



# ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

## EP Scheme of Learning

### Year 8– Term 3/Topic Festivals

#### Intent – Rationale

Students will examine three festivals from different religions to understand the importance that Festivals have for religious believers. The festivals to be investigated are the Jewish festival of Shabbat, the Hindu festival of Holi and the Islamic festival of Ramadan and Eid ul Fitr. By the end of the unit students will be able to evaluate the importance of festivals, recognise similarities and differences between major festivals and apply this knowledge to their own festival.

<b>Sequencing – what prior learning does this topic build upon?</b>	<b>Sequencing – what subsequent learning does this topic feed into?</b>
Year 7 Hinduism introduction to some of the key beliefs Year 8 Charity (students learn about one of the Five Pillars of Islam which is Zakah)	Year 10 Islamic beliefs and Ramadan/Zakah
<b>What are the links with other subjects in the curriculum?</b>	<b>What are the links to SMSC, British Values and Careers?</b>
Geography students will be discussing India/Middle East	Students will be able to appreciate a range of different cultures which exist in Britain and be able to understand the importance of festivals to the religions studied in this unit (C2) Students can develop a fascination for learning about others and the world around them (S2) Students should develop an awareness of the importance of expressing faith and show tolerance of others with differing views (SO3) Students can develop their creative skills through the design of their own festival (SP3) Mutual respect will be developed through a greater understanding of why religious believers celebrate in a particular way (BV4)
<b>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</b>	<b>What are the opportunities for developing mathematical skills?</b>
Key words, reading a variety of texts and discussion activities with peers, group work and speaking and listening skills	•



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## EP Scheme of Learning

### Year 8 – Term 2

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?		
<b><u>Know</u></b>		
Students will be able to describe Shabbat and explain what happens, they will explain what happens during Ramadan and they will be able to explain the Hindu festival of Holi and the Sikh festival of Vaisakhi		
<b><u>Apply</u></b>		
Students will be able to explain the importance of Shabbat to Jews today. They will be able to make links from Ramadan to the Muslim festival of Eid ul- Fitr. Students will be able to give reasons why Hindus celebrate Holi and why Sikhs celebrate Vaisakhi		
<b><u>Extend</u></b>		
Students will be able to recognise key similarities and differences between the festivals and also be able to explain why festivals are important to both religious and the non-religious. Students will apply their knowledge to design their own festival.		
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?	
<b>Festival</b> <b>Shabbat</b> the holy day of rest for the Jews <b>Kiddush</b> a prayer said at the start of a Shabbat service <b>Havdalah</b> a ceremony which draws Shabbat to a close <b>Synagogue</b> a Jewish place of worship <b>Torah</b> the five books of the law, given to Moses by God <b>Mitzvah</b> the obligations or duties required of Jews	<b>Ramadan</b> ninth month of Islamic calendar and a time when Muslims will fast <b>Eid ul-Fitr</b> festival at the end of Ramadan <b>Zakah</b> payment made annually Sadaqah a voluntary contribution <b>Mosque</b> Muslim place of worship <b>Qur'an</b> Muslim holy book revealed to Muhammed	Students will be assessed on their understanding of Holi by completing a poster Their understanding of Ramadan and Eid be will assessed through a written piece of work. Students will design their own festival incorporating their knowledge of the three main festivals studied and also explaining the importance of festivals and the impact of festivals.
<b>Holi</b> Hindu festival that celebrates the coming of Spring <b>Holika</b> sister of King Hiranyakashyapu <b>Prahlad</b> son of King Hiranyakashyapu <b>Mandir</b> Hindu place of worship <b>Caste</b> a division based upon a person's occupation	<b>Vaisakhi</b> The Sikh festival marking the start of the new year; it also remembers the foundation of the Kalsa by Guru Gobind Singh in 1699 <b>Nagar Kirtan</b> parade during Vaisaki celebrations <b>Khalsa</b> community of Sikhs <b>Gurdwara</b> Sikh place of worship	



