



YEAR 8 Summer 1 & 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Ultimate Questions



Curriculum Intent	<p>Why do we teach this to students?</p> <p>To develop on the philosophical learning and the key questions of 'why am I here' 'Why do we suffer' 'What happens after we die?' that took place in the Yr 7 unit 'The Island'. Students will be introduced to philosophical ideas such as causation and design as well as alternative philosophical and humanist views.</p>
Skills/Assessment objective links	<p>Why do we teach this now?</p> <p>Students will have already explored philosophical questions within the Yr 7 'The Island' Unit of work. This unit further extends that learning but looking at other philosophical questions and understand that these questions cannot be proven to be fact but there are in fact various different religious/non-religious responses. Students are provided with religious teachings on these questions that can be drawn upon in subsequent thematic units and other religion focused units of work.</p> <p>Links to the Oldham Local Agreed Syllabus: Links to the Manchester Diocesan Agreed Syllabus:</p> <p>3.4 – Is death the end? 3.5 – Why is there suffering? 3.6 – What happens when we die? 3.11 – Why is there suffering?</p>
	<p>Specification aims:</p> <p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. (Manchester Diocesan Agreed Syllabus)</p> <p>Assessment Objectives:</p> <p>As the most up to date document out assessment objectives are taken from our Locally Agreed Syllabus. These reflect the 3 main assessment objectives of our diocesan agreed Syllabus.</p> <p>Make sense of a range of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none"> - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary; - explain how and why these beliefs are understood in different ways, by individuals and within communities; - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation. <p>Understand the impact and significance of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none"> - examine and explain how and why people express their beliefs in diverse ways; - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world; - appreciate and appraise the significance of different ways of life and ways of expressing meaning. <p>Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:</p> <ul style="list-style-type: none"> - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses; - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response; - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.
Spiritual, moral, social, and cultural development	<p>SMSC: Spiritual: The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them. Moral: acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Cultural: understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p> <p>PSHE: Tackling religious discrimination</p> <p>British Values: Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p>Skills Builder: Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
Numeracy	<p>Students will explore statistics through their learning on the right to fair trial</p>
Literacy	<p>Vocabulary Tier 2: explain, cause, effect, fact, opinion, belief, creation, science, heaven, hell, ultimate question</p> <p>Vocabulary Tier 3: Philosophical, atheist, theist, agnostic, natural evil, moral evil, omnipotent, omnibenevolent, First Cause, Design, moksha, karma, impermanence, enlightenment, purgatory, Mexican Day of the Dead</p> <p>Reading: Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand.</p> <p>Writing: Religious Studies is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on explaining their own views and beliefs as well as those of others.</p> <p>Oracy: Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.</p>
Becoming future ready	<p>RS students develop:</p> <ul style="list-style-type: none"> - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views

	<ul style="list-style-type: none"> - the ability to work methodically and accurately - independence of mind and the ability to think for yourself. 			
Adaptation	Throughout this topic, quality first teaching will provide differentiation:			
QFT/SEND Provision	<p>By product: differential outcomes using must, could, should.</p> <p>By resource: PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge.</p> <p>By Intervention: by providing different levels of supervision and support, revision drop ins, catch up sessions.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender and behaviour</p> <p>By Task: Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p>			
Implementation Curriculum Delivery	#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:	This will be developed in:
Learning Outcomes (Knowledge)	1	P4C	New content	L2 – L8: Discussions in all lessons when explaining to students that there is no answer to the questions
		To understand what a philosophical question is. <ul style="list-style-type: none"> - To know that an ultimate question has no answer/many answers - To understand that religion/other world views attempt to provide some answers to ultimate questions 		
	2	Am I caused?	Yr 7 The Island: New concept will develop conversations from the Island – why are we here.	L3: The first cause argument further supports the argument of design. L4: Do scientific theories support religion when it comes to how the world began.
		To explain if we were caused to exist <ul style="list-style-type: none"> - To know Thomas Aquinas came up with the First Cause argument. - To know that the First Cause argument states that everything has a cause but there must be an uncaused cause, which is God. Ext: Scripture: Genesis 1: 27		
	3	Am I designed? + KAT	Yr 7 Big Bible Stories L1: Further extending knowledge of creation.	L4: Does science coincide with religion. L5: If God designed the world, why is there evil and suffering. The skill of supporting arguments, counter supporting arguments and conclusion will be used in summative and formative assessment at KS3. Key focus in Yr 8 is to ensure pupils are competent in supporting arguments and counter supporting arguments before moving onto the skill of conclusions in Yr 9.
		To explain if we are here by design. <ul style="list-style-type: none"> - To know that William Paley came up with the Design argument - To know that the analogy of the watch is used by William Paley to support his argument - To know that the Design argument is that the world is so complicated that it must have had a designer and that designer is God. - To know that William Paley also uses the eye to demonstrate the Design argument - To know that Tennant uses the fine tune argument to demonstrate the argument - To know Isaac Newton uses the thumb print to demonstrate the argument - To understand how Psalm 139: 13-16 supports the Design argument KAT: Explain 'The world must have been designed as everything is too complicated to be here by accident.'		
	4	How does science support religion?	L2 and L3: developing knowledge of whether science and religion coincide	L5: The problem of evil and suffering if God is omnipotent and omnibenevolent.
		To explain if science and religion are in conflict on creation. <ul style="list-style-type: none"> - To know what that the Big Bang theory is that the universe started with an incredibly small, hot, dense something – a singularity which expanded over the next 13.8 billion years. - To know that the Big Bang and religion do not need to be in conflict and some theists do believe that this could have been caused by God 		

