

## Year 8 Overview 2023-24 – RS

Date	Wk	Week	Units Studied & Learning Outcomes							
8 weeks										
Tues 5-Sep	A	1	<b>Unit 1: Worship (6 lessons)</b> This topic will begin by getting students to consider what it means to believe in something. Throughout the topic, students will gain new knowledge about secular and religious worship, looking closely at religious and denominational differences. This topic is underpinned by the enquiry question; “We should close all places of worship down. They are pointless in today’s society” <b>Lesson Sequence of Content</b> Lesson 1: Know the difference between fact and belief Lesson 2: Know how and why people worship Lesson 3: Know where people worship (PA) Lesson 4: Evaluate the importance of having a place of worship (TAT) Lesson 5: ST1 Assessment (PA) Lesson 6: Alternative worship (music as worship?)  <b>GW:</b> Students can recall where Christians and Muslims worship, and describe different ways people worship <b>BI:</b> Students can describe different ways in which people worship or explain how and why people worship, using specific examples to support <b>EW:</b> Students can evaluate the importance of having a place of worship and whether or not they are necessary in today’s society <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Religious symbols and founders</td><td>Religious practices and the impact of them</td><td>Impact of beliefs on approaches to ethical issues</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Religious symbols and founders	Religious practices and the impact of them	Impact of beliefs on approaches to ethical issues	
Prior (Y7)	Current (Y8)	Next (Y9)								
Religious symbols and founders	Religious practices and the impact of them	Impact of beliefs on approaches to ethical issues								
11-Sep	B									
18-Sep*	A	2								
25-Sep	B									
2-Oct	A	3								
9-Oct	B									
16-Oct	A	4								
23-Oct	B									
7 weeks										
6-Nov	A	5	<b>Unit 2: Pilgrimage (5 lessons)</b> This topic will begin with students researching the history and origins of pilgrimages from various faiths. Throughout the topic, students will gain new knowledge about different pilgrimages and how believers express their faith through the practice of pilgrimage. This topic will be underpinned by the enquiry question; ‘Going on a pilgrimage is no different to going on a holiday’. <b>Lesson Sequence of Content</b> Lesson 1: Know what it means to go on a pilgrimage (SA) Lesson 2: Know how and where Hindus Pilgrimage (PA) Lesson 3: Know how and where Muslims Pilgrimage (SA) Lesson 4: Know how and where Buddhists Pilgrimage Lesson 5: Know how and where different Christians Pilgrimage (TAT)							
13-Nov	B	5 ST1								
20-Nov	A	6 ST1								
27-Nov	B	6								
4-Dec	A									
11-Dec	B	1								

