

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group

Ensuring that end points & NC/spec are covered

Identifying what assessments are planned and when

Allowing for whole academy intent priorities to be planned for

Religious Education - YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Where do we look for God	Suffering			Buddhism	Hinduism
Unit length:	7 lessons	7 lessons			6 lessons	6 lessons
Key concepts:	<ol style="list-style-type: none"> 1. Introduction 2. Where do we start 3. How do people experience God 4 and 5. The Design Argument. 6. The Cosmological Argument. 7. Assessment 	<ol style="list-style-type: none"> 1. Evil and Suffering 2. The Fall 3. Job 4. The Devil 5 and 6. The Problem of Evil. 7. Assessment 	During these terms students study the character curriculum		<ol style="list-style-type: none"> 1. The Wheel of Life. 2. Buddhist Worship 3. Wesak Festival. 4. Buddhist daily life and moral codes 5. Significant places 6. Symbolism in Buddhism 7. Summative Assessment. 	<ol style="list-style-type: none"> 1. Origins of Hinduism 2. Hindu beliefs about God. 3. Karma and rebirth. 4. Features of a Hindu Temple. 5. Hindu Worship. 6. Significant places for Hindus. 7. Summative Assessment
Knowledge/ Skills:	To develop understanding of the topic and be able to explain the different concepts and to develop analytical skills in evaluating key beliefs.	To develop understanding of the topic and be able to explain the different concepts and to develop analytical skills in evaluating key beliefs.			To develop understanding of the topic and be able to explain the different concepts and to develop analytical skills in evaluating key beliefs.	To develop understanding of the topic and be able to explain the different concepts and to develop analytical skills in evaluating key beliefs.
End points covered:	Develop students understanding of their	Develop students understanding of their			Develop students understanding of their	Develop students understanding of their

	own personal development, both in terms of physical development and academic development Develop student's ability to confidently express their own opinions and beliefs whilst appreciating other's beliefs and conventions	own personal development, both in terms of physical development and academic development Develop student's ability to confidently express their own opinions and beliefs whilst appreciating other's beliefs and conventions			own personal development, both in terms of physical development and academic development Develop student's ability to confidently express their own opinions and beliefs whilst appreciating other's beliefs and conventions	own personal development, both in terms of physical development and academic development Develop student's ability to confidently express their own opinions and beliefs whilst appreciating other's beliefs and conventions
NC/Spec coverage:	SACRE Agreed Syllabus	SACRE Agreed Syllabus			SACRE Agreed Syllabus	SACRE Agreed Syllabus
Cross-curricular links:	Literacy	Literacy			Literacy	Literacy
Assessments:	Formative-explanation /evaluation of a key concept of a key belief Summative-Knowledge quiz and exam questions.	Formative-explanation /evaluation of a key concept of a key belief Summative-Knowledge quiz and exam questions.			Formative-explanation /evaluation of a key concept of a key belief Summative-Knowledge quiz and exam questions.	Formative-explanation /evaluation of a key concept of a key belief Summative-Knowledge quiz and exam questions.
<i>Other academy intent priorities</i>						
Curriculum Careers - Gatsby 4	Understanding of roles in society and different cultural differences and how this may link to Jobs or employment. Building employability skills of communication and debating skills.					

Culturally rich – broadening horizons	Opportunities to visit religious sites in the local community. Opportunities for external speakers to come into the academy.
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