



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

AQA Religious Studies (Specification A) Religious, philosophical and ethical studies Scheme of Learning

Year 9 – Term 2/3 Christian Beliefs

Intent – Rationale

AQA GCSE religious education paper requires students to study two religions. Across the trust we study Christianity and Islam. Students must know both beliefs and practices within the religions. This scheme will cover Christian Beliefs including keywords, concepts and exam practice. The scheme will address core Christian beliefs which form the foundation to their religion, including the nature of God which focuses upon denominational similarities and differences, the oneness of God and concept of the Trinity, differences of belief surrounding creation (Genesis and John’s Gospel), the incarnation, crucifixion and resurrection of Jesus Christ. The afterlife and judgement are finally studied, alongside the role of Christ in salvation.

<p>Sequencing – what prior learning does this topic build upon?</p> <ul style="list-style-type: none"> • Yr 7 – Morality: Planet X and the role of others (strong focus on Jesus) • Yr 7 – Justice: Jesus, Christian parables and MLK • Yr 8 – Arguments for God (Christian perspectives) • Yr 8 - Resurrection of Jesus: What happened to the body 	<p>Sequencing – what subsequent learning does this topic feed into?</p> <ul style="list-style-type: none"> • Yr 10 Christian Practices: all elements of this topic are fed into from studying reasons behind why Christians worship, importance of prayer, the sacraments adhered to by Christians, the meaning and impact of Holy Communion, the role and importance of pilgrimage, reasons behind the celebration of festivals and the role of the Church in the local community. • GCSE Themes A, B, D, F: all areas require students to discuss topical areas and cross reference to Christian beliefs underpinning them.
<p>What are the links with other subjects in the curriculum?</p> <ul style="list-style-type: none"> • Geography • History • English 	<p>What are the links to SMSC, British Values and Careers?</p> <ul style="list-style-type: none"> • (SP1) An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values. • (M2) An understanding of the consequences of their behaviour and actions: the study of the afterlife and judgement. • (C1) An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others: the study of the presence of different Christian denominations. • (BV5) tolerance of those with different faiths and beliefs: the study of different Christian denominations.
<p>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</p> <ul style="list-style-type: none"> • Keywords • Spellings • Exam practice • Whole school SPAG initiative 	<p>What are the opportunities for developing mathematical skills?</p> <ul style="list-style-type: none"> • Percentage of followers in different Christian denominations



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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

It is the expectation that by the end of the topic pupils will know the different Christian beliefs surrounding the nature of God based upon denominational differences, the oneness of God presented in the belief in the Trinity and together with the different Christian beliefs about creation, with particular study upon the scriptures of Genesis and John’s Gospel. The stages of the incarnation, crucifixion, resurrection and ascension of Jesus Christ are additionally to be understood, and pupils to finally know about the afterlife, that covers the ideas of judgement, heaven, hell, sin and the role of Christ in salvation.

Apply

Knowledge can be applied through practice exam style question 4, 5 and 12, regular Socratic quizzes to test key knowledge and understanding of concepts and frequent keyword tests. At the end of the topic a formal assessment is undertaken with a particular focus. Year 9 assessment week provides another opportunity for pupils to demonstrate knowledge and understanding retention and application to GCSE exam style questions.

Extend

Pupils to evaluate the views of themselves and others using religious evidence in order to substantiate and develop claims and help develop their own developing ideologies. Pupils to analyse the impact the views held will have on individuals, communities and denominational groups and establish conclusions to reflect this process.

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

- Catholic- a branch of Christianity based in Rome and led by the Pope
- Orthodox- a branch of Christianity mainly, but not entirely practised in Eastern Europe
- Protestant- a branch of Christianity, originally Protestants were called by that name because they protested against some of the practices of the Catholic Church; there are many Protestant denominations, but they all agree on the central belief that the Bible is the only authority for Christians.
- Denomination- a distinct group within the Christian faith with its own organisation and traditions
- God- Supreme Being
- Monotheistic- a religion that believes there is only one God
- Omnipotent- almighty, having unlimited power; a quality of God
- Benevolent- all-loving, all-good; a quality of God
- Justice- bringing about what is right and fair, according to the law, or making up for a wrong that has been committed
- Trinity- the belief that there are three persons in the one God; the Father, the Son and the Holy Spirit are separate, but are also one being
- Son of God- a title used for Jesus the second person of the trinity; denotes the special relationship between Jesus and God the Father
- The Word- term used at the beginning of John’s Gospel to refer to God the Son
- Incarnation- becoming flesh, taking a human form
- Resurrection- 1. Rising from the dead; 2. Jesus rising from the dead on Easter day. An event recorded in all four gospels and the central belief of Christianity

