

## Year 8 Social and Religious Studies

In Year 8 students will study four units which consider animal rights, role models both within and outside of religion, Christian beliefs, Islamic beliefs and practices. Through studying these units students will develop a knowledge of world religions as well as further their ability to create an explained, informed opinion on a variety of moral issues.

### Methods of deepening and securing knowledge:

<b>Knowledge testing</b>	We have carefully selected the information that students should remember in the long term. Regular knowledge tests in lessons will allow students to practise remembering and using this knowledge, this will continue throughout Key Stage 3.
<b>Knowledge organisers</b>	Each unit has a knowledge organiser which tells students the key information for each unit. This will be the focus of the knowledge tests and highlights what students need to remember long term.
<b>Revisiting prior learning</b>	Our SRS curriculum is designed to ensure that students regularly revisit themes and knowledge which they have studied before. In Year 8, for example, our study of the Islamic and Christian beliefs revisits and develops their learning from Year 7.

	Theme 1	Theme 2
<b>Topic(s)</b>	<p><b>May the force be with you</b></p> <p>In this unit of work students will be studying the rights of animals and developing their opinion on how they should be treated by humans. This will build on work completed in the human nature theme in Year 7. Students will explore a range of issues including hunting, vivisection and the use of animals for entertainment.</p>	<p><b>Inspiration</b></p> <p>In this unit students will complete their mission for the theme by studying key role models such as Jesus, Martin Luther King, Gandhi and Mala and create a presentation about their own role model.</p>
<b>Assessment</b>	<p>Task One: five mark question - explain beliefs about the value of animals.</p> <p>Task Two: menu style activity task to consolidate learning.</p> <p>Task Three: knowledge test.</p>	<p>Mission - create a presentation of a religious and non-religious role model.</p>

CEIAG <i>(Careers that are linked to that topic)</i>		Students consider personal role models and how these can impact lives and future decisions.
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		Theme 3	Theme 4
Topic(s)	<b>Innovation and enterprise</b>  In this unit students will build on knowledge gained in Theme 3 of Year 7 where they studied Islamic and Christian beliefs. Students will continue to learn key beliefs from both religions and complete an essay at the end of the unit where they will compare and contrast similarities and differences between the two religions.	<b>Changes</b>  In this unit students will learn about key practices within Islam, focused around the five pillars and link them to their key beliefs.	
Assessment	Task One: create an essay exploring the core beliefs of Islam and Christianity and consider their similarities and differences. Task Two: knowledge test.	Task One: five mark question - explain the importance of prayer in Islam. Task Two: twelve mark question 'Salah is the most important pillar' do you agree or disagree with this statement? Task Three: knowledge test.	
CEIAG <i>(Careers that are linked to that topic)</i>			

Independent Study
<p>Most of the independent study in Year 8 will be one of the following:</p> <ul style="list-style-type: none"> <li>● Learning independent study, in which students will spend time committing important information to memory.</li> <li>● Preparing and completing larger tasks such as the menu style task in theme one.</li> </ul>