



## Curriculum Plan Religious Studies



Year 8	Golden Treads: State the big ideas that will be taught across the year ( <a href="#">Threshold concepts</a> ). Living – learning about religious and non-religious ways of living and about values and commitments.				Enrichment: What is offered through the year to support learning in the classroom? Trip to London Neasden Hindu Temple and St Pauls Cathedral		Review and evaluation: Give date for review of the curriculum	
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary		Knowledge tracking
Term 1	What does it mean to be Hindu?	Key Word bingo followed by written task using framework – adapted where necessary <b>Assessment: Week 1 or 2 Term 2 or Shared groups Week 2 term 2</b>	Know there is one god in Hinduism but seen in many forms Know the names and roles of some of the different forms of god Focus on Ganesh and how he is celebrated at Ganesh Chaturthi	To understand the beliefs of Hindus and their understanding of Brahman, how they celebrate and the effect of belief on home, family and social aspects of their lives.	There are lots of gods in Hinduism	Belief	Brahman Shiva Vishnu Brahma	Year 7 Intro to RE Term 1
Term 2	Do the teachings of Jesus stand the test of time?	<b>Assessment:</b>  Extended writing assessment responding to one of the following:  Imagine you are either a Christian or a Sikh. Write a letter, email or series of tweets to a friend who doesn't know anything about your chosen religion. Explain why they help others e.g. Sikhism - Guru Nanak taught equality "There is no Hindu, there is no Muslim", all help Sewa, all are equal. Good Karma, mukti etc.	Knowing the key facts related to the teachings of Jesus contained within Parables eg The Good Samaritan and how the teaching of 'love your neighbour' is applied today – link to charity Understanding that Jesus is recognised as a teacher/prophet in other religions	Ability to put the teachings of Jesus into practice and understand that love is unconditional The skills to recognise the best ways to show this love/charity	It's okay to talk to random homeless people and give them money when alone  Jesus is only recognised in Christianity and His teachings are only held by Christians	Neighbour Outcast Charity	Agape  Good Samaritan	Year 7 Intro to RE Term 1 Was Jesus God on Earth? Term 2



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		Or						
		'Love is' Poem						
		<b>Assessment: Week 3, Term 3</b>						
Term 3	Finish Do the teachings of Jesus stand the test of time?	See above	See above	See above	See above	See above	See above	See above
	AND What was it like to be a Jew during the Holocaust?	See below	See below	See below	See below	See below	See below	See below
Term 4	What was it like to be a Jew during the Holocaust being finished off and then a PSHEE module being taught here	A- Z of the holocaust, using sentences containing empathy, emotions and feelings – not just factual <b>Assessment: Week 1, Term 4</b>	To understand the importance of the Torah to Jews To know about Anne Frank	Analyse how this is important to Jews and especially during times of persecution	Only Jewish people were targeted during the holocaust		Persecution Torah Synagogue Menorah Torah Anti-Semitism	Year 7 Intro to RE Term 1
Term 5	What is Truth?	Written assessment, using similar format as previous assessments checking knowledge and understanding of issues covered within the module, including using key vocabulary <b>Assessment: Week 5, Term 5</b>	To understand the meaning of the word truth and the different types of truth eg scientific, historic, religious etc To understand the concept and interpretations of miracles	To be able to ascertain what is truth as opposed to belief or fallacy. To ascertain what is trustworthy knowledge and where we can get it	How things can be misinterpreted	Truth Authority Holy books Miracles Supernatural	Theist Atheist	Building on Primary School Knowledge
Term 6	What is it like to be Muslim?	Written assessment, using similar format as previous assessments checking knowledge and understanding of issues covered within the module, including using key vocabulary  <b>Assessment: Week 5, Term 5</b>	To understand the key beliefs of Islam and to understand issues around Islamophobia	To evaluate some of the problems faced by Muslims in Britain today.  To understand how Islamic teaching is understood and applied by Muslims today  Analyse views and identify prejudice and discrimination	Prior misinformation and stereotypes regarding Islam being Muslim eg 'All Muslims are terrorists'	Stereotype Prejudice Discrimination	Islamophobia Islam Qur'an Mosque Prophet	Year 7 Intro to RE Term 1



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