

YEAR 8
Application of Religion
Character and Culture- Religious Studies

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p><i>Teaching should equip pupils with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.</i></p> <p><i>The year 8 curriculum aims to build on the subject knowledge gained in year 7, and for students to be able to express ideas and insights about the nature, significance and impact of religions and worldviews of follower and wider society, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value,</i></p>	<p><i>Begin to contextualise and evaluate the impact of beliefs on individual, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs.</i></p> <p><i>Core curriculum content combines the social/ humanist strand of the Norfolk agreed syllabus, by looking at topics such as arranged marriage, ideas of heaven and hell, and religious identity and laws.</i></p> <p><i>Through the year 8 curriculum, students will start to; describe the different types of prejudice, To explain the origins of anti-semitism, To explain how historical figures fought prejudice, To describe religious attitudes towards homophobia, To assess the best methods of fighting prejudice.</i></p> <p><i>Students will also explore key/defining events in the history of Christianity, To explain their significance, To assess which event is the most important. To describe and analyse key religious teachings on poverty, to evaluate the best methods of tackling poverty, as well as study key Islamic beliefs, To explain why religious practices are important to Muslims, To assess how difficult it is to be a Muslim in Britain.</i></p> <p><i>Finally students will investigate different religious beliefs on life after death, To explain why people believe in an afterlife, To assess evidence for and against life after death.</i></p>	<ul style="list-style-type: none"> • <i>Pilgrim/ Pilgrimage - a person who journeys to a sacred place for religious reasons.</i> • <i>Prejudice: Judging someone before you know them</i> • <i>Discrimination: acting against another person/group based on prejudice</i> • <i>Scapegoating: When you blame a group of people for your problems</i> • <i>Ascension: when Jesus rose to heaven</i> • <i>Eucharist: the Christian ceremony remembering the Last Supper of Jesus, in which bread and wine are consecrated and consumed.</i> • <i>Stewardship: The belief that humans are caretakers (stewards) of the planet for God.</i> • <i>Jihad: the struggle to live as a Muslim</i> • <i>Haram: an act forbidden by Allah</i>

<p><i>including ethical issues; and appreciate and appraise varied dimensions of religion or a worldview.</i></p> <p><i>This unit explore ideas of religions in society, how Britain is a multi-cultural and multi faith society, and how this might bring opportunities and sometimes conflicts. At KS2, pupils started to look at questions such as; What does it mean to be part of a global religious/ worldview Community? How do beliefs shape identity for religious followers? This is now put into context within Britain, and in expressing elements of that identity alongside different religions.</i></p>		
<p>Challenge and Support:</p>	<p>World wide learning/ links to 21st century:</p>	<p>Cultural capital/ Industry/ Enrichment:</p>
<ul style="list-style-type: none"> • <i>Writing frames, sentences stems, question stems; VIP strategy for disadvantaged students</i> • <i>Use the SEND passports to ensure the correct strategies are used to support students who have SEND needs.</i> • <i>HAP- reading - https://theday.co.uk/stories/philosopher-s-book-aims-to-end-god-wars</i> 	<ul style="list-style-type: none"> • <i>Students will investigate different religious key concepts such as forgiveness, and religious law, and see how these will differ globally, but also how they will impact on society.</i> • <i>Students will understand how some religious followers try to apply historical texts, and beliefs in an ever changing world, and 21st C way of living.</i> 	<ul style="list-style-type: none"> • <i>Students will consider how within employment and in society, it can be a challenge to express religious beliefs and practice religion. Also, how we have a legal responsibility to adjust to ensure everyone has the right of freedom of expression of religion.</i> • <i>Cultural capital will be gained through understanding of different beliefs and expressions of faith within society, to understand our rights and responsibilities in living in a multicultural society.</i>
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<ul style="list-style-type: none"> • <i>The historical, social and cultural context within which religions exist in Great Britain today will be explored. Students will consider</i> 	<ul style="list-style-type: none"> • <i>Literacy- use of keywords and inclusion in writing; expectation to use verbally in full</i> 	<ul style="list-style-type: none"> • <i>What is actually considered a hate crime, and how UK law approach the issue, and the fact that it is on the rise and the victims and</i>

