

**Subject:**

**Religious Studies**

**Year group: 8**

**Department Curriculum Vision:**

*“Northwood Students will explore a range of religious and non-religious traditions and worldviews, and have the opportunity to reflect upon their own personal worldview, in relation to big life-questions, to equip them to live and engage respectfully in our diverse world”*

|                                    | <b>Autumn Term 1</b>  | <b>Autumn Term 2</b>  |
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| <b>Content:<br/>(Know what...)</b> | <p><b>Judaism</b></p> <p>Different religious and non-religious worldviews: what a worldview is and what influences someone’s worldview, worldviews can be personal or part of organised worldviews. Different Jewish communities and identities: orthodox, liberal and secular as three we will focus on</p> <p>The origins of Judaism: the covenant and Abraham</p> <p>Different communities and worldviews in relation to Mitzvot in the Torah, and how these are lived out, for example Kashrut (kosher) rules and shabbat</p> | <p><b>Judaism</b></p> <p>Moses and Pesach (Passover), including the Seder meal and how this is lived in different Jewish communities today.</p> <p>The Festivals of Rosh Hashanah and Yom Kippur, including describing the concept of atonement and how these festivals are practised in Jewish communities today</p>   |
| <b>Skills:<br/>(know how...)</b>   | <p>Describe different Jewish communities and worldviews.</p> <p>Explain why there are differences amongst Jewish communities.</p> <p>Elaborate on how these differences present today in relation to key examples, such as Kosher diet and Shabbat traditions</p> <p>Evaluate whether Judaism is about belief, practice, culture or community</p>   | <p>Describe the key prophet Moses, and features of his life.</p> <p>Explain aspects of the Seder meal in relation to the Exodus account of Pesach (Passover).</p> <p>Explain the festival of Yom Kippur, and describe its place in relation to Rosh Hashanah</p> <p>Evaluate whether the frequency of a festival affects its importance in comparison to weekly traditions.</p> |

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| <b>Key vocabulary</b>      | Worldview<br>Judaism<br>Jewish<br>Orthodox<br>Liberal<br>Secular<br>Atheist<br>Covenant<br>Abraham<br>Mitzvot<br>Torah<br>Kosher<br>Shabbat | Orthodox<br>Liberal<br>Secular<br>Moses<br>Pesach<br>Angel of Death<br>Egyptians<br>Pharaoh<br>Exodus<br>Angel of Death<br>Rosh Hashanah<br>Yom Kippur<br>Atonement |
| <b>Mid Term Assessment</b> | 4 knowledge questions followed by a longer question   |   |
| <b>End Term Assessment</b> |   | 4 knowledge questions followed by a longer question   |
|                            | <b>Spring 1</b>   | <b>Spring 2</b>   |

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| <p><b>Content:</b></p> <p><b>(Know what...)</b></p> | <p><b>Who is God? How has God communicated with humans?</b></p> <p>Qualities of God from Jewish, Christian, Muslim, Hindu and Sikh traditions.<br/> Abrahamic Prophets and the relationship between Judaism, Christianity and Islam.<br/> The concepts of 'chosen people' and 'people of the book'.<br/> The concept of messiah, differences between Judaism and Christianity, including around Jesus.<br/> The relationship between Brahman, deities and avatars in Hindu worldviews, and how deities allow Hindus to understand Brahman's extensive qualities.</p> | <p><b>Who is God? How has God communicated with humans?</b></p> <p>Qualities of God from Jewish, Christian, Muslim, Hindu and Sikh traditions.<br/> Abrahamic Prophets and the relationship between Judaism, Christianity and Islam.<br/> The concepts of 'chosen people' and 'people of the book'.<br/> The concept of messiah, differences between Judaism and Christianity, including around Jesus.<br/> The relationship between Brahman, deities and avatars in Hindu worldviews, and how deities allow Hindus to understand Brahman's extensive qualities.</p> |
| <p><b>Skills:</b></p> <p><b>(Know how...)</b></p>   | <p>Describe and explain different religious worldviews around God and how God has communicated with humans, for example through prophets, angels, and deities.<br/> Evaluate pupils' own worldview on God</p>  | <p>Describe and explain different religious worldviews around God and how God has communicated with humans, for example through prophets, angels, and deities.<br/> Evaluate pupils' own worldview on God</p>  |