- A range of 12 mark questions
- A range of 4 or 5 mark questions – Teacher assessed
- A range of 4 or 5 mark questions – Peer assessed.
- Yr 9 internal examination (assessment week)



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- Crucifixion- 1. Roman method of execution by which criminals were fixed to a cross; 2. The execution of Jesus on Good Friday
- Ascension- the event, 40 days after the resurrection, when Jesus returned to God, the Father, in heaven
- Heaven- a state of eternal happiness in the presence of God; the place of eternal peace ruled over by God
- Hell- the place of eternal suffering of the state of being without God
- Afterlife- what Christians believes follows life on earth
- Day of Judgement- a time when the world will end and every soul will be judged by God and rewarded or punished.
- Sin- 1.any action or thought that separates humans from God. 2. Behaviour which is against God's laws and wishes or against principles of morality
- Salvation- saving the soul, deliverance from sin and admission to heaven brought about by Jesus
- Atonement- restoring the relationship between people and God through life, death and resurrection of Jesus.



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Intent – Concepts

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
The Nature of God (inc. God as omnipotent, loving and just)	Starter- Brainstorm as many characteristics of God (drawing upon current and prior knowledge and understanding). Study diversity of Christianity tree and provide a relevant caption to demonstrate understanding of diversity of Christianity to date. Keyword match up and completion of worksheet. Written task on PowerPoint slide (analysis). Plenary-whiteboard quiz	Whole class feedback on brainstorm Completion of questions set- peer mark and verbal feedback and update. Plenary whiteboard quiz	Differentiation: whole class questioning-stretch and challenge higher order level thinking (within all lessons). Challenge: Do you think everyone will have the same view on what God is like? Explain your answer with examples to support. Extension: Write the response a Christian would make to someone who said that a loving God would not allow suffering. Think of two arguments and develop them through P.E.E.L	Research the Trinity- to provide 3 summary points	Staff drive (T)-KSHS-Departments-Curriculum- Ethics and Philosophy-Yr 9- Scheme of Learning Resources- Christian Beliefs- 1. The Nature of God PowerPoint and 1. Worksheet
The Oneness of God and the Trinity	Starter- mini whiteboard activity-current understanding of the Trinity. Discussion activity to capture the essence of the Trinity. Partner Discussion. Worksheet tasks. Nicene Creed task. Plenary-exit pass.	Starter-mini whiteboard- whole class feedback- current level of knowledge and understanding check. Spokespeople: teach your partner Completion of worksheet and Nicene Creed- peer mark and feedback 12 mark response-homework	Challenge: How does belief in the Trinity influence Christians (in their practices and attitudes?) Extension: Nicene Creed task- provide a P.E.E.L paragraph explaining how the Creed can be used to support the concept of the Trinity.	'The Trinity is a helpful way of describing God.' 12 mark	Staff drive (T)-KSHS-Departments-Curriculum- Ethics and Philosophy-Yr 9- Scheme of Learning Resources- Christian Beliefs- 2. The Oneness of the Trinity PowerPoint, 2. FARM, 2. HOMEWORK, 2. The Nicene Creed, 2. Trinity task, 2. Trinity answers.
God as Creator	Starter- partner mind-map relating to ideas surrounding creation (possible links to yr 8- design argument and first cause) Keyword match up Youtube on seven days of creation-pupils to make notes on order of creation. Genesis (1:1) whole class analysis.	Whole class feedback on starter activity Peer mark keyword match up Youtube clip- self marking tool for pupils, linking to starter activity. Analysis of scripture- verbal Test your knowledge questions	Challenge: can pupils make links to the design argument and first cause if not already flagged up. Genesis analysis: What parts of the Trinity were involved in creation? Extension: do you think this story (creation) has meaning in modern day?	Homework: Summarise Christian belief surrounding creation into 3 essential pieces of information for someone who know absolutely nothing about Christianity; this can then act as a future revision aid for this lesson.	Staff drive (T)-KSHS-Departments-Curriculum- Ethics and Philosophy-Yr 9- Scheme of Learning Resources- Christian Beliefs- 3. God as creator PowerPoint



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	<p>Comparison to John's Gospel Test your knowledge questions</p> <p>L2- summary of different interpretations of Genesis 1. Examination of John's gospel Mind-map summary 2x 4mark questions</p> <p>Plenary- complete starter mind-map with