

ASHTON COMMUNITY SCIENCE COLLEGE: RE CURRICULUM

Year 8 – Where can we find guidance on how to live?

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Knowledge	<p><u>Topic:</u> "What is our duty?"</p> <ul style="list-style-type: none"> What are 'ultimate questions?' Is duty a shared human experience? To investigate the role of the Trimurti To investigate the role of duty/dharma in relation to samsara. To explore how duty varies throughout the Hindu Caste System To explore the concept of duty as expressed through the story of Arjuna. To explore the impact of Arjuna's duty on the life and beliefs of Gandhi To evaluate whether Arjuna's duty is to fight or not. What can we learn from Hinduism about duty? 		<p><u>Topic:</u> "Is all life unsatisfactory? If so, can it be overcome?"</p> <ul style="list-style-type: none"> Is suffering a shared human experience. The Four Sights and the Three Marks of Existence/Universal Truths The Four Noble Truths Enlightenment The Eightfold Path Meditation What can we learn from Buddhism about life? 		<p><u>Topic:</u></p> <ul style="list-style-type: none"> Is service a shared human experience? Service at the foundations of Sikhism Serving Waheguru Service by the Gurus Focus on the service of Guru Gobind Singh and the Khalsa Service in the Gurdwara Types of service The langar Service outside the Langar What can we learn from Sikhism about life? 	
Skills/ application of knowledge	<ul style="list-style-type: none"> Asking questions of meaning; identify concepts; evaluate impact; interpret religious symbolism; listening; Evaluative writing; teamwork, retention and retrieval; listening; retelling, interpret; 		<ul style="list-style-type: none"> Asking questions of meaning; reflect on feelings, experience, and ultimate questions; make links with discern differences between different traditions; use specialist vocabulary accurately and consistently; Evaluation; justifying a position; Empathy 		<ul style="list-style-type: none"> Asking questions of meaning; identify concepts; evaluate impact; interpret religious symbolism; listening; Evaluative writing; teamwork, retention and retrieval; listening; retelling, interpret; 	
Links to prior learning	<p>Lea Community, Roebuck: Year 6 reincarnation, karma, the 4, ashramas, Is there one journey or many?</p> <p>Ashton Primary: Hinduism If life is like a journey, what is the destination?</p> <p>Learning Journey Grid; beliefs about God (from Year 7 term 1 – God unit - lesson 10);</p>		<p>Lea Community: Year 6 - The Buddha, The Four Noble Truths. The Eightfold path.</p> <p>Ashton Primary and the Roebuck: Year 6 – Buddhism - What do we mean by 'a good life'?</p> <p>From Year 7 term 1 – God unit - what is God like in different religions.</p> <p>From year 8 term 1 a - key concepts of karma, dharma, samsara, reincarnation</p>		<p>The Roebuck, Ashton Primary and Lea Community: Year 4/5 Sikhism - How do Sikhs express their beliefs and values?</p> <p>The five K's: Equality; The Gurdwara; Why are the Gurus important to Sikhs?</p>	
Assessment	<p>Baseline and review test given at start and end of unit (and throughout) to show knowledge.</p> <p>Ongoing Assessment through Learning Journey Grids</p> <p>All PPTs have green pen self-marking slides where appropriate.</p> <p>Final assessment is teacher marked - Formative assessment: Should Arjuna Fight?</p>		<p>Baseline and review test given at start and end of unit (and throughout) to show knowledge.</p> <p>Ongoing Assessment through Learning Journey Grids</p> <p>All PPTs have green pen self-marking slides where appropriate.</p> <p>Final assessment is teacher marked - Formative assessment: Is All Life Suffering/unsatisfactory?</p>		<p>Baseline and review test given at start and end of unit (and throughout) to show knowledge.</p> <p>Ongoing Assessment through Learning Journey Grids</p> <p>All PPTs have green pen self-marking slides where appropriate.</p> <p>Knowledge test (cumulative)</p> <p>50 questions based on year 7 term 1, 2 and 3 and year 8 term 1, 2 and 3</p>	