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| <b>Key vocabulary</b>                        | God<br>Abrahamic<br>Worldview<br>Deities<br>Avatars<br>Angels<br>Prophets<br>Messiah<br>Chosen people<br>People of the book   | God<br>Abrahamic<br>Worldview<br>Deities<br>Avatars<br>Angels<br>Prophets<br>Messiah<br>Chosen people<br>People of the book   |
| <b>Mid Term Assessment</b>                   | Four knowledge questions followed by an extended writing task:<br>Is there only one God in the world? Encouraging students to evaluate different religious responses, across and within religious traditions, as well as their own worldview in relation to these different perspectives. |   |
| <b>End Term Assessment</b>                   |   | Four knowledge questions followed by an extended writing task:<br>Who is God and has God communicated with humans?<br>Encouraging students to evaluate different religious responses, across and within religious traditions, as well as their own worldview in relation to these different perspectives. |
|  | <b>Summer 1</b>   | <b>Summer 2</b>   |
| <b>Content:</b><br><br><b>(Know what...)</b> | <b>Does God exist?</b><br><br>Arguments for and against the existence of God, including:<br>Teleological argument<br>Ontological argument<br>Miracles   | <b>Is pilgrimage important?</b><br><br>Reasons why some people go on pilgrimage, using the examples of:<br>Hajj to Mecca (Islam)<br>Jerusalem and it's importance to Judaims, Christianity and Islam  |

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|  | <p>Evil and suffering<br/> Science - including believing in both science and religion</p>   | <p>The River Ganges<br/> Sikh worldviews and scripture concerning pilgrimage<br/> Lourdes, France</p>  |
| <p><b>Skills:<br/> (Know how...)</b></p> | <p>Explain arguments for and against God, using detailed evidence to support this (for example miracles).<br/> Evaluate and consider evidence in light of pupils' own worldview</p>   | <p>Explain reasons for pilgrimage, and contrasting arguments about what may be more important<br/> Use specific religious, historical and scriptural teachings about sacred places and journeys to support arguments<br/> Explore social science data regarding pilgrimage<br/> Philosophically think about the miracle stories associated with some pilgrimage sites<br/> Evaluate the usefulness or benefits of pilgrimage</p> |
| <p><b>Key vocabulary</b></p>             | <p>Theist<br/> Atheist<br/> Agnostic<br/> Teleological<br/> Ontological<br/> Miracles<br/> Religious Experience<br/> Evil<br/> Suffering<br/> Inconsistent Triad<br/> Genesis<br/> Evolution<br/> Big Bang<br/> Theory of the Expanding Universe</p>              | <p>Pilgrimage<br/> Hajj<br/> Mecca<br/> Sacred<br/> Jerusalem<br/> Interfaith<br/> Ganges<br/> Samsara<br/> Reincarnation<br/> Lourdes<br/> Miracle<br/> Cleansed<br/> Sins<br/> Healing</p>   |
| <p><b>Mid Term Assessment</b></p>        | <p>Four knowledge questions followed by an extended writing task:<br/> Does the complicated nature of the world prove God exist?<br/> Encouraging students to evaluate different philosophical arguments as well as their own worldview in relation to these.</p> |  |
| <p><b>End Term Assessment</b></p>        | <p>Four knowledge questions followed by an extended writing task:<br/> Is there evidence to support the existence of God? Encouraging students to evaluate different philosophical, religious and non-</p>  | <p>Final assessment of the year: four knowledge questions followed by an extended writing task: Should pilgrimage be compulsory for all religious people? Encouraging students to evaluate different</p>   |

religious arguments as well as their own worldview in relation to these perspectives.

religious responses, across and within religious traditions, as well as their own worldview in relation to these different perspectives.

## Additional information

### Homework

Homework is set once every two weeks.  
This is to be completed in students' books under a title: homework - unless otherwise specified.  
Homework will sometimes include revision for MUAs/EUAs

### Extra curricular and enrichment opportunities

Debate Club enriches students' argumentation and respectful disagreement skills

### Useful links that will support learning

<https://www.bbc.co.uk/bitesize/subjects/zh3rkat>  
<https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units>  
BBC 'Being...' Series - available on ERA

### How parents can support learning

Encourage philosophical questioning. Fostering curiosity and respect. Promoting respectful questioning, including 'Why?' or 'How do you know that?'