18-Dec	A	2									
Christmas Holiday			6 weeks								
8-Jan	B	2	<b>GW:</b> Students can define the word pilgrimage and state where different religions go on a pilgrimage. <b>BI:</b> Students can describe different places of pilgrimage and give reasons why they may go there. <b>EW:</b> Students can explain the importance of pilgrimage, justified with reasons and give consideration to the impact of a pilgrimage on a religious believer.								
15-Jan	A	3									
22-Jan	B										
29-Jan	A										
5-Feb	B	4									
12-Feb	A	5									
			<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y10)</th></tr><tr><td>Founders: Beliefs about the prophets</td><td>Pilgrimage as an act of worship, linking to prior knowledge of why worship exists. Places of pilgrimage linked to Founders</td><td>Christian and Muslim pilgrimage (denominational differences)</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y10)	Founders: Beliefs about the prophets	Pilgrimage as an act of worship, linking to prior knowledge of why worship exists. Places of pilgrimage linked to Founders	Christian and Muslim pilgrimage (denominational differences)		
Prior (Y7)	Current (Y8)	Next (Y10)									
Founders: Beliefs about the prophets	Pilgrimage as an act of worship, linking to prior knowledge of why worship exists. Places of pilgrimage linked to Founders	Christian and Muslim pilgrimage (denominational differences)									
Half-Term			5 weeks								
26-Feb	B	5	<b>Unit 4: Critical Thinking (2 lessons)</b> In this unit, students will begin to explore and evaluate the validity of historical sources that are used to evidence religious beliefs on the existence of Jesus and the creation of the universe. This topic will be underpinned by the enquiry question; <i>'Can historical sources always be trusted?'</i> <b>Lesson Sequence of Content</b> Lesson 1: Was Jesus just an ordinary man? Lesson 2: Creation stories; Liberal Vs Literal interpretations.  <b>GW:</b> Students can define the words liberal and literal <b>BI:</b> Students can describe different beliefs about Jesus and the creation of the universe <b>EW:</b> Students can evaluate how valid a historical source is for evidencing religious belief								
4-Mar	A	1									
11-Mar	B										
18-Mar	A										
25-Mar*											
			<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Founders: Beliefs about Jesus</td><td>How valid are historical sources as evidence for supporting belief</td><td>Forming judgments and evaluating impact of beliefs and practices on religious believers</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Founders: Beliefs about Jesus	How valid are historical sources as evidence for supporting belief	Forming judgments and evaluating impact of beliefs and practices on religious believers		
Prior (Y7)	Current (Y8)	Next (Y9)									
Founders: Beliefs about Jesus	How valid are historical sources as evidence for supporting belief	Forming judgments and evaluating impact of beliefs and practices on religious believers									
Easter Holiday			6 weeks								
15-Apr	A	*ST2	<b>Unit 5: Rites of Passage and Sacraments (6 lessons)</b> This topic will be introduced by looking at the milestones celebrated by both religious and secular families. Case studies will be used to share the personal experiences of living religions. Student will then compare how different religions celebrate, birth, coming of age rites and funeral rites. This unit is underpinned by the enquiry question: <i>'Birth rites are the most important rites of passage for all religions'</i> <b>Lesson Sequence of Content</b> Lesson 1: Explore the different stages in life and how they are celebrated (religious and secular) Lesson 2: ST2 exam (TA) Lesson 3: Exam feedback (SA) Lesson 4: Describe birth and coming of age ceremonies (PA) Lesson 5: Know what happens at a marriage ceremony (Christian and Islam) (PA) Lesson 6: Know the different religious death rites Lesson 7: Being Hindu... A consolidation lesson from a Hindu perspective.								
22-Apr	B	ST2									
29-Apr	A										
6-May*	B	1									
13-May	A										
20-May	B	2									
Half-Term			7 weeks								
3-Jun	A		<b>GW:</b> Students can identify different stages in life and describe how they are celebrated. They can categorise them as religious or secular. <b>BI:</b> Students can describe a religious rite of passage including what happens during the ceremony and why. <b>EW:</b> Students can explain the importance of rites of passage for religious believers. Some may evaluate the impact of these ceremonies on religious believers today.								
10-Jun	B	3									
17-Jun	A										
24-Jun	B	4									
1-Jul	A	5									

8-Jul	B		Prior (y7)	Current (y8)	Next (y9)		
15-Jul			Religious ceremonies and symbolism	Rites of passage and sacraments: how they are performed and why	Impact of religion. Rules around relationships and afterlife		
	A	6					

\* Bank Holidays

Based on your Flight Path	
<b>GW:</b> (Grade 1-2)	Students can confidently describe specific religious practices such as; worship, pilgrimage and rites of passage. They can describe where these practices take place and how they are performed.
<b>BI:</b> (Grades 3-4)	Students can confidently explain specific religious practices such as; worship, pilgrimage and rites of passage. They can confidently explain why these practices are performed in certain places and in certain ways.
<b>EW:</b> (Grades 4-5L)	Students can consider the impact of religious practices such as; worship, pilgrimage and rites of passage, on believers. They can state ways in which these practices affect the lives of the believers practicing and explain their significance.
<b>Based on your Flight Path</b> (Targets 1L – 5L)	By the end of Year 8, students will have learned religious practices or worship, pilgrimage and sacraments, from a variety of traditions. They have gained further knowledge of the history of religion and its impact today through studying the creations stories.

\*ST2 One week earlier to fit with topics