<p><i>how through immigration and development the cultural context has developed and how we now live in a multi faith society.</i></p> <ul style="list-style-type: none"> <i>Moral and spiritual development will be encouraged throughout units where pupils will be asked to express own standpoints and points of view with regards to rights and responsibilities with regards to encouraging community cohesion.</i> 	<p><i>sentences; numerous opportunities for whole class reading aloud (popcorn reading)</i></p> <ul style="list-style-type: none"> <i>Numeracy- exploring change in population of different faiths over time, by use of graphs.</i> 	<p><i>reasons for hate crimes have changed in recent history.</i></p> <ul style="list-style-type: none"> <i>The difference between and definition of forced vs. arranged marriages, and how a lot of young people are pro arranged marriages.</i> <i>Common misconception of the concept of Jihad and how it is interpreted within islam.</i>
<p>Assessment timeline:</p>		
<p><i>Autumn – FB4 Assessed piece of work – Meaning and purpose (RS)</i> <i>Spring – FB4 Assessed Piece of work – What is poverty (RS)</i> <i>Summer- FB4 Assessed Piece of work - Is there life after death? (RS)</i></p> <p><i>All CC and RS books to be read once a half term, whole class feedback through iscan/model answers. -Green Pen</i></p>		
<p>Home learning</p>		
<p><i>Year 8 Autumn – Speech- Nobel prize</i> <i>Year 8 Spring – W is for wealth</i> <i>Year 8 Summer – Q is for Quran</i></p>		
<p>Feedback</p>		
<p><i>Re-call subject knowledge quizzes will be used to check knowledge and understanding, and to identify any potential misconceptions. These will be self or peer assessed in lessons. Teacher or peer assessment feedback on home learning task will take place as group or whole class sharing and feedback.</i></p> <p><i>Extended writing task will be assessed – Feedback will follow humanities marking policy and include either live feedback using the iscan, whole classfeedback or feedback four marking for assessed pieces of work.</i></p>		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													

Expression of Faith- *How can religious places of worship and religious leaders support expression of faith?*

Lesson 1 Why are some places special for religious people?

Lesson 2 Why is Israel/Palestine so important

Lesson 3 What holy places are there in India?

Lesson 4 Who are religious leaders?

Lesson 5 How have religious leaders influenced the world?

Lesson 6 Why do some people live in religious communities?

Lesson 7 Assessment

What is prejudice?

Lesson 1 What is prejudice?

Lesson 2 How did Ghandi fight injustice?

Lesson 3 Where does anti-semitism come from?

Lesson 4 Why do we remember MLK?

Lesson 5 Who was Malcolm X?

Lesson 6 What does religion say about homosexuality?

Lesson 7 Assessment

Why is Christianity the way it is today

Lesson 1 What happened to Jesus after the resurrection?

Lesson 2 Who was Paul and why is he important in Christian history?

Lesson 3 What was life like for Christians in the Roman Empire?

Lesson 4 What was the Great Schism?

Lesson 5 What are the differences between Catholics and Protestants?

Lesson 6 Why was evolution so controversial?

Lesson 7 Assessment

What do religions teach about poverty?

Lesson 1 What is poverty?

Lesson 2 What does Christianity teach about poverty?

Lesson 3 How do Christians respond to poverty?

Lesson 4 What are the causes and effects of homelessness?

Lesson 5 Poverty: Solutions and Responsibility for Poverty?

Lesson 6 Assessment

What does it mean to be a Muslim?

Lesson 1 What is the nature of Allah?

Lesson 2 Why are the 5 pillars of Islam important for Muslims?

Lesson 3 Why is Zakah important to muslims?

Lesson 4 How does Ramagan strengthen the muslim faith?

Lesson 5 What are the similarities between Shia and Sunni muslims?

Lesson 6 What does Islam teach about violence?

Lesson 7 Why are some people Islamphobic?

Is there life after death?

Lesson 1 What happens at the end of life?

Lesson 2 What is the soul?

Lesson 3 How do Christians see the afterlife?

Lesson 4 How did Egyptians view the afterlife?

Lesson 5 NDEs

Lesson 6 Do ghosts exists?



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