

Religious Studies Long Term Plan Year 8 2021-22

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>
Core	<p>To investigate who Jesus was.</p> <p>Look at who Jesus was as a person.</p> <p>Use the evidence to explain the character of Jesus.</p> <p>Reflect upon how the character of Jesus could be important to Christians.</p>	<p>To examine the life of Jesus.</p> <p>Create a chronology of Jesus' life.</p> <p>Explain the significant events within Jesus' life.</p> <p>Explain how these significant events could impact on a Christian's belief.</p>	<p>To explore the death and resurrection of Jesus.</p> <p>State the events that led up to the crucifixion, the death and resurrection of Jesus.</p> <p>Extract the main beliefs from the events.</p> <p>Reflect on how these beliefs shape fundamental Christian beliefs.</p>	<p>To ascertain why Jesus was seen as important.</p> <p>Investigate the prophecies surrounding Jesus.</p> <p>Explain how these prophecies are significant to the belief in Jesus as the Christ,</p> <p>Explain how the prophecies and beliefs impact on the Christian faith.</p>	<p>To examine the potential rebellious acts of Jesus.</p> <p>Study the potential rebellious accounts of Jesus.</p> <p>Apply it to the context of Jewish law.</p> <p>Ascertain whether Jesus' acts were rebellious or in line with the culture of the time.</p>	<p>To explain why Jesus' stories were so important.</p> <p>Investigate a parable of Jesus from a variety.</p> <p>Explain the message, reason, and purpose for the story.</p> <p>Reflect upon how this story could be influential for a Christian.</p>
Challenge	To explore who Jesus was and why he was important.	To examine the life of Jesus and how he preached.	To understand how the death and resurrection affect Christian faith in Jesus as Son of God.	To examine the prophecies made and see if they match what has been explored about Jesus so far.	To question whether Jesus' rebellion was just or not.	To analyse the parables and ascertain Jesus' beliefs from them.
Assessment						Formative assessment piece that consolidates the learning for the half term unit.

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Justice Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM
Topic	Hinduism: energy and symbolism						
	Quantum physics and Hinduism	Brahman and the Trimurti	The murtis - symbolism	The murtis – the roles of the deities	Puja and Arti	The Atman (assessment lesson)	
Core	To explain the basic beliefs about God in Hinduism. Use allegory to draw comparisons on the nature of God in Hinduism. Reflect upon personal preconceptions of the nature of God, using Hindu beliefs as evidence.	To explain how the Trimurti links to each other. Use case studies and comparison to explore the concept of the Trimurti. Create other case studies to show understanding of the Trimurti.	To give some examples of symbolism in Hindu deities. Use the symbolism within Hindu art to explore how qualities of God is portrayed. Using the symbols explored, create a murti for an issue within the world.	To explain how the deities are used to help Hindus. Actively research the role of the murti within Hindu worship. Create a scenario where a murti may be applicable for focus and devotion.	To state how worship is carried out in Hinduism. Experience a simulation of Hindu worship within the classroom setting. Evaluate the need to evoke the sense during Hindu worship.	To describe what the soul is in Hinduism. Make links from the evidence created this unit to explore how Hindus understand the relation between the atman and God. Create a written explanation of your findings.	
Challenge	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.	Examine stories of the deities to see what can be learned from them and how they are worshipped.	To explore worship within the home and the Mandir and the use of light in worship.	To examine a Hindu understanding of the soul.	
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						
	Reincarnation	Karma and the atman	Moksha and Brahman	Food in Hinduism	Gandhi and Ahimsa	Assessment lesson	
Core	To state how reincarnation is seen in Hinduism. Make links back to the evidence given on the Trimurti and the atman. Using key terms, report upon the links between the atman,	To explain how karma affects the atman and reincarnation. Address misconceptions of karma through a quiz and clip. Reflect upon how karma affects a Hindu's viewpoint of the world.	To understand what happens when all karmic law is learned. Use evidence from a boardgame to ascertain how the key concepts of karma, moksha,	To explain how food choices is an expression of peace in Hinduism. Use examples to show how Ahimsa is practiced through food laws. Create a menu that reflects Hindu food laws.	Using the case study, examine what ahimsa looks in practice. Examine whether Gandhi was a Mahatma.	To consolidate the learning through a written piece. Use the evidence from the unit to apply key terms correctly to your work. Evaluate key concepts in Hinduism.	

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	reincarnation and the Trimurti.		reincarnation and Brahman interact.		Give pros and cons on applying Ahimsa to your philosophy.		
Challenge	To examine how a belief in reincarnation influences Hindu attitudes to life.	To examine 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.	

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Courage Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
Topic	Religion and Science						
	Scientific attitudes towards religion	History of religion and science - 1	History of religion and science - 2	The Big Questions	The Big Bang	Can a scientist be a Christian? (Assessment lesson)	
Core	Give a balanced viewpoint of the opinions gathered.	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.	
Challenge	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.	

W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	SUMMER
Topic	Unexplained Mysteries: Belief in the Unbelievable?						
	Belief in the unbelievable	The Extent of Belief	Case Study: Lourdes and St. Bernadette	Case Study: Miracles	Case Study: the tipping point of belief	Mystery case files - gallery	
Core	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.	
Challenge	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.	



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Assessment						Formative assessment piece that consolidates the learning for the half term unit.	
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