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## Intent – Concepts

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
<p>What is a festival and why are they important?</p> <p>What is Shabbat and why is it important to Jews?</p>	<p><b>Starter</b>-In pairs, students can jot down as many festivals as possible.            Questions asked can be;            What do these festivals have in common?            How are they celebrated?            Students should be able to come up with ideas such as, people attend their place of worship, food is important, they spend time praying, reflecting on their religion, music, spend time with family/friends.            Students should jot down these ideas in their exercise book.  <b>Shabbat</b>-watch a clip from BBC bitesize (Key Stage 3 Religious Studies Judaism Beliefs) the link is on the PowerPoint Shabbat 1.            This will give students a brief overview of Shabbat.            Question sheet available to go with the clip.            Students will then think about their family and what makes a day special for them (this does not need to be shared). They need to consider what they were not doing-work, watching television etc.  <b>What makes Shabbat special?</b>            Group work to research Shabbat-each group will take an aspect of the day, produce a poster/information sheet to present to the rest of the group who will have a sheet to write down the information.            Can be done as a market place activity as well.  <b>Plenary</b> Jeopardy or Diamond nine ranking exercise ‘Is Shabbat important’?</p> <p><b>Starter</b> Write a list of everything you ate yesterday.            You must include everything from main meals to a single crisp from a friend’s packet.            Define the key words associated with Ramadan (slide 3 on the PowerPoint)            Read through the Night of Power.            Students will complete a living graph based on the story.            Watch the clip <a href="https://www.truetube.co.uk/film/great-british-ramadan">https://www.truetube.co.uk/film/great-british-ramadan</a> and think of an answer to these three questions;            Why do Muslims fast? Who should fast?</p>	<p>Completed list of festivals Completed poster /completed sheet with the main points about Shabbat filled in.</p>	<p>Question and answer on Shabbat  <a href="#">Detail on information sheet produced for presentation</a>  <a href="#">Clear understanding demonstrated of the importance of Shabbat</a></p>	<p>Students need to think about their family and what makes a day special for them (this does not need to be shared). They need to consider what they were not doing-work, watching television etc</p>	<p>EP Year 8 folder            Festivals            Folder Shabbat</p>



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<p>Why do Muslims celebrate Ramadan?</p>	<p>What do Muslims believe about Ramadan? Using an extract from Nadia, a young Muslim girl, ask the students what issues there might be for a Muslim in this country at Ramadan. Ask students to create a poster/write a letter on Ramadan explaining what it is and why it is important to the Islamic community. <b>Plenary</b> ask students to jot down one piece of information about Ramadan they have learnt and share with their partner.</p>	<p>Correct definitions written in exercise book, completed living graph and answers to the two key questions; Why do Muslims fast? What do Muslims believe about Ramadan?</p>	<p>Question and answer on the living graph results <b>Some students will be able to choose two events in Muhammad's life and explain why he felt as he did at that point.</b> <b>Some will be able to make links with the actions of Muslims today to the events in the life of Muhammad.</b></p>	<p>Complete poster/letter to a non-Muslim explaining the main beliefs about Ramadan and why Muslims believe it is important.</p>	<p>EP Year 8 folder Festivals Folder Ramadan</p>
<p>How is Eid-ul-Fitr celebrated at the end of Ramadan?</p>	<p><b>Starter</b> ask students to think about how they feel about Christmas Eve. Muslim children feel the same way the night before Eid begins. <b>Explain the meaning of the key words:</b> <b>Eid ul-Fitr</b> which means "the festival of fast-breaking" and marks the end of Ramadan and the month-long fast. <b>Zakat</b> One of the Five Pillars of Islam – the duty to give to charity. <b>Sadaqah</b> Voluntary contributions to charity that a Muslim might make in addition to Zakat. Read through/show information about Eid (PowerPoint available) Short film available about Eid with a question sheet available (link is on the PowerPoint) Students can complete a storyboard to explain Eid. There are two versions available (one with sentences and one without) <b>Plenary.</b> Eid ul-Fitr is a popular time for Muslims to give to charity, because they have just had a month of knowing what it feels like to be hungry. How could they help?</p>	<p>Completed question sheet Completed storyboard</p>	<p>All students should be able to answer the questions on Eid after seeing the short film. <b>Storyboard -more detail and explanation will be given</b> <b>Add their own ideas for how they can their chosen charity.</b></p>	<p>Students to bring in some images which they can use with their Holi poster.</p>	<p>EP Year 8 folder Festivals Folder Ramadan</p>
<p>Why do Hindus</p>	<p><b>Starter</b> Watch the YouTube clip showing Holi (on PowerPoint in the Holi folder) Ask students what they think is happening and why.</p>	<p>Completed card sort/missing word exercise</p>	<p>Holi poster which explains some of what Holi is and why it is celebrated (the story of Prahlad) <b>An explanation of how Holi is celebrated by Hindus</b></p>	<p>To complete their Holi poster</p>	<p>EP Year 8 folder Festivals Folder Holi</p>



