

HUMANITIES Faculty y - Religious Education - Year 8 - Lady Hawkins' School

	Half Term 1 (8)	Half Term 2 (7)	Half Term 3 (6)	Half Term 4 (7)	Half term 5 (4)	Half term 6 (7)
<p>Topic</p> <p>With Herefordshire key questions</p>	<p><u>Religious Activists</u></p> <p>3.3 Why are people good and bad?</p>	<p><u>Religion and the afterlife</u></p> <p>3.15 How far does it make a difference if you believe in life after death?</p>	<p><u>Prophets</u></p> <p>3.4 Does the world need more Prophets?</p>	<p><u>Religion and sport</u></p> <p>3.5 What do people do when life gets hard?</p>	<p><u>Religion and music</u></p> <p>3.6 Why do Christians believe Jesus was God on earth? [Incarnation]</p>	<p><u>Religion and Art</u></p> <p>3.18 How can people express the spiritual through the arts?</p>
<p>Key Concepts</p>	<p>To learn about the following religious activists and to understand what they fought for. Malala Martin Luther King Ghandi Anne Frank</p>	<p>To understand and have opinions on the following concepts Heaven and Hell Islam, Christianity, and death Life after death Reincarnation What is the soul</p>	<p>To understand the meaning of Prophecy To learn about Isiah and Amos Modern day prophets</p>	<p>To understand how Ramadan affects sport Can religion enhance sports performances? How does religion effect sports clothing? Does Worship get in the way of Sport? Does religion affect gender equality in sport?</p>	<p>To understand the link between music and religion. Explore a variety of music and look at the meaning behind the words.</p>	<p>To understand how different religions express themselves and their religions using art.</p>
<p>This scheme of work is based on the Herefordshire agreed syllabus (2020 – 2025) using the Key question approach. The purpose of this scheme of work is to ensure pupils:</p> <ul style="list-style-type: none"> • Make sense of a range of religious and non-religious beliefs. • Understand the impact and significance of religious and non-religious beliefs. • Make connections between religious and non-religious beliefs, concepts, practices, and ideas studied. 						

<u>Knowledge & Understanding Milestones</u>	I can show empathy for people who fought for something they believe in to help improve theirs and others futures.	I can understand different religions beliefs on life after death	I can explain what a prophet is, and I can tell the stories of Issiah and Amos	I can explain how Ramadan makes sport hard I can talk about gender equality in sport I can say how religious dress effects sport	I can see a link between religion and music by exploring modern and older music	I can express myself through creating different pieces of religious art.
<u>Scaffolding for SEND to ensure quality first teaching</u>	<ul style="list-style-type: none"> • Scaffolds • Sentence stems • Frayer models for key vocabulary • Glossaries • Disciplinary literacy reading strategies • Guided reading activities • Challenge tasks • Model answers • Targeted questioning • Knowledge Organiser tests • Recall quizzes • Dual coding 					
<u>Careers input</u>	Religious leader Lecturer Teacher Community worker Journalist Charity work	Religious leader Lecturer Teacher Community worker Journalist Charity work	Religious leader Lecturer Teacher Community worker Journalist Charity work	Religious leader Lecturer Teacher Community worker Journalist Charity work	Religious leader Lecturer Teacher Community worker Journalist Charity work	Religious leader Lecturer Teacher Community worker Journalist Charity work
<u>Links (prior knowledge, future knowledge)</u>	This unit of work builds on KS 2 unit “How does faith	This unit of work builds on from learning about	This unit of work builds on the KS2 question	This unit of work builds on the KS2 question	This unit of work builds on This unit of work prepares students	This unit of work builds on Christianity, Hinduism, Islam,

	<p>help people when life gets hard”</p> <p>This unit of work prepares students for year 9 topics about ethics.</p>	<p>Christianity and Islam in year 7</p> <p>This unit of work prepares students for year 9 units about ethics and alternative religions.</p>	<p>“Why do Christians believe that Jesus is the Messiah?”</p> <p>This unit of work prepares students for KS4 RE curriculum</p>	<p>“How do Christians decide how to live, what would Jesus do”</p> <p>This unit of work prepares students for KS4 RE curriculum.</p>	<p>for song or poetry writing for the Natre competition in year 9.</p>	<p>Judaism and Sikhism units learnt in year 7.</p> <p>This unit of work prepares students for creating a piece of art for the Natre project in year 9 and aKS4 RE</p>
<u>Key Vocabulary</u>	<p>Hinduism Polytheism The Vedas Temple</p>	<p>Bar Mitzvah, mezuzah, Shabbat, Covenant, Synagogue, kosher, Mitzvah, Torah, Rabbi</p>	<p>Discrimination, equality, diversity, protest</p>	<p>Discrimination, equality, diversity, protest</p>	<p>Peace, conflict Crusades Anti-Semitism Reincarnation</p>	<p>Peace, conflict Crusades Anti-Semitism Reincarnation</p>
<u>Review and Assessment Dates (including opportunities for retrieval practice)</u>	<p>Formative Assessment: Students do Challenge tasks based on the content of the units. Students' self and peer review.</p> <p>Summative Assessment: Knowledge Organiser to support End-of-topic Knowledge and source assessments</p>					