

**Scheme of Work 2020 - 2021**  
**Subject: RE and Citizenship**

**Year Group: Year 8**  
**Express and mainstream**

Week	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	NC For RE: Links to aims, breadth and purpose	H/wk.	SMSC Codes
<p>1 Term for students begins Thurs 3rd September so 3rd - 4<sup>th</sup> only.  Possibly some disruption due to transition</p>	<p><b>L1: INTRO TO RE:</b> <b>What is RE?</b></p> <ul style="list-style-type: none"> <li>• Define what RE is and describe reasons we study it.</li> <li>• Identify the six major religions</li> <li>• Explain what the symbols for the main religions represent</li> </ul>	<p>Key terms: ethics, morality, traditions, beliefs, festivals</p> <ul style="list-style-type: none"> <li>• Do now: Prepare books. Pupils discuss and add to pre-prepared classroom contract/expectations and glue in</li> <li>• Define RE and key themes on thought map</li> <li>• Glue in the 6 symbols to go with each religion and explain ideas behind the symbols</li> <li>• Reflection: Watch for learning then q: Why do we study RE?</li> </ul>	<p>Why do we study RE?</p> <p>Why would this be a suitable symbol?</p> <p>Why use symbols?</p>	<p>Equip pupils with K &amp; U of a range of religions and worldviews</p>	<p>Doddle task</p>	<p>SMSC:  So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>
<p>2 7<sup>th</sup> Sep</p>	<p><b>INTRO TO RE: As above unless seen last week.</b></p> <p><b>If seen, move to next lesson below</b></p>			<p>Equip pupils with K &amp; U of a range of religions and worldviews</p>		<p>SMSC:  So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>

<p>3 14<sup>th</sup> Sep</p>	<p><b>L2: INTRO TO CHRISTIANITY</b></p> <p><b>What do Christians believe?</b></p> <ul style="list-style-type: none"> <li>• <b>Identify key features of Christianity</b></li> <li>• <b>Describe key features of Christianity</b></li> <li>• <b>Explain/evaluate key features of Christianity</b></li> </ul>	<p>Key terms: Followers, resurrected, denominations, Day of Judgement, Crucifix</p> <ul style="list-style-type: none"> <li>• Do now: identify the 6 major religions by symbols</li> <li>• Thought map what you know about Christianity – silent task</li> <li>• Scavenger hunt to complete chart on aspects of Christianity</li> <li>• Reflection – complete differentiated plenary questions/define key words</li> </ul>	<p>How did the death of Jesus save humanity?</p> <p>Why are certain symbols very important to Christians?</p>	<p>Articulate beliefs, values and commitments</p>	<p>Quiz 1</p>	<p>SMSC:  So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>
<p>4 21<sup>st</sup> Sep</p>	<p><b>L3: INTRO TO ISLAM</b></p> <p><b>Why is community so important in Islam?</b></p> <ul style="list-style-type: none"> <li>• <b>Describe some key features of Islam</b></li> <li>• <b>Explain what makes a good community</b></li> <li>• <b>Assess why community is important within Islam</b></li> </ul>	<p>Key terms: Monotheistic, Qu’ran, Muhammed, Allah, ummah, community, Sunni, Shi’a</p> <ul style="list-style-type: none"> <li>• Do now: Name and link these sporting celebrities</li> <li>• Scavenger hunt to find and complete missing words for fact sheet</li> <li>• Answer questions on community</li> <li>• Diamond 9 what makes a good community?</li> <li>• Explain why ummah is so important to Muslims and identify features of Sunni/Shi’a Muslims</li> <li>• Glue in 5 pillars sheet and label.</li> <li>• Reflection: Create word cloud on Islam</li> </ul>	<p>What fact has surprised you the most and why?</p> <p>Why is Ummah so important to Muslims?</p> <p>Why should we learn about Islam?</p>	<p>Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all</p>		<p>SMSC:  So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>

