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| **Religious studies: YR 11** | Unit 1: Christian Beliefs  | No of lessons: 17 | Curriculum goals:Students by the end of this course will be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.Students will study the beliefs, teachings and practices of Christianity specified and their basis in Christian sources of wisdom and authority. Students will be able to refer to scripture and/or sacred texts where appropriate. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed will be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant. The thorough analysis of these varying views will lead to the development of the skill of evaluation, logical chains of reasoning and sound judgements based on the available evidence. Students will finish this unit with a thorough understanding of the different and sometimes conflicting views in society regarding this topic and will be tooled with the skills to debate these topics in future discussions in or outside the classroom. The activities and the topics are designed for pupils to enhance their skills of critical analysis and evaluation which they would be able to use in a variety of jobs and in further education.  |
| Differentiation, scaffolding and support:**Knowledge support-** see extended reading/listening/watching opportunities.**Reading support:** Peer listening to whole class reading out loud, highlighting activities of key passages that are read exploring the meaning of passages and quotes within passages. ‘Circle words you don’t understand’ approach to most reading exercises coupled with explanations and clarifications from teachers and students.**Skills support**: All skills questions supported with modelled answers, I do, we do, you do approach to 12-mark questions, sentence suggestions where needed and paragraph structure acronyms such as PEELE. Focus on the meanings of specific skills applied before attempting questions of tasks such as explaining what evaluation means. Thorough analysis of mark schemes that highlight specific skills, before answering questions. | Stretch/challenge opportunities:REach questions on main task slides. A level content on topics such as the Design argument filtered down to all classes. Open ended opinion-based questions including the lesson title facilitate expanded viewpoints and explanations of viewpoints. Stretch and challenge home learning exercises to deepen knowledge such as further reading websites on the Reformation and the divide within Christianity.Extended extra-curricular reading/listening/watching opportunities:Documentary/film list draw up using the Ethflix platform and distributed to students. Additional material linked to each yr group advertised on staff boards. Additional reading and website suggestions added to KOs. |
| **Sequence of learning: Lesson title/question.** | **Knowledge (K) skills (S) and vocab (V) covered.** | **Recall of prior topics** | **Furthering cultural capital and opportunities for reading** | **Assessment of learning** | **Improvements** | **Homework (set once a week)** | **Resources: Hyperlinks to lessons and support material** |
| 1. Is the Bible the word of God?
 | K- The different parts of the Bible – New and Old Testament, the content of the Bible, to Oral Traditions and its authors, S- pupils will analyse the scripts and then decide whether the Bible could be considered a reliable source, V-Source, Reliable, Scribe, General/Special revelationScripture.  | Recap to of year 7 topics- Prophets of God and Who was Jesus?Year 11 – Religion and Life- lesson- origins of the universe  | Pupils are able to articulately critically evaluate a reason/ position with alternate views and justify which view is the most convincing. | retrieval quiz of knowledge after the information taskReturning to 12-mark answer on the creation of the universe focusing on providing counter-arguments with their new knowledge.  | Improving the origins of the universe answer from last term with new knowledge.  | P 4-5 of Oxford workbooklet | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Why are there different Christians?
 | K- church history and the split of the church.S- pupils to summarise and retain knowledge for recall. V-schism DenominationProtestant, orthodox, catholic  | Recall of different denominations of Christianity – Religion and Life – abortion topic, Religion and conflict – Pacifism topic.  | Pupils gain a greater understanding of what the diversity of Christianity is within Britain communities and the world.  | retrieval quiz of knowledge after the information taskExam practice questions – time management of knowledge.  |  | P 6-7 of Oxford workbooklet | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Can God’s nature be described?
 | K- The different characteristics of God and examples from the Bible to support this.S- pupils to analyse the nature of God and Jesus’s nature in the Bible and how it can influence a Christians behaviour. V- Characteristic, Just, Omnipotent, Omniscient, Omnibenevolent  | Recap of vocab from year 8 unit- Good and Evil | An understanding of the Bible conetnt  | Exam practice question – knowledge and application focusing on trigger word - influence. | Improvement – to mark and improve student answer provided with knowledge | P 8-9 of Oxford workbooklet | Lesson PowerPoint [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 4. Can God and Evil both exist at the same time? | K- the problem of evil an atheist’s conclusion, how does the freewill defence support the existence of God- St Irenaeus?S- pupils to discuss the concept of the problem of evil, to weigh up the arguments provided whether God can exist if evil exist. V- Moral and Natural evil, freewill, Just | Recap- year 8 good and evil – suffering and evil, story of Job. Keyword -freewill which stems throughout most modules.  | Real life examples of moral and natural e.g. The Holocaust.Explore the work of the philosopher St Irenaeus | Retrieval quiz from video. Exam Skills- to provide counter arguments using St Irenaeus arguments to the atheist views  | n/a | P 10-11 of Oxford workbooklet | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Suffering and evil proves God is not loving - 12-mark question
 | K- Pupils focus on weighing up the different arguments provided by the different Christian views on evil and suffering and whether it proves God is not lovingS- Pupils use their skills of explanation and evaluation to determine whether God can be all loving and allow evil to exists. V- freewill, moral/natural evil, Just, story of Job, freewill defence, omnipotent, omniscient, omnibenevolent  | Recap the previous four lessons on the nature Recap from year 7 unit: origins of the universe. | Pupils are able to weigh up evidence for different theories about whether God is all loving and allow evil to exist. Pupils gain a greater understanding of what counts as evidence and how robust evidence has to be in order to be convincing. | Plan for the 12-mark question using all relevant information from the previous lessons. A model answer is thoroughly discussed and improved to allow pupils to understand what a high-level answer looks like. | n/a | P 12-13 of Oxford workbooklet | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. What is the Trinity?
 | K- understanding the trinity and its comparisons. S- to analyse and explain the trinity’s importance to Christians.V- monotheism, Trinity, doctrine  | Recap – names and nature of God. Year 7- the prophets and Jesus | To understand the commonalty between the Abrahamic faiths – monotheism. To recognize the symbols of the trinity. | Video retrieval quizAnalysis of information – what have pupils understood.  | Advice on how to improve conclusions about the nature of God.  | P 14-15 of Oxford workbooklet | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 7.What was the role of the trinity in creation?  | K- The story of creation from Genesis and John’s Gospel’s role of ‘The Word’ in creation.S- Summary, analysis, evaluation and application of religious knowledge.V- Genesis, The Word, Literalist/non Literalist | Recap – Yr 10-Religion and Life and Origins of the universe and life- Genesis, literalist/non literalist  | To recognize the different Christian interpretations of the origins of the universe and life.  | Recap quiz to test prior knowledge. Analysis of information and quiz to test understanding.Video retrieval quiz  |  | P 16-17 of Oxford workbooklet | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Will humans face judgement after they die?

(2 parts) | K- the differing Christian views of the afterlife and how the parable of the sheep and goats, Rich man and Lazarus may influence a Christian. S- Summary, analysis, evaluation and application of religious knowledge.V-Eschatology, righteous, eternal  | Recap – suffering and evil.  | To explore big questions on life after death.  | Recap- Explain two religious beliefs about the trinity.Video retrieval quiz x2Analysis of parables 4 mark- Explain two ways a belief in the afterlife may influence Christians today | Return back to first task and add ‘some’ if necessary to emphasise that not all Christians think the same,  | P 18-19 of Oxford workbooklet | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Was Jesus God, a man or both?
 | K- the birth of Jesus and whether it proves he was God incarnate. S- Summary, analysis, evaluation and application of religious knowledge.V- incarnation, Messiah, Christ, Divine  | Recap Year 7 – Prophets and Jesus  | To discuss the depictions of Jesus.  | Video retrieval quizMark, critique and improve student answer.  | Student answer improvement.  | P 20-21 of Oxford workbooklet | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. What happened after Jesus’ birth?
 | K-the events of Jesus’s birth and after.S- Summary, analysis, evaluation and application of religious knowledge.V- Baptism, Temptation, Mission  | Recap Year 7 -Prophets and Jesus  | Historical context around the birth of Jesus  | Video analysis quiz Analysis of birth of Jesus  | NA | P 22-23 of Oxford workbooklet | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. How did Jesus fulfil his mission?
 | K- to understand the meanings behind the parables of Jesus and his miracles.S- Summary, analysis, evaluation and application of religious knowledge.V- mission, parable, miracles  | Recap year 7 - parables are stemmed throughout most modules. | Discuss whether miracles still occur today.  | Video analysis quiz Interpretations of the miracles  |  | P 24-25 of Oxford workbooklet | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. What happened in the days before Jesus’ death?
 | K- to know the event leading up to Jesus’ death and their importance to the Christian faith.S- Summary, analysis, evaluation and application of religious knowledge.V-Last supper, blasphemy, Sadducees, Pharisees  | Recap – ‘Omnis’ , The Word  | Relevance in the practices of Easter  | Video analysis retrieval quizAnalysis of events leading up to Jesus’ death  | Improving and correcting the knowledge.  | P 26-27 of Oxford workbooklet | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. How does Jesus’s death influence Christians today? Part 1
 | K- to understand the events of the crucifixion S- Summary, analysis, evaluation and application of religious knowledge.V- crucifixion, Golgotha, Good Friday  | Recap – Year 7- Prophets and Jesus.  | Capital punishment – innocent and guilty verdicts and its impact.  | Video analysis retrieval quiz Analysis of crucifixion Knowledge quiz  | NA | P 28 of Oxford workbooklet | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 14. How does Jesus’s death influence Christians today? Part 2 | K-to explore the purpose and meaning of the crucifixion.S- Summary, analysis, evaluation and application of religious knowledge.V- atonement, salvation, original sin, sin  | Recap – Year 7- Prophets and Jesus.  | To be able to justify the importance of events and the impact it can have on society.  | Video retrieval quiz Analysis of crucifixion List the different ways the crucifixion influences a Christians behaviour and thoughts  | NA |  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 15.What is the resurrection?  | K- to explain and analyse the different interpretations of the resurrectionS- Summary, analysis, evaluation and application of religious knowledge.V- resurrection, fulfilment, Jewish scriptures  | Recap- Year 7 prophets and Jesus  | Did Jesus really come back to life?  | Video retrieval quiz Gospels analysis of the resurrection Debate the different arguments put forward for the resurrection  | NA |  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 16. How should I answer a 4 and 5 mark question on the crucifixion and resurrection? | K- to apply knowledge of resurrection and crucifixion. S- Summary, analysis, evaluation and application of religious knowledge.V-Sacrifice, salvation, atonement, sin, original sin,  | Recap – previous lessons  | Exam practice- time management  | Assessment: explain **two** beliefs about the **resurrection** of Jesus. 5markExplain **two** ways the crucifixion of Jesus influences Christians today. 4marks | NA |  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 17. What was the ascension?  | K- to explain and analyse the different interpretations of the ascension S- Summary, analysis, evaluation and application of religious knowledge.V- ascension, ascend | Recap knowledge so far of Jesus’s life and events.  | To look at the artwork of Rembrandt who is considered one of the best visual artists of all time.To address whether the ascension is believable?  | Rembrandt analysis Gospel comparison interpretationRank the events of Jesus in order of importance  | NA |  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2011%20-%20GCSE%20lessons%5CUnit%202%20Christian%20Beliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |