

Religious Education Long Term Plan Year 8

Temperance Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic	Christianity: World Faith						
	<u>Baseline</u>	<u>World faith statistics</u>	<u>History of Christianity</u>	<u>Culture and Christianity</u>	<u>Case study – Christianity as a world faith in art</u>	<u>Case study – African v American Christianity</u>	<u>Case study -Irish Christianity (assessment lesson)</u>
Objective	To state the prior knowledge and skills gained from previous academic year.	To explore Christianity as a world faith.	To examine the basic major events that occurred in the history of Christianity.	To explore the differences between cultures in Christianity.	To examine how art is used to show some modern Christian beliefs.	To investigate the differences between African and American Christianity.	To investigate the differences between Catholic and Protestant Christianity,
Core (AO1)	State beliefs and practices learned from the last academic year.	State world statistics surrounding Christianity.	Give a structured timeline of the history of the Church.	Look at the cultural differences within Christianity.	Examine varying pieces of religious art within Christianity.	Examine case studies of African and American Christianity.	Examine case studies of Catholic and Protestant Christianity.
Hermeneutical Approach	Ascertain and present prior knowledge gained.	Extract the information and explain what this implies for the religion.	Extract the impact certain events had on the Church.	Extract the beliefs these cultural differences focus on in Christianity.	Draw out the Christian beliefs and cultural influences within the art.	Draw out the cultural differences and how these differences impact on belief.	Draw out the historical differences and how these differences impact on belief.
Challenge (AO2)	Reflect upon knowledge gained so far and areas for development.	To analyse how these statistics impacts on our world view.	Analysing how the history of Christianity has shaped modern beliefs and practice.	Explain how identity and belief can be subjective to the culture a believer ascribes to.	Reflect upon how art influences belief within modern Christianity.	Explain how the position of the practices could impact on belief.	Explain how the position of the practices could impact on belief within one culture.

HALF TERM

Religious Education Long Term Plan Year 8

Assessment	Formative assessment to ascertain prior knowledge within RS.						Formative assessment piece that consolidates the learning for the half term unit.		
W/C	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	CHRISTMAS		
Topic	Christianity: Jesus								
	<u>Who was Jesus?</u>	<u>Life of Jesus</u>	<u>Death and resurrection</u>	<u>Son of God - prophecies</u>	<u>Jesus' rebellion</u>	<u>The stories told by Jesus</u>			
Objective	To investigate who Jesus was.	To examine the life of Jesus.	To explore the death and resurrection of Jesus.	To ascertain why Jesus was seen as important.	To examine the potential rebellious acts of Jesus.	To explain why Jesus' stories were so important.			
Core (AO1)	Look at who Jesus was as a person.	Explain the significant events within Jesus' life.	State the events that led up to the crucifixion, the death and resurrection of Jesus.	Investigate the prophecies surrounding Jesus.	Study the potential rebellious accounts of Jesus.	Investigate a parable of Jesus from a variety.			
Hermeneutical Approach	Use the evidence to explain the character of Jesus.	Explain how these significant events could impact on a Christian's belief.	Extract the main beliefs from the events.	Explain how these prophecies are significant to the belief in Jesus as the Christ,	Apply it to the context of Jewish law.	Explain the message, reason, and purpose for the story.			

Religious Education Long Term Plan Year 8

Challenge (AO2)	Reflect upon how the character of Jesus could be important to Christians.	To examine the life of Jesus and how he preached.	Reflect on how these beliefs shape fundamental Christian beliefs.	To examine the prophecies made and see if they match what has been explored about Jesus so far.	Ascertain whether Jesus' acts were rebellious or in line with the culture of the time.	Reflect upon how this story could be influential for a Christian.	
Assessment						Formative assessment piece that consolidates the learning for the half term unit.	

Justice Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM
Topic	Hinduism: energy and symbolism						
	<u>Quantum physics and Hinduism</u>	<u>Brahman and the Trimurti</u>	<u>The Murti - symbolism</u>	<u>The Murti – the roles of the deities</u>	<u>Puja and Arti</u>	<u>The Atman (assessment lesson)</u>	
Objective	To explore the Hindu concept of God	To examine the role of the Trimurti	To understand the role of the Murti in Hindu belief and practice	To explore how a Murti is used in practice	To explore how worship is conducted in Hinduism	To understand the concept of the Atman and how it links to the learning so far	
Core (AO1)	To explain the basic beliefs and concepts about God in Hinduism.	Describe the three main attributes to Brahman.	To give some examples of symbolism in Hindu deities.	To explain how the deities are used to help Hindus.	To state how worship is carried out in Hinduism.	To describe what the soul is in Hinduism.	

Religious Education Long Term Plan Year 8

Hermeneutical Approach	Use allegory to draw comparisons on the nature of God in Hinduism.	Use case studies and comparison to explore the concept of the Trimurti.	Use the symbolism within Hindu art to explore how qualities of God is portrayed.	Actively research the role of the Murti within Hindu worship.	Experience a simulation of Hindu worship within the classroom setting.	Make links from the evidence created this unit to explore how Hindus understand the relation between the atman and God.	
Challenge (AO2)	To explore the understanding of Brahman and pantheism in Hinduism.	To examine the three main aspects of Brahman and how they relate to one another.	To explore how symbolism is used to explain pantheistic ideas of the deities within Hinduism.	Create a scenario where a Murti may be applicable for focus and devotion.	To explore worship within the home and the Mandir and the use of light in worship.	Evaluate the need to honour the soul in Hinduism	
Assessment						Formative assessment piece that consolidates the learning for the half term unit.	