5 28 <sup>th</sup> Sep  <b>KEY EVENT</b> <b>Judaism:</b> <b>Yom Kippur</b> <b>on 28<sup>th</sup> Sep</b>	<b>INTRO TO JUDAISM:</b>  <b>Why is family important in Judaism?</b>  <ul style="list-style-type: none"> <li>Describe facts associated with Judaism</li> <li>Explain facts and symbols</li> <li>Explain features of Judaism today</li> </ul>	Key terms: Rabbi, Jerusalem, Torah, Synagogue, Star of David, Kosher, Hanukkah, Israel, Hebrew, Jewish  <ul style="list-style-type: none"> <li>Do now: Judaism word search/number definitions</li> <li>Use fact sheet to complete table</li> <li>Match the symbols to their definitions</li> <li>Highlight facts related to Judaism today</li> <li>Reflection: Explain 3 interesting facts about Judaism today and reasons for choices</li> </ul>	Which symbols do you consider the most important in Judaism?  What evidence is there that family is important in Judaism?	Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all	Doddle task	SMSC:  So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1
6 5 <sup>th</sup> Oct	<b>INTRO TO HINDUISM:</b>  <b>What are the main Hindu beliefs?</b>  <ul style="list-style-type: none"> <li>Identify the basic beliefs of Hinduism</li> <li>Explain Hindu beliefs and how they would affect a believer's life</li> <li>Compare the Hindu belief system to own belief system</li> </ul>	Key terms: Brahman, Ganesha, Puja, Mandir, Ahimsa  <ul style="list-style-type: none"> <li>Do now: Complete differentiated worksheet</li> <li>Create a fact sheet or leaflet about Hinduism according to set criteria</li> <li>Match the Hindu Gods to what they are responsible for</li> <li>Reflection: How are Hindu beliefs similar to our own? How are they different?</li> </ul>	Which Hindu beliefs would make the world a better place?  How do they compare to our own beliefs?	Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth		SMSC:  So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1
7 12 <sup>th</sup> Oct	<b>INTRO TO SIKHISM:</b>  <b>How do Sikh beliefs impact on their actions?</b>	Key terms: Mul Mantra (Mool Manta), Khanda symbol, Guru Nanak  <ul style="list-style-type: none"> <li>Do now: Complete 5ws task on Mahinder Singh Pujji.</li> </ul>	What similarities/links are there between Sikhism and other religions?  How have Sikh beliefs impacted on significant events in history?	Enquire into what enables different individuals and communities to live together	Quiz 2	SMSC:  So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1

	<ul style="list-style-type: none"> <li>• Describe facts associated with Sikhism</li> <li>• Explain how Sikh beliefs about God may affect behaviour</li> <li>• Make links between Sikhism, other faiths and history</li> </ul>	<p>Speculate how his actions link to Sikh beliefs</p> <ul style="list-style-type: none"> <li>• Discuss examples of Sikh soldiers in WW1/2 and. Link to Khanda symbol</li> <li>• Next to the lines in the Mul Mantra write what you think they mean and ideas about how this would affect Sikh behaviour</li> <li>• Watch for learning then Complete the 'guide to Sikhism' questions using resource pack</li> <li>• Reflection: Look at the answers, match to the image, give the question</li> </ul>		respectfully for the wellbeing of all		
8 19 <sup>th</sup> Oct	<p><b>INTRO TO BUDDHISM:</b></p> <ul style="list-style-type: none"> <li>• Describe the basic beliefs of Buddhism</li> <li>• Explain what Buddhism is</li> <li>• Judge whether Buddhism is a true religion</li> </ul> <p><b>FOR GROUPS SEEN IN FIRST WEEK, COMPLETE CONSOLIDATION LESSON (QUIZ/MULTIPLE CHOICE)</b></p>	<p>Key words: Meditation, mindfulness, Buddha, inner happiness</p> <ul style="list-style-type: none"> <li>• Do now: use images to ask questions about Buddhism. Write anything you already know on thought map</li> <li>• Watch for learning to add to thought map</li> <li>• Complete scaffolded questions using Buddhism info sheet</li> <li>• Optional puzzle activity</li> <li>• Reflection: In your opinion, should Buddhism be a true religion?</li> </ul>	<p>How can Buddhism be a religion without a God?</p> <p>How far is Buddhism a true religion?</p>	Articulate beliefs, values and commitments		<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>

**October Half Term break Mon 26<sup>th</sup> – Fri 30<sup>th</sup> Nov**  
**THIS HALF TERM WILL INCLUDE AP1 FOR YEAR 7 AND 8**  
**POTENTIAL WEEKS HIGHLIGHTED**