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celebrate Holi?	<p>Discussion about colours and how they make you feel. Go through the story of Prahlad and Holika which is one of the explanations why Hindus celebrate Holi. Students can do a card sort activity/a missing word summary to ensure they understand the story. Discuss the concept of equality and how Holi addresses this (a short explanation of the Caste system may be necessary). Students need to produce a poster explaining the Holi festival. Marked according to learning path criteria.</p>	Completed Holi poster	An explanation of equality and how it is shown at Holi		
Why do Sikh's celebrate Vaisakhi?	<p><b>Starter</b> Watch YouTube clip showing the Sikh Nagar Kirtan parade (the video is very long and so be selective of the clips shown <a href="https://www.youtube.com/watch?v=SpNzgXC4h00">https://www.youtube.com/watch?v=SpNzgXC4h00</a>). Select a few minutes to show to students. Ask students to first of all close their eyes and see if students can predict what is going on based of what they can hear. Show further clips and ask students to note down what can they see and hear- prediction what is going on and why. Discuss student observations- identify the Sikh religion and that witnessed was a procession (Nagar Kirtan) at the Sikh festival of Vaisakhi. Highlight links to the Hindu faith. Explain the origin of the festival using the bbc bitesize video to support <a href="https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/z6qgy9q">https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/z6qgy9q</a> Challenge: students to note key words and definitions To check understanding students are to arrange the class storyboard. Class mark against the answers (given on the webpage and PowerPoint). Task- students are to write an invitation to a non-Sikh for the celebration of Vaisakhi. Focus should be upon what happens and why, explaining if the guest should bring anything or wear anything special. Extra information to be given to pupils from pg 220 explore RE, and additionally pupils may use the internet. -have a class competition for the best invitation based upon fitting the task criteria and the most creative invitation- based of the invitations would students attend the celebration? Teacher to select top 5 and then class vote-merits to be awarded! Play Sikh music or further clips from the first video to help with creating the atmosphere of the festival. Plenary- class to organise the storyboard from the beginning of the lesson, this time with no prompts (i.e blank cards).</p>	Completed invitation. Correct key definitions in exercise of key terminology from the video.	<p>Verbal answers given through differentiated questioning throughout the lesson and final non-prompted storyboard. Participation in class storyboard and detail/level of input given. Depth of understanding produced in written tasks.</p>	Complete invitation Pupils to reflect upon the different festivals/celebrations from this unit of work and consider, which is their favourite and why?	EP year 8 folder, festivals folder, Vaisakhi
A festival for Brobinog	<p>Assessment task Design a festival based on the story of Brobinog. Task sheet available/PowerPoint with the story on available.</p>	Completed assessment			EP Year 8 folder Festivals Folder Brobinog