Foxford Learning Plan

YEAR 8

Topic: What do religions believe about the environment?

Summer 2

Key Vocabulary

Awe	The feeling that we are in the face of something great & mysterious
Wonder	To be amazed at the beauty & magnificence of something
Creation myth	A cultural, religious or traditional myth which describes the earliest beginning of the world
Generous	Showing a readiness to give more of something, especially money, than is strictly necessary or expected
Global warming	A gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs & other pollutants
Carbon dioxide	A colourless, odourless gas produced by burning carbon & organic compounds & by respiration
COP26	The global climate summit wrapping up in Glasgow in known as COP26 with COP standing for Conference of the Parties
Stewardship	Having a responsibility to look after what we have. Some religions believe that they have a duty to take care of the world around them, as God told them to be stewards (people responsible for resources)
Khalifah	The civil & religious leader of a Muslim state considered to be a representative of Allah on earth
Metta	(In Theravada Buddhism) meditation focused on the development of unconditional love for all beings
Ahimsa	(In Hindu, Buddhist & Jainist tradition) respect for all living things & avoidance of violence towards others
Karma	(In Hinduism & Buddhism) the sum of a person's actions in this & previous states of existence, viewed as deciding their fate in future existences
Tikkun olam	A Hebrew term meaning "repairing the world"
Inter-relatedness	The state of being mutually related or connected
Tawheed	In Islam it means the oneness of God
Amana	In Islam it means trust

Key Skills

Over the course of the topic, I will be able to: -

Significance & Influence: Foundation
- I can describe key people & places
- **I can describe & suggest meaning for symbols & other forms of religious expression**

Significance & Influence: Developing
- I can explain the importance of key people & places
- **I can suggest meanings for a range of forms of religious expression, using appropriate vocabulary**

Significance & Influence: Securing
- I can explain the impact of religion on other people's lives, eg Martin Luther King & Gandhi
- I can suggest answers to questions raised by the study of religions & beliefs, using relevant sources & evidence
- I can evaluate why key stories are important to religious people

Significance & Influence: Excellence
- I can explain how religious sources are used to provide answers to ultimate questions & ethical issues
- I can suggest reasons for diversity in religion, eg: different Christian denominations & Sunni Shiai

Analyse and Evaluate: Foundation
- I can give my view on key religious issues eg: should religions care about the planet?
- I can give a reason why something may be values by themselves & others

Analyse and Evaluate: Developing
- I can explain my own values & those of others
- I can apply ideas & reflections to issues raised by religion & belief in the context of their own & other's lives

Analyse and Evaluate: Securing
- I can explain the significance of key religious stories
- I can apply ideas & reflections to issues raised & belief in context of their own & other's lives

Analyse and Evaluate: Excellence
- I can explain what inspires & influences me, expressing my own views on the challenges of belonging to a religion
- I can argue persuasively my views on questions of religion & belief, taking account of others' viewpoints



I will Understand

1) Is our world wonderful?
2) How are humans damaging the planet?
3) What is stewardship?
4) What are Buddhist beliefs about the environment?
5) What do Humanists believe about the environment?