

# MAGHULL HIGH SCHOOL – CURRICULUM MAP



<b>YEAR 8 (2.1)</b> <b>HALF TERM 2.1</b> <b>YOLO “You only Live Once”</b>						
Unit:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LESSON TOPIC QUESTION(S)	Title Intro YOLO	Title Reincarnation	Title Paranormal Experiences	Title The Soul	Title Atheism (No life after death)	Title Assessment
<b>Knowledge &amp; Skills development</b>	Students will develop an understanding of diverse beliefs about life after death, including religious perspectives such as reincarnation and the concept of the soul, as well as non-religious views like atheism. They will explore ideas surrounding paranormal experiences and critically evaluate evidence and arguments for and against life after death. Skills will include critical thinking through comparing and contrasting beliefs, interpreting survey data, and constructing reasoned arguments in both written and oral formats. Students will also enhance their literacy by using key terminology accurately and their oracy through structured discussions and debates.					
<b>Assessment / Feedback Opportunities</b>	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>• Bronze, silver, gold recall starters</li> <li>• Written questions</li> <li>• Survey task and interpretation</li> <li>• Quizzing and questioning</li> <li>• Whiteboard quickfire answers.</li> </ul>		<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Key word knowledge check to take place at the end of HT3.</li> <li>• Concepts to be included in the summative written assessment in HT4</li> </ul>			
<b>Key Vocabulary</b>	YOLO, Reincarnation, Karma, Paranormal, Medium, Soul, Immortality, Atheism, Agnosticism, Afterlife, Evidence, Faith, Belief,					
<b>Literacy/Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Reading short case studies on paranormal experiences.</li> <li>• Extracts from religious texts (e.g., Hindu scriptures on reincarnation).</li> <li>• Articles on scientific skepticism and atheism.</li> <li>• Comprehension tasks: Summarise arguments for and against life after death.</li> </ul>					

<p><b>Oracy</b></p>	<ul style="list-style-type: none"> <li>• Structured debates: “Is there life after death?”</li> <li>• Group discussions on personal beliefs and cultural perspectives.</li> <li>• Presentation of survey findings to peers.</li> <li>• Use of sentence starters for respectful disagreement.</li> </ul>
<p><b>Cross Curricular Themes</b></p>	<ul style="list-style-type: none"> <li>• <b>Science:</b> Brain function and consciousness.</li> <li>• <b>History:</b> Cultural practices around death and burial.</li> <li>• <b>English:</b> Persuasive writing and argument structure.</li> <li>• <b>Maths:</b> Interpreting survey data and percentages.</li> </ul>
<p><b>Personal Development (Including British Values, RSE, Citizenship)</b></p>	<ul style="list-style-type: none"> <li>• Respect for diversity of beliefs (British Value: Mutual Respect &amp; Tolerance).</li> <li>• Understanding how beliefs influence moral choices and lifestyle.</li> <li>• Encouraging empathy and sensitivity when discussing death.</li> <li>• Citizenship: How beliefs shape laws and social norms.</li> </ul>
<p><b>Career Opportunities</b></p>	<p>International Aid Work, Police, the NHS, law, customer service, judiciary, social work, Education</p>