		<ul style="list-style-type: none"> - To know what evolution is a theory that says the process by which different kinds of living organism are believed to have developed from earlier forms during the history of the earth. - To know that evolution is and religion do not need to be in conflict with theistic views. 		
	5	Problem of evil To know the difference between moral and natural evil. To consider how the existence of evil and suffering in the world may lead to reject a belief in God. <ul style="list-style-type: none"> - To know that moral evil is evil caused by humans. - To know that natural is evil caused by nature. - To know that evil leads people to question God's omnibenevolence and God's omnipotence. - To know examples of natural and moral evil - To know what arguments can be used to defend God - To know that Christians defend God by saying he knows best - To know that Christians defend God by saying it is free will (it is caused by humans and not God) - To know that Christians defend God by saying it is a test of faith 	Yr The Island - L5: Where is God? Why have we been left here. Yr 7 Big Bible Stories L2: the fall and original sin	Y9 The Holocaust – L4: Where was God? GCSE Christian Beliefs: The problem of evil.
	6	Can we exist after death? To explain why people believe in life after death and if the now is more important. <ul style="list-style-type: none"> - To know people can exist after death as a spirit through rebirth, resurrection and by living on through others. - To know the Christian view that the actions in this life can affect the afterlife. - To know the Humanist belief that life is not a dress rehearsal and what we do now is the only thing that we can be certain of. 	Yr The Island – L7: what happens when we die	L8: Extend knowledge on life after death views from a Christian perspective GCSE Christian Beliefs and Jewish Beliefs: The Afterlife
	7	Christian Beliefs on Life after Death To explain the Christian belief in life after death. <ul style="list-style-type: none"> - To know that the Bible says that whoever believe sin God will have eternal life (John 5:24) - To understand that the Bible states 'my Father's house has many rooms' (John 14:1) - To know that parable of the sheep and goats teaches us that God will judge us on our actions. - To know the Christian concepts of heaven, hell, purgatory, resurrection and judgement. 	Yr The Island – L7: what happens when we die L6: Extending knowledge by understanding what happens after we die according to Christianity	L8: Further develop learning by looking at Christian beliefs on life after death and the Mexican Day of the Dead. GCSE Christian Beliefs: Life after Death
		Alternative Beliefs on Life after Death		

		<p>To explain different views on life after death.</p> <ul style="list-style-type: none"> - To know that Hindus' believe in reincarnation (soul moves onto another body) - To know that Buddhists believe in rebirth (to know Buddhists believe in the cycle of birth, death and rebirth) - To know that Humanists believe that there is no life after death - To know that the philosophical view is that the afterlife is shaped by our own memories and wishes. 	L6 and L7: further extending learning on the afterlife	<p>L8: Further developing learning in the afterlife by learning about the Mexican Day of the Dead</p> <p>GCSE Christian Beliefs and Jewish Beliefs: The Afterlife</p>
Current learning to be developed in the future within:	<p>See the table above which explains the sequencing of lessons, detailing where the learning will be developed.</p> <p>This unit develops pupils understanding of philosophical questions so they have an understanding that answers to these questions cannot be proven. Furthermore, students are provided with religious teachings on these questions that can be drawn upon in subsequent thematic units and other religion focused units of work.</p>			
Assessment	<p>Students will be formatively assessed through knowledge checks, key word checks, and being asked to explain their ideas. As we move through Year 8 we are focusing on developing, in detail how students can explain the views of others as well as their own. This content will be summatively assessed in the 2 Summative assessments this year.</p>			
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>			