W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	EASTER
Topic	Hinduism: energy and symbolism						
	<u>Reincarnation</u>	<u>Karma and the atman</u>	<u>Moksha and Brahman</u>	<u>Food in Hinduism</u>	<u>Gandhi and Ahimsa</u>	<u>Assessment lesson</u>	
Objective	To examine reincarnation as a concept within Hinduism	To explain how karma affects the atman and reincarnation.	To explore the concept of Moksha, linking back to reincarnation and karma	To explain how food choices is an expression of peace in Hinduism.	To explore Gandhi's life and how he showed the belief of Ahimsa	To consolidate the learning through a written piece.	
Core (AO1)	To state how reincarnation is seen in Hinduism.	To examine the Hindu concept of Hinduism	To understand what happens when all karmic law is learned.	Describe what is meant by Ahimsa and how it can be shown in practice	Describe the life events of Mahatma Gandhi	To describe what has been learned in this unit	

Religious Education Long Term Plan Year 8

Hermeneutical Approach	Assess the belief of reincarnation, using case studies to reach justified conclusions	To compare and contrast these beliefs with the worldview of karma, bringing out the misconceptions	Use evidence from a boardgame to ascertain how the key concepts of karma, moksha, reincarnation and Brahman interact.	Use examples to show how Ahimsa is practiced through food laws.	Using the case study of Mahatma Gandhi's life, assess where in his life his belief of Ahimsa was practiced	Use the evidence from the unit to apply key terms correctly to your work.	
Challenge (AO2)	To evaluate how a belief in reincarnation influences Hindu attitudes to life.	To assess how karma determines the next life and the benefits and disadvantages of this concept.	To evaluate the role karma, the atman and reincarnation plays in achieving Moksha.	To evaluate the need for ahimsa in modern society.	To evaluate the life of Gandhi and reach a justified conclusion as to whether he was a Mahatma.	To consolidate the learning through a written piece.	
Assessment						Formative assessment piece that consolidates the learning for the half term unit.	

Religious Education Long Term Plan Year 8

Courage Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
Topic	Religion and Science						
	<u>Scientific attitudes towards religion</u>	<u>History of religion and science - 1</u>	<u>History of religion and science - 2</u>	<u>The Big Questions</u>	<u>The Big Bang</u>	<u>Can a scientist be a Christian? (Assessment lesson)</u>	
Objective	To set out the arguments between religion and science	To explore how science split away from religion	To understand the influence the Cosmological Revolution had on modern thinking	Give examine how religion and science understand the Big Questions in life	To compare the scientific and religious creation concepts	To reach a justified conclusion on the compatibility of religion and science	
Core (AO1)	To describe the basic argument between religion and science	To explain how science split away from religion.	To explain the early scientific discoveries and why they went against the Church.	To explore how religion and science address the Big Questions.	To explain different views on how the world began.	To consolidate the learning through a written piece.	
Hermeneutical Approach	To examine a variety of views and case studies in order to justify people's points of view.	To explore case studies of the early scientists who contributed to the Cosmological Revolution.	To examine the impact and influence the Cosmological Revolution had on religion and science.	To compare and contrast the questions in their responses and question style.	To compare the Big Bang theory with the Genesis account of the creation of the world.	To gather the evidence to form a systematic debate towards religion and science.	
Challenge (AO2)	To evaluate and begin to analyse a variety of views given, reaching a justified conclusion.	To examine the relationship between religion and science in history.	To examine the impact and consequence of the Cosmological Revolution.	To use the evidence gathered to begin to analyse the worth of the responses to the Big Questions.	To evaluate the differing beliefs and evidence surrounding how life began.	To consolidate the learning through a written piece.	
Assessment						Formative assessment piece that consolidates the learning for the half term unit.	

Religious Education Long Term Plan Year 8

W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	SUMMER
Topic	Unexplained Mysteries: Belief in the Unbelievable?						
	<u>Belief in the unbelievable</u>	<u>The Extent of Belief</u>	<u>Case Study: the tipping point of belief</u>	<u>Case Study: Miracles</u>	<u>Case Study: Lourdes and St. Bernadette</u>	<u>Mystery case files - gallery</u>	
Objective	To explain the influence belief has on people's lives.	The explain how the tipping point is significant in the role of belief.	To explain the evidence and give a wide range of beliefs associated with this.	To explain the evidence and give a wide range of beliefs associated with this.	To explain how the tipping point of belief can vary and be subjective.	Submission of case file and whole class peer assessment.	
Core (AO1)	To describe how belief, faith and belonging link together	To describe what makes something believable to people and not	To describe a situation where there could be many theories and beliefs	To describe the range of beliefs shown in miracles	To describe the story of St. Bernadette	To describe your chosen unsolved mystery	
Hermeneutical Approaches	To explain belief affects faith and leads to belonging, using examples	Using examples, analyse at which point someone goes from believing to not believing	To examine the case study and pre-empt possible belief scenarios from experience	To examine case studies of miracles and ascertain the differing viewpoints and tipping points of belief	To use the story of St. Bernadette to show a range of beliefs, faiths and belonging	To examine the range of evidence you have collected and submit your theories	
Challenge (AO2)	To explore how far belief is stretched and why it can be subjective.	To pinpoint some elements of the 'tipping point' to belief and explain why these elements are important to certain people.	To evaluate the evidence and analyse the worth of the evidence presented.	To evaluate the evidence and analyse the worth of the evidence presented.	To evaluate the range of views, analyse their worth and reach a justified conclusion on the subjective beliefs presented.	Submission of case file and whole class peer assessment.	
Assessment						Formative assessment piece that consolidates the learning for the half term unit.	