

# Subject Long Term Plan Year 8 2019-20

## Temperance Term

W/C	2nd September	9th September	16th September	23rd September	30th September	7th October	14th October	21st October				
Topic	<b>Introduction to Hinduism</b>	<b>Hinduism: how do Hindus view the world?</b>										
	The basic facts, knowledge and beliefs of Hinduism.	What do Hindus believe about God? Brahma and the Trimurti.	What do Hindus believe about God? Brahma and the Trimurti with further exploration into the Trimurti.	Symbols in Hinduism: how symbol and imagery can help to understand a Hindu's perspective of Brahma.	Using the knowledge gained from last lesson to further explore the concept of the Murti and the role of the Murti in Hindu worship.	How do Hindus treat the world? Exploring ahimsa, pantheism and Hindu food laws.	How do Hindus treat the world? Exploring ahimsa, pantheism and Hindu food laws, linking it back to the concept of the Trimurti and Brahma.	Case study for Hindu concepts learned so far: Ghandi and his life.				
Challenge	Why are key facts and beliefs important to know when studying Hinduism?	What do Hindus believe about God?	What do Hindus believe about the Trimurti?	How is symbol and imagery used in Hinduism to help understand God?	What is the role of the Murti in Hinduism?	How do Hindus treat the world?	How does ahimsa link to the Trimurti and Brahma?	Were Hindu beliefs reflected in Ghandi's life?				
Assessment				Midways check on key words and knowledge (AO1:1, 2 AO2:1)				Written evaluative piece based on AQA RS exam structure (AO1:1, 2 AO2:1, 2)				
W/C	4th November							11th November	18th November	25th November	2nd December	9th December
Topic	<b>Hinduism: how do Hindus view the world?</b>											
	<b>HALF TERM</b>	How do Hindus treat the world? Exploring karma, reincarnation, moksha and the atman.	How do Hindus treat the world? Further exploration of karma, reincarnation, moksha and the atman.	Connecting with belief – how Hindus worship at home and in the mandir.	Connecting with belief – how Hindus worship at home and in the mandir. Experiential lesson.	How do Hindus celebrate? Exploring Hindu festivals and rites of passage.	Written explanatory piece on how Hindus view the world, with opportunity to plan and understand planning skills	<b>CHRISTMAS</b>				
Challenge		How do Hindus treat the world?	How does a belief in Karma, moksha and the atman affect a believer's attitude to the world?	How do Hindus worship?	Why do Hindus worship?	Why do Hindus celebrate?	Why is this life important if a person believes in multiple lives?					
Assessment							Written piece based on AQA RS exam structure (AO1:1, 2, 3 AO2:1, 2)					

# Subject Long Term Plan Year 8 2019-20



## Justice Term

<b>W/C</b>	6 <sup>th</sup> January	13 <sup>th</sup> January	20 <sup>st</sup> January	27 <sup>th</sup> January	3 <sup>rd</sup> February	10 <sup>th</sup> February	<b>HALF TERM</b>
Topic	<b>Christianity and what Jesus means to Christians</b>						
	Christmas – what does it mean to Christians? An introduction to Christianity.	Basic knowledge and beliefs in Christianity	History of Christianity and Denominations.	The Bible – basic facts and knowledge.	How the Bible has influenced Christians and the world.	In the beginning: The Trinity. Looking at Biblical evidence and the Trinity.	
Challenge	What does it mean to be a Christian?	What basic beliefs are important to a Christian?	Where did Christianity come from?	What is the Bible?	How does the Bible influence Christians and the world?	How does the Trinity influence Christianity and beliefs about God?	
Assessment						Midway check of key terms and beliefs with explanatory written piece (AO1:1, 2, 3 AO2:1, 2)	
<b>W/C</b>	24 <sup>th</sup> February	2 <sup>nd</sup> March	9 <sup>th</sup> March	16 <sup>th</sup> March	23 <sup>rd</sup> March	30 <sup>th</sup> March	<b>EASTER</b>
Topic	<b>Christianity and what Jesus means to Christians</b>						
	In the beginning: was Jesus prophesied? Looking at Biblical evidence.	Jesus and how He lived. Exploring how Jesus' actions influence believers.	The parables of Jesus – how stories can help Christians develop their spiritual life.	Salvation, resurrection and atonement: learning the concepts and exploring their meanings.	Salvation, resurrection and atonement: building connections with the concepts and Christian beliefs about Jesus.	Artistic assessment with written explanation, making links to Christian beliefs and Theology.	
Challenge	Was Jesus prophesied?	How did Jesus live?	How did Jesus use story to preach?	How does salvation, resurrection and atonement link together?	How does salvation, resurrection and atonement link to the beliefs about Jesus?	How important is Jesus in Christianity?	
Assessment						Written explanation of artistic representation of Christian beliefs (AO1:1, 2, 3 AO2: 1)	

# Subject Long Term Plan Year 8 2019-20



## Courage Term

W/C	20 <sup>th</sup> April	27 <sup>th</sup> April	4 <sup>th</sup> May	11 <sup>th</sup> May	18 <sup>th</sup> May	<b>HALF TERM</b>
Topic	Mysteries: belief in the 'unbelievable'.					
	Why are mysteries so appealing? The interest of unsolved mysteries in the world. Including concepts of belief and faith.	Exploring belief, faith and tolerance in people who believe in the unbelievable – a dialogue and investigation into differing views.	History and tradition of unsolved mysteries: exploring folklore, tradition and superstition.	What would it take to believe? Exploring the extent of belief and when acceptance becomes too far-fetched.	What would it take to believe? Using the case studies of mysterious beings to explore the extent of belief.	
Challenge	Why are mysteries so appealing?	Is belief, faith and tolerance an important part of society?	What are the attitudes towards folklore, tradition and superstition?	What would it take to believe in a mystery?	What would it take to believe in mysterious beings?	
Assessment					Judgement and written evaluation based on evidence gathered (AO1:1, 2 AO2:2)	
W/C	1 <sup>st</sup> June	8 <sup>th</sup> June	15 <sup>th</sup> June	22 <sup>nd</sup> June	29 <sup>th</sup> June	6 <sup>th</sup> July
Topic	Mysteries: belief in the 'unbelievable'.					
	Case study – reincarnation. Investigating how a recall in past lives have been documented and how this affects belief, faith and tolerance.	Case study – miracles. Investigating how events that defy scientific and natural law can reflect belief, faith and tolerance.	Mysteries project – an independent research project on a mystery of the pupil's choosing. Looking into history, superstition, belief, faith and tolerance of belief in mystery.		Gallery of Mysteries project – peer assessment and observation on mystery files.	
Challenge	What does the evidence suggest about the belief in reincarnation?	What does the evidence suggest about the belief in miracles?	What evidence, tradition and belief are there about your chosen mystery?	What are people's views on your chosen mystery?	How does the history and superstition of your chosen mystery affect belief, faith and tolerance? A Written evaluative piece to be assessed.	How have other pupils documented their findings on their chosen mystery?
Assessment	KS3 Internal Exams				Assessed piece to be final part of mystery file summarising knowledge, research, views and concepts covered (AO1: 1, 2, 3 AO2: 1, 2)	Peer assessment and evaluation of written form – verbal peer assessment.