<p>9 2<sup>nd</sup> Nov</p> <p><b>Remembrance week so possible disruption</b></p>	<p><b>FESTIVALS: INTRO</b></p> <p><b>Why do people have religious festivals?</b></p> <ul style="list-style-type: none"> <li>• <b>Identify one reason for having religious festivals.</b></li> <li>• <b>Categorise the different reasons why we have religious festivals.</b></li> <li>• <b>Explain why the reasons fall into particular categories.</b></li> </ul>	<p>Key terms: religious festivals, tradition, polytheistic</p> <ul style="list-style-type: none"> <li>• Do now: Inference 5ws challenge</li> <li>• Use the images and watch for learning to state why festivals are important</li> <li>• Complete worksheet by colour coding reasons for festivals, drawing an image of what happens and explaining choice of category (there is a LA version)</li> <li>• Reflection: write a text to invite someone to a party based on a religious festival of choice – state why they should come</li> </ul>	<p>Why do so many religious festivals happen in the winter?</p> <p>What reasons are there for religious festivals?</p> <p>What similarities are there between religions for having religious festivals?</p>	<p>Explain ideas about how beliefs, practices and forms of expression influence individuals and communities</p>	<p>Doddle task</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>
<p>10 9<sup>th</sup> Nov</p> <p><b>Sikh FESTIVAL Diwali on 14<sup>th</sup> Nov (also Hindu observance)</b></p> <p>POTENTIAL AP WEEK FOR YEAR 7</p>	<p><b>FESTIVALS: SIKH</b></p> <p><b>Why is the ‘festival of lights’ so important to many people?</b></p> <ul style="list-style-type: none"> <li>• <b>Identify characters from the Diwali story.</b></li> <li>• <b>Describe the story behind the festival of Diwali.</b></li> <li>• <b>Explain the significance of light in the story.</b></li> </ul>	<p>Key terms: Diwali, symbolism</p> <ul style="list-style-type: none"> <li>• Do now: Circle phrases linked to light that are positive</li> <li>• Explain how this is a festival celebrated by Sikhs, but also Hindus. We will focus on other Sikh observances in more depth later in the school year.</li> <li>• Watch for learning to complete the table (5Ws)</li> <li>• Read the story and complete differentiated questions</li> <li>• Create top trumps cards for the characters from the Diwali story</li> </ul>	<p>Why is light usually seen as a positive thing?</p> <p>Why is light a predominant theme in so many religions?</p> <p>Explain why the Diwali is still such a popular time of celebration today.</p>	<p>Explain ideas about how beliefs, practices and forms of expression influence individuals and communities</p>		<p>SMSC: So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>

		<ul style="list-style-type: none"> <li>Reflection: Write a message for inside a 'Happy Diwali' card. It cannot contain the phrase 'Happy Diwali'/stretch Qs.</li> </ul>				
11 16 <sup>th</sup> Nov	<b>FESTIVALS: BUDDHISM</b>  <b>What messages are there in the story of Buddha?</b> <ul style="list-style-type: none"> <li>Identify key points of the story of Buddha</li> <li>Use key terms in description of how Buddha became Buddha</li> <li>Compare Buddhism to other religions</li> </ul>	key terms: Buddha, terminology, context, Enlightenment <ul style="list-style-type: none"> <li>Do now: Questions related to Buddha image</li> <li>Watch for learning to complete table</li> <li>Prioritise events most to least important</li> <li>Differentiated literacy task re middle path</li> <li>Reflection: Differentiated Wesak task</li> </ul>	How does Buddha's life story show us the 'middle path'?  Can you identify links between what you can learn from this story and other religions?  Does this festival (Wesak) carry an important message for the modern world?	Explain ideas about how beliefs, practices and forms of expression influence individuals and communities	Quiz 3	SMSC:  So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1
12 23 <sup>rd</sup> Nov  <b>POTENTIAL YEAR 8 AP WEEK</b>	<b>FESTIVALS: ISLAM</b> <ul style="list-style-type: none"> <li>Identify what Muslims do to celebrate Eid ul-Fitr</li> <li>Describe how Muslims celebrate the festival in the UK</li> <li>Explain why Muslims celebrate the festival and why it is important</li> <li>Analyse whether Ramadan and Eid are still relevant today</li> </ul>	Key terms: Eid ul-fitr, Ramadan, fasting, Eid Mubarak, sawm <ul style="list-style-type: none"> <li>Do now: What is happening here?</li> <li>Watch for learning to complete table on Eid/Ramadan</li> <li>Read 'Eid in London' by 13-year-old and complete differentiated letter task</li> <li>Create Eid ul-Futr greetings card based on criteria</li> <li>Reflection: In what ways is Eid still relevant today?</li> </ul>	How could giving up food and luxuries through daylight hours help you have empathy with those less fortunate than yourself?  How does this example show Eid is still relevant?	Explain ideas about how beliefs, practices and forms of expression influence individuals and communities		SMSC:  So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1

<p>13 30<sup>th</sup> Nov</p> <p><b>KEY EVENT</b> <i>Sikhism:</i> <i>Guru Nanak Day on 30<sup>th</sup> Nov</i></p> <p><i>In 2021, Ganesh Chaturthi is on September 10, was on Aug 22<sup>nd</sup> this year</i></p>	<p><b>FESTIVALS: HINDUISM</b></p> <p><b>Who is Ganesh and what is the festival of Ganesh Chaturthi?</b></p> <ul style="list-style-type: none"> <li>Identify what Hindus do to celebrate Ganesh Chaturthi</li> <li>Describe how Hindus celebrate the festival in Britain and India</li> <li>Explain why Hindus celebrate the festival and why it is important</li> </ul>	<p>Key terms: Ganesh, Ganesh Chaturthi</p> <ul style="list-style-type: none"> <li>Do now: Where do you think you get your intelligence from? Is intelligence important?</li> <li>Watch for learning to complete multiple choice questions.</li> <li>Complete the Ganesh storyboard</li> <li>Complete differentiated task sheet</li> <li>Reflection: Write a GANESH acrostic</li> </ul>	<p>Why is intelligence important?</p> <p>Is intelligence worth celebrating?</p> <p>Could festivities cause future environmental issues?</p> <p>Why might an elephant represent intelligence?</p>	<p>Explain ideas about how beliefs, practices and forms of expression influence individuals and communities</p>	<p>Doddle task</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>
<p>14 7<sup>th</sup> Dec</p> <p><b>KEY EVENT</b> <i>Judaism: 1st Day of Hanukkah on 11<sup>th</sup> Dec</i></p>	<p><b>FESTIVALS: JUDAISM</b></p> <p><b>Why and how do Jews celebrate their most important festivals?</b></p> <ul style="list-style-type: none"> <li>Describe the story of Hanukkah</li> <li>Explain the symbolism in the story of Hanukkah</li> <li>Analyse why light plays a large role in religious festivals</li> </ul>	<p>Key terms: Dreidel, Hanukkah</p> <ul style="list-style-type: none"> <li>Do now: Use the clues to define our investigation</li> <li>Watch the story of Hanukkah to complete table</li> <li>Re-order the story (mixed up) under time limit</li> <li>Follow the instructions to make a Dreidel or write the story of Hanukkah as a play</li> <li>Reflection: Identify 9 facts about Hanukkah to write on Menorah candles diagram</li> </ul>	<p>why do you think so many religious festivals focus on light? (link back to work on Diwali)</p> <p>Why does light provide such powerful symbolism?</p> <p>What symbolism does light provide in the story</p>	<p>Explain ideas about how beliefs, practices and forms of expression influence individuals and communities</p>		<p>SMSC: So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>
<p>15 14<sup>th</sup> Dec</p> <p><b>KEY EVENT:</b> <i>Christianity:</i></p>	<p><b>FESTIVALS: CHRISTIANITY</b></p> <p><b>Why is Christmas important to Christians?</b></p>	<p>Key words: Advent, Nativity</p> <ul style="list-style-type: none"> <li>Do now: What Christian festivals can you identify and what do you know about</li> </ul>	<p>Is advent just a commercial event to make money in the modern world?</p>	<p>Explain ideas about how beliefs, practices and forms of</p>	<p>Quiz 4</p>	<p>SMSC: So3, So6, So7, C1, C3, C5</p>

<p><b>Advent and Christmas during break</b></p>	<ul style="list-style-type: none"> <li>• Describe what advent and nativity involve</li> <li>• Explain how and why these events are celebrated by Christians</li> <li>• Assess the religious significance of Christmas in modern times</li> </ul>	<p>them? (During class feedback explain that Easter will be covered in more depth in April)</p> <ul style="list-style-type: none"> <li>• Watch for learning to complete differentiated challenge questions re advent.</li> <li>• Debate view that 'it's like Easter, about chocolate, so there's no point'</li> <li>• Read aloud the nativity story</li> <li>• Complete differentiated storyboard activities</li> <li>• Reflection: Explain view in response to statement</li> </ul>	<p>Explain why each event has special significance to Christians</p> <p>Explain why some people doubt this event could have really happened as it is written in the Bible.</p> <p><i>Reflection statement Q: 'It doesn't matter whether the story of the Nativity is accurate. People enjoying Christmas is all that matters'</i></p>	<p>expression influence individuals and communities</p>	<p>Sp1/2/3/5/9, M1</p>
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**Christmas break Monday 21<sup>st</sup> Dec – Tue 5<sup>th</sup> Jan**