

Year 8 Overview 2024-25 – RS

Date	Wk	Week	Units Studied & Learning Outcomes
8 weeks			
Tues 2-Sep	A	1	<p>Unit 1: Worship (8 lessons)</p> <p>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; <i>“We should close all places of worship down. They are pointless in today’s society”</i></p> <p>Lesson Sequence of Content</p> <p>Lesson 1: Know the difference between fact and belief</p> <p>Lesson 2: Know how and why people worship</p> <p>Lesson 3: Know where people worship (Christian) (PA)</p> <p>Lesson 4: Know where people worship (Muslim)</p> <p>Lesson 5: (A classes only) Evaluate the importance of having a place of worship (TAT)</p> <p>Lesson 5: (B classes only) ST1 Assessment (PA)</p> <p>Lesson 6: (A classes only) ST1 Assessment</p> <p>Lesson 6: (B classes only) Evaluate the importance of having a place of worship (TAT)</p> <p>Lesson 7: ST1 and TAT feedback</p> <p>Lesson 8: Flipped Learning- Pilgrimage documentary</p>
9-Sep	B		
16-Sep*	A	2	
23-Sep	B		
30-Sep	A	3	
7-Oct	B		
14-Oct	A	4	
21-Oct	B		
Half-Term 7 weeks			
4-Nov	A	5	<p>GW: Students can recall where Christians and Muslims worship, and describe different ways people worship</p> <p>BI: Students can describe different ways in which people worship or explain how and why people worship, using specific examples to support</p> <p>EW: Students can evaluate the importance of having a place of worship and whether or not they are necessary in today’s society</p>
11-Nov	B	5 ST1	
18-Nov	A	6 ST1	
25-Nov	B	6	
2-Dec	A	7	
9-Dec	B		
16-Dec	A	8	
Christmas Holiday 6 weeks			
6-Jan	B	8	<p>Unit 2: Pilgrimage (6 lessons)</p> <p>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; <i>‘Going on a pilgrimage is no different to going on a holiday’.</i></p> <p>Lesson Sequence of Content</p> <p>Lesson 1: Know what it means to go on a pilgrimage (SA)</p> <p>Lesson 2: Know how and where Hindus Pilgrimage (PA)</p> <p>Lesson 3: Know how and where Muslims Pilgrimage (SA)</p> <p>Lesson 4: Know how and where Christians Pilgrimage</p> <p>Lesson 5: (A week classes only) Know how and where different Sikhs Pilgrimage (TAT)</p> <p>Lesson 5: (B week classes only) Pilgrimage (ST2)</p> <p>Lesson 6: (A classes only) Pilgrimage (ST2)</p> <p>Lesson 6: (B week classes only) Know how and where different Sikhs Pilgrimage (TAT)</p>
13-Jan	A	1	
20-Jan	B		
27-Jan	A		
3-Feb	B	2	
10-Feb	A	3	
Half-Term 6 weeks			
25-Feb	B	3	<p>GW: Students can define the word pilgrimage and state where different religions go on a pilgrimage.</p> <p>BI: Students can describe different places of pilgrimage and give reasons why they may go there.</p>
3-Mar	A		
10-Mar	B	4	

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

17-Mar	A		EW: Students can explain the importance of pilgrimage, justified with reasons, and consider the impact of a pilgrimage on a religious believer.						
24-Mar ST2	B ST2								
		5							
			<table border="1"> <thead> <tr> <th>Prior (Y7)</th> <th>Current (Y8)</th> <th>Next (Y10)</th> </tr> </thead> <tbody> <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> </tbody> </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)							
31-Mar ST2	A	6							
Easter Holiday		5 weeks							
22-Apr	B	6	Unit 3: Rites of Passage and Sacraments (6 lessons) 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>						
28-Apr	A								
5-May	B	1							
12-May	A		Lesson Sequence of Content Lesson 1: Explore the different stages in life and how they are celebrated (religious and secular) Lesson 2: Birth and Coming of Age Rites Lesson 3: Death Rites and TAT Lesson 4: Being Muslim (SA) Lesson 5: Being Hindu (SA) Lesson 6: Being Sikh (SA)						
19-May									
	B	2							
Half-Term		7 weeks							
2-Jun	A		GW: Students can identify different stages in life and describe how they are celebrated. They can categorise them as religious or secular. BI: Students can describe a religious rite of passage including what happens during the ceremony and why. EW: Students can explain the importance of rites of passage for religious believers. Some may evaluate the impact of these ceremonies on religious believers today.						
9-Jun	B	3							
16-Jun	A								
23-Jun	B	4							
30-Jun	A								
7-Jul	B	5							
14-Jul			<table border="1"> <thead> <tr> <th>Prior (y7)</th> <th>Current (y8)</th> <th>Next (y9)</th> </tr> </thead> <tbody> <tr> <td>Religious ceremonies and symbolism</td> <td>Rites of passage and sacraments: how they are performed and why</td> <td>Impact of religion. Rules around relationships and afterlife</td> </tr> </tbody> </table>	Prior (y7)	Current (y8)	Next (y9)	Religious ceremonies and symbolism	Rites of passage and sacraments: how they are performed and why	Impact of religion. Rules around relationships and afterlife
Prior (y7)	Current (y8)	Next (y9)							
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							

* INSET 24th Feb

* Easter Monday 21st April

* Early May Bank Holiday 6th May

*SJBF INSET 4th July

Based on your Flight Path	
GW: (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.
BI: (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.
EW: (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.

Based on your Flight Path
(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 creation stories.