogue freedom responsibility conscience baptism 	From all units, students will gain the following skills: <ul style="list-style-type: none"> Critical thinking and evaluation – analysing questions about suffering, evil, resurrection, prophecy and dialogue; weighing different viewpoints (e.g. problem of evil, interreligious dialogue). 	<p>2x Multiple choice question quizzes</p> <p>1x marked piece of extended writing on the Sinai covenant and Decalogue</p>
HT2: Prophecy and Promise	How do the prophets point to Christ and his mission?	The pattern of prophetic texts in the Bible Common prophetic themes (e.g. messiah) with reference to the life and work of prophets such as Isaiah, Elijah and Amos. John the Baptist and the cycle of prophecy Baptism and the threefold office of Christ as Priest, Prophet and King Prophets and Advent	<ul style="list-style-type: none"> Cumulative starter questions linking prior learning (e.g. Creation and 	<ul style="list-style-type: none"> prophet priest King messianic Advent Amos Elijah John the Baptist 	<ul style="list-style-type: none"> Use of specialist vocabulary – confidently using theological terms 	<p>1X multiple choice quiz</p> <p>Summative assessment – assessing knowledge on HT1 and HT2</p>

<p>HT3: Galilee to Jerusalem</p>	<p>How does Jesus’ ministry teach us about the Kingdom of God?</p>	<p>Jesus’ encounters with those on the margins</p> <p>Parables of: (i) Kingdom growth; (ii) mercy; (iii) eschatology</p> <p>Miracles as Jesus’ power: (i) over evil (ii) over sickness (iii) over death (iv) over nature</p> <p>The moral sense of scripture, Implications for encounters with those on the margins today</p> <p>Parables of the Kingdom and the Church</p> <p>The Anointing of the Sick</p>	<p>Fall → problem of evil; Prophecy → Incarnation; Paschal Mystery → Resurrection and eschatology).</p> <ul style="list-style-type: none"> Extended retrieval tasks such as short explain questions (“Explain why Catholics believe in the Resurrection”) and one paragraph comparisons (e.g. Eucharist in Year 7 and Passover links in Year 8). Knowledge organisers used for recall practice including definition drills, Bible reference 	<ul style="list-style-type: none"> Kingdom moral sense of scripture miracles parables Anointing of the Sick 	<p>accurately (e.g. covenant, concupiscence, Paschal Mystery, eschatology, predestination).</p> <ul style="list-style-type: none"> Communication skills – constructing clear extended written answers and participating respectfully in discussions and debates. 	<p>1X multiple choice quiz</p> <p>Summative assessment – assessing knowledge on HT1, HT2 and HT3.</p>
<p>HT4: Desert to Garden</p>	<p>What are Catholic attitudes towards suffering?</p>	<p>The suffering of Jesus and the Servant in the Fourth Servant Song (Is 52:13-53:12)</p> <p>The mystery of suffering and evil.</p> <p>OT and meaning of suffering and evil</p> <p>Church response to the mystery of suffering and death</p> <p>How the Church enters into the Paschal Mystery of Christ’s death and resurrection, through its liturgy, focusing in the Triduum</p> <p>Fasting, almsgiving and prayer</p>	<p>Fall → problem of evil; Prophecy → Incarnation; Paschal Mystery → Resurrection and eschatology).</p> <ul style="list-style-type: none"> Extended retrieval tasks such as short explain questions (“Explain why Catholics believe in the Resurrection”) and one paragraph comparisons (e.g. Eucharist in Year 7 and Passover links in Year 8). Knowledge organisers used for recall practice including definition drills, Bible reference 	<ul style="list-style-type: none"> suffering servant Passion Suffering Lent fasting, almsgiving, and prayer Triduum Sacrament of Penance (Reconciliation) problem of evil 	<ul style="list-style-type: none"> Making connections – linking scripture, belief, liturgy and daily life (e.g. Baptism and the Fall; Passover and Eucharist; Resurrection and funeral rites). Respect and cultural awareness – 	<p>2x Multiple choice question quizzes</p> <p>1x marked piece of extended writing on Catholic attitudes towards the problem of evil.</p>

		The Sacrament of Penance; active (penance) and passive mortification (offering up).	recall, and key quotations (e.g. 1 Cor 15, Genesis 3, Nicene Creed).		understanding Eastern Catholic traditions and Islamic beliefs and practices with sensitivity and maturity.	
HT5: To the ends of the Earth	What are Catholic attitudes towards eschatology?	<p>Accounts of the resurrection in scripture</p> <p>Resurrection as the central truth of the Christian faith (1 Cor 15:1-58)</p> <p>The empty tomb and resurrection of the body</p> <p>Resurrection of Jesus, life after death, the four last things.</p> <p>A Catholic funeral rite</p> <p>Baptism and salvation; ‘baptism of desire’.</p>		<ul style="list-style-type: none"> • Resurrection • death • judgement • heaven • hell • purgatory • funeral rite • requiem 		<p>2x Multiple choice question quizzes</p> <p>1x marked piece of extended writing on Catholic beliefs about the afterlife.</p>
HT6: Dialogue and Encounter	<p><u>Dialogue:</u> What other types of Catholics exist?</p> <p><u>Encounter:</u> What are the beliefs and practices of Islam?</p>	<p><u>Dialogue:</u></p> <p>The concentric circles model of dialogue (Ecclesiam Suam) and how the Catholic Church engages with different religions and worldviews, including Eastern Catholic Churches.</p> <p>Interreligious dialogue – its purpose, benefits, and challenges, and how different beliefs and traditions influence worship, art and community life.</p> <p><u>Encounter:</u></p> <p>Beliefs: Muslims believe in the Six Articles of Faith: belief in Allah, angels (including Jibreel), holy</p>		<p><u>Dialogue</u></p> <ul style="list-style-type: none"> • Ecclesiam Suam • dialogue • proclamation • Second Vatican Council • eastern Catholic churches • patrimony • liturgical traditions and rites <p><u>Encounter:</u></p> <ul style="list-style-type: none"> • Islam • Muslim 		<p>1X multiple choice quiz</p> <p>Summative assessment – assessing knowledge gained from HT1-HT5</p>

		<p>books (including the Qur'an), prophets (including Muhammad), the Day of Judgement, and predestination.</p> <p>Practices: Muslims follow the Five Pillars of Islam – Shahadah (faith), Salah (prayer), Zakah (charity), Sawm (fasting during Ramadan), and Hajj (pilgrimage to Mecca).</p>		<ul style="list-style-type: none">• Arabic• Allah• Qur'an• Muhammad• Predestination• Shahadah• Salah• Zakat• Sawm• Hajj		
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