

## Year 8 Big Picture – R.E.

Autumn 1 Weeks 1 – 7 (7 weeks)	Autumn 2 Weeks 8 – 15 (8 weeks)	Spring 1 Weeks 16-21 (6 weeks)
<p><b>Content: Islam</b></p> <ul style="list-style-type: none"> <li>- Pre-Islamic Arabia</li> <li>- Prophet Muhammad and the Qur'an</li> <li>- Prophet Muhammad - The Hijrah and Conquest of Mecca</li> <li>- The Final Sermon</li> <li>- Sunni Shia Split</li> <li>- Islamic Caliphates</li> </ul> <p><b>Students tested at the start of Autumn 2</b></p> <p>Over the course of this unit students will be looking at the life of Prophet Muhammad, what he did and said and why it is important. Students will look at the revelation of the Qur'an and how when this message was delivered to the population of Arabia, many met it with great objection as its message conflicted with religious traditions and ethical teachings that were dominant at the time. Students explore the problems experienced by Muslims after the death of Muhammad and the debate around leadership of the Ummah and how the different branches of Islam came about. Students will investigate how different Caliphates shaped Islam as we know it today.</p> <p><b>Skills:</b> To understand the significance Muhammad to Muslims and the impact of Islam on the western world. To debate different points of view. To be able to <b>recall, explain</b> (using PEE) and <b>describe</b>.</p> <p><b>Oracy Outcome:</b> Trios and Silent Summarising.</p> <p><b>Cultural Capital:</b> There are around 1.8 billion Muslims in the world today, that is just under ¼ of the world's population. Islam has shaped the world in a huge way e.g. medicine, architecture etc. The number of Muslims in Britain is also</p>	<p><b>Content: Islam Continued</b></p> <ul style="list-style-type: none"> <li>- <b>Mini Test on the history of Islam + Oracy</b></li> <li>- The Five Pillars</li> <li>- Hajj</li> <li>- Jihad (optional)</li> <li>- Islam Today (optional)</li> </ul> <p><b>Content: Philosophy</b></p> <ul style="list-style-type: none"> <li>- Who is God?</li> </ul> <p>Students explore the practices of Islam and how they influence Muslims today. Students are introduced to the five pillars of Islam as the foundations for what it means to be Muslim. Students know the meaning and significance of each of the five pillars: Shahada, Salah, Zakah, Sawm and Hajj and how these pillars are expressed in the life of Muslims in the modern world. Students explore Islamic teachings of Jihad and the distinctions between lesser Jihad and greater Jihad. Students also explore the state of Islam today as a religion which is growing rather than declining and as one that has to deal with a great deal of persecution and prejudice.</p> <p>Over the course of the next unit of work we will be looking at philosophy of religion. Philosophy is the study of the fundamental nature of knowledge, reality and existence. So, when we study philosophy of religion, we are looking at the claims religion makes about reality and questioning them.</p> <p><b>Skills:</b> To understand key practices in Islam and their significance. To encourage tolerance of people who are different to you. To be able to <b>recall, explain</b> (using PEE) and <b>describe</b>.</p> <p><b>Oracy Outcome:</b> Trios and Silent Summarising.</p>	<ul style="list-style-type: none"> <li>- <b>Big Test 1 on Islam beliefs and practices</b></li> </ul> <p><b>Content: Philosophy Continued</b></p> <ul style="list-style-type: none"> <li>- Theism, Atheism and Agnosticism</li> <li>- The Design Argument</li> <li>- Criticisms of the Design Argument</li> <li>- The Cosmological Argument</li> </ul> <p>Students explore how philosophers want to get to the truth, but they take different routes to get there. The main question students will be looking at over the course of this unit is, "Does God exist?" Students will be looking at arguments for and against the existence of God and come to judgements about the successes and failures of these arguments. Students will be by looking at the God of Classical Theism and how people talk about God in different ways but many philosophers use the God of Classical Theism as the main 'type' of God for their discussions. Students will discuss William Paley's argument from intelligent design. Students will explore criticisms posed to the design argument from David Hume. Students will look at Thomas Aquinas' cosmological argument for the existence of God and how he argued that everything in the universe has a cause, therefore the universe itself must have a cause.</p> <p><b>Skills:</b> To understand different beliefs around the existence of God. Studying philosophy also helps strengthen your ability to think and reflect on difficult questions and arguments. Students can then apply these skills to all areas of life. To be able to <b>recall, explain</b> (using PEE) and <b>describe</b>.</p> <p><b>Oracy Outcome:</b> Trios and Silent Summarising.</p> <p><b>Cultural Capital:</b> Philosophy is perhaps the oldest academic discipline in the world. One of the things that makes us</p>

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increasing, from 4.5% to 6.5% in the last census of England and Wales.	<p><b>Cultural Capital:</b> Students will have an understanding of Muslims in Britain including what they may witness e.g. someone praying at a set time. Students will understand why they may be witnessing an increase in Islam as the fastest growing religion.</p>	human is the ability to question the world around us and find meaning in it. Studying philosophy of religion helps students to think deeply about religion and our opinion of it. It can help people reflect on their own beliefs and your own view of life. Students will know that people may have different views around the existence of God and that not all questions have a fixed answer. Students will understand some of the most influential philosophers in history such as Thomas Aquinas.
<b>Assessment Objectives</b>  N/A	<b>Assessment Objectives</b>  <b>Mini Test 1</b> - Assessing Muslim Beliefs and The History of Islam  Students will recall key facts and terms as well as describe and explain the importance of beliefs and practices.	<b>Assessment Objectives</b>  <b>Big Test 1</b> - Assessing Islam (The history of Islam as well as their beliefs and practices ) and Philosophy (Beliefs about the existence of God).  Students will recall key facts and terms as well as describe and explain the importance of beliefs and practices.
<b>Baseline Test – Yr. 8 = N/A</b>	<b>Mini Test – Yr. 8 = Wk. 9</b>	<b>Big Test 1 – Yr. 8 = Wk. 20</b>
<b>Spring 2</b> Weeks 22 – 27 (6 weeks)	<b>Summer 1</b> Weeks 28 – 32 (5 weeks)	<b>Summer 2</b> Weeks 33 – 39 (7 weeks)
<b>Content: Philosophy Continued</b> <ul style="list-style-type: none"> <li>- Criticisms of the Cosmological Argument</li> </ul> <b>Mini Test 2 on theories about the belief in God + Oracy</b> <ul style="list-style-type: none"> <li>- The Problem of Evil</li> <li>- Theodicies</li> </ul> <p>Students will look at criticisms of the cosmological argument from Bertrand Russell. Russell had two major criticisms:</p> <ol style="list-style-type: none"> <li>1) There doesn't have to be a reason for the existence of the universe, the existence of the universe could just be a "brute fact."</li> <li>2) Just because there is a cause for things in the universe, that doesn't mean that the universe itself</li> </ol>	<b>Content: Philosophy Continued</b> <ul style="list-style-type: none"> <li>- Religious Experience (optional)</li> <li>- Criticisms of Religious Experience (optional)</li> </ul> <b>Mini Test 3 on theories about the belief in God + Oracy</b> <p><b>Content: Atheism (Non-compulsory UL unit).</b></p> <ul style="list-style-type: none"> <li>- Where did Atheism come from?</li> </ul> <p>Students will explore religious experiences and that there are different types of religious experience such as conversion and mysticism and that some theists use these experiences as a basis for the claim that God exists. They may argue that if a person prays and then that request was met, then this can be</p>	<b>Content</b> <ul style="list-style-type: none"> <li>- <b>Big Test 2 on Islam and Philosophy (all topics)</b></li> </ul> <p><b>Content: Atheism continued (Non-compulsory UL unit).</b></p> <ul style="list-style-type: none"> <li>- Plato's Cave</li> <li>- Questioning the Bible</li> <li>- The Enlightenment</li> <li>- Evolution</li> </ul> <p>Students will explore the way Atheism's ideas began in ancient Greek philosophy with ideas like Plato's Cave. They will then learn how atheist ideas began to take hold in</p>

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<p>has to have a cause. Students explore problem for the existence of the God of Classical Theism; the problem of evil.</p> <p>Student question if God is omnipotent, omnibenevolent and omniscient, then why does evil exist? Students look at how theists respond to the problem of evil by studying different theodicies (a theodicy is an argument which defends God against the problem of evil.)</p> <p><b>Skills:</b> To continue to understand different beliefs about the existence of God. To analyse and critique arguments about the existence of God. Studying philosophy also helps strengthen your ability to think and reflect on difficult questions and arguments. Students can then apply these skills to all areas of life. To be able to <b>recall</b>, <b>explain</b> (using PEE) and <b>describe</b>.</p> <p><b>Oracy Outcome:</b> Trios and Silent Summarising.</p> <p><b>Cultural Capital:</b> Students understand different points of view around one of the leading arguments in Atheism – the problem of Evil. Students will be aware of more prominent philosophers such as Bertrand Russell.</p>	<p>a proof for the existence of God. Students then look at why some people may argue against the existence of religion experiences e.g. David Hume.</p> <p><b>Skills:</b> To question perception v reality. To consider different points of view around whether religious experience happen.</p> <p><b>Oracy Outcome:</b> Trios and Silent Summarising.</p> <p><b>Cultural Capital:</b> Students will be aware of the phenomenon of weeping statues and will be introduced to various modern religious experiences such as near-death experiences and conversion experiences. They will appreciate the importance of these experiences on the individuals who have them and their religious groups.</p>	<p>Europe following the Protestant Reformation, which encouraged individual study of the Bible, and during the enlightenment, where scientific method was prioritised over religious belief. Finally, students will see how modern religious belief has been challenged by scientific theories such as evolution.</p> <p><b>Skills:</b> To understand how ideas can grow and develop over a long period of time. To consider the strength of atheist arguments against the existence of God. To compare an atheist worldview with their own beliefs. To be able <b>recall</b>, <b>explain</b> (using PEE) and <b>describe</b>.</p> <p><b>Oracy Outcome:</b> Trios and Silent Summarising.</p> <p><b>Cultural Capital:</b> Students will understand the development of atheism as a worldview and will gain an understanding of where atheist ideas come from. This will build mutual respect and tolerance of people with non-religious worldviews, who represent a rapidly growing percentage of the British population. Students will also gain a basic understanding of ancient Greek culture and its impact on the West.</p>
<p><b>Assessment Objectives</b></p> <p><b>Mini Test 2</b> - Assessing arguments about the existence of God.</p> <p>Students will recall key facts and terms as well as describe and explain philosophical arguments.</p>	<p><b>Assessment Objectives</b></p> <p><b>Mini Test 3</b> - Assessing arguments about the existence of God.</p> <p>Students will recall key facts and terms as well as describe and explain philosophical arguments.</p>	<p><b>Assessment Objectives</b></p> <p><b>Big Test 2</b> - Assessing all knowledge acquired throughout the year (Islam and Philosophy).</p> <p>Students will recall key facts and terms as well as describe and explain Muslim beliefs, practices and historical events as well as Philosophical arguments and criticisms.</p>
<p><b>Mini Test – Yr. 8 = Week 31</b></p>	<p><b>Mini Test – Yr. 8 = Week 37</b></p>	<p><b>Big Test – Yr. 8 = Week 43</b></p>