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| **Religious studies: YR 11** | Unit 1: Christian Practices  | No of lessons: 20 | 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 evangelism and freedom of speech 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 Infant and Adult Baptism. 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 weekly)** | **Resources: Hyperlinks to lessons and support material** |
| 1. What have I learnt about Christian beliefs at home?
 | K- foundations of the Christians beliefs  S- pupils to summarise and retain knowledge for recall. V-ascension, grace, salvation  | Recap on foundations of Christians beliefs.  | An understanding of the Bible content | Multiple recap quizzes of knowledge after home learning.Reflection on  |  | P29-30 of Oxford workbook | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. What is the point of prayer?
 | K- The different ways of praying and conversing with God S- pupils to summarise and retain knowledge for recall. V-Set prayers, informal prayers.  | Recall of different ways to pray to God.  | Pupils gain a greater understanding of how you can still find solace in prayer even though one might be non-religious.The use of Acronyms to help in exams  | Video quiz Information retrieval quizDebate discussion topic – practice for 12 mark questions |  | P31-32 of Oxford workbook | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. What is the Lord’s prayer?
 | K- The different variations of the Lord’s prayerS- pupils to summarise and retain knowledge for recall. V- Lord’s prayer, Gospels  | Some pupils may recall primary teaching of Lord’s prayer/ those who attend church.  | An understanding of the variations of a Lord’s prayer.  | Exam practice question – knowledge and marking focus on storytelling instead of analytical response.Analysis of informationQuiz  | Improvement – to mark and improve student answer provided with knowledge | P33-34 of Oxford workbook | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 4. Should worship be done in private or public?  | K- explore the different ways Christians worship in public and privateS- pupils to summarise and retain knowledge for recall. V- public, private, worship, liturgical/ non-liturgical  | Links to Islamic unit and how Muslims worship. | Pupils to explore and voice their opinion on the Human Rights act of freedom of expression. | Discussion from video. Analysis of text – quiz Statistical interpretation  | n/a | P35-36 of Oxford workbook | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. What are the sacraments?
 | K- The 7 Sacraments and how the denominations view them.S- pupils to summarise and retain knowledge for recall. V- grace, ritual sacraments  | Recap on year 7 unit – life of Jesus  | To understand the worldwide Christian community practices  | Video retrieval quizInformation analysisRanking order  | n/a | P37-38 of Oxford workbook | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Why is Baptism important?
 | K- understanding the trinity and its comparisons. S- to analyse and explain the trinity’s importance to Christians.V- Great Commission, infant and adult baptism.  | Recap on year 11 -Christian beliefs and year 7 unit – life of Jesus  | To understand the worldwide Christian community practices  | Video retrieval quizAnalysis of information – quizReflect on sacraments link to baptism  | n/a  | P39-40 of Oxford workbook | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 7.How to answer 4&5 mark questions?  | K- to apply knowledge of worship, sacraments and baptism in exam answersS- Summary, analysis, evaluation and application of religious knowledge.V- Great Commission, infant and adult baptism. grace, ritual sacraments, public, private, worship, liturgical/ non-liturgical , Lord’s prayer, Gospels .  | Recap – on the last 6 lessons.  | To reflect on Christian knowledge and apply to questions  | Recap quiz to test prior knowledge. Mark model answer Mindmap/plan answer on baptismVideo retrieval quiz  | Mark and improve answers.  | P41-42 of Oxford workbook | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 8. Why is the Eucharist important?  | 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-covenant, Eucharist, Holy Communion  | Recap – Year 11 unit- Christian beliefs, Year 7 – Life of Jesus  | Learning how to counter argue.  | Recap activitiesVideo retrieval quizAnalysis of information – quiz 12 Mark – respond to model paragraph with counter argument  |  | P43-44 of Oxford workbook | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 9. How do different denominations celebrate Holy Communion?  | K- the birth of Jesus and whether it proves he was God incarnate. S- Summary, analysis, evaluation and application of religious knowledge.V- transubstantiation, consubstantiation , divine liturgy  | Recap – previous lesson, Year 11Christian beliefs.  | To discuss how holy communion is celebrated.  | Video retrieval quizAnalysis of information – quiz  12 mark statement – discuss  |  | P45-46 of Oxford workbook | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 10.How to answer a 12 mark question? (Planning) | K- focus on weighing up the different arguments provided by the different Christian views on Baptism vs Eucharist S- Summary, analysis, evaluation and application of religious knowledge.V- eucharist, baptism- infant/adult, great commission, covenant, transubstantiation, consubstantiation , divine liturgy  | Recap previous 3 lessons.  | How to weigh up arguments.  | Plan for the 12- 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. | NA | P47-48 of Oxford workbook | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. How to answer a 12 mark question? (guidance and marking)
 | K- focus on weighing up the different arguments provided by the different Christian views on Baptism vs EucharistS- Summary, analysis, evaluation and application of religious knowledge.V- eucharist, baptism- infant/adult, great commission, covenant, transubstantiation, consubstantiation , divine liturgy  | Recap year 7 - parables are stemmed throughout most modules. | How to weigh up arguments.  |  Plan answer on new Baptism vs communion question.Complete under timed conditioned.  |  | P49 of Oxford workbook | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Is pilgrimage the best way to show devotion to God?
 | K-Focus on pilgrimage as a type of worship. Looking at the holy lands and its importance.S- Summary, analysis, evaluation and application of religious knowledge.V- Holy Lands, devotion, pilgrimage, pilgrim. | Recap from yr9 unit on the Israel/Palestine conflict.Recap on the crusades from the yr 9 unit |  |  | Improving and correcting the knowledge of the 12 mark question  | P50 of Oxford workbook | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Can going on pilgrimage to Lourdes heal people’s illnesses?
 | S- Summary, analysis, evaluation and application of religious knowledge |  |  |  |  | P51 of Oxford workbook | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 14. Is Christmas more important than Easter?  | S- Summary, analysis, evaluation and application of religious knowledge |  |  |  |  |  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. How does the Church respond to global issues of persecution?
 | S- Summary, analysis, evaluation and application of religious knowledge |  |  |  |  |  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 16. How does the Church respond to global issues? reconciliation | S- Summary, analysis, evaluation and application of religious knowledge |  |  |  |  |  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 17. How does the Church respond to local issues?  | S- Summary, analysis, evaluation and application of religious knowledge |  |  |  |  |  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 18. Is it right to tell people about your faith?  | S- Summary, analysis, evaluation and application of religious knowledge |  |  |  |  |  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 19. Should Christians tell others about their faith?  | S- Summary, analysis, evaluation and application of religious knowledge |  |  |  |  |  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 20. How do Christians help others?  | S- Summary, analysis, evaluation and application of religious knowledge |  |  |  | NA |  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%203%20Christian%20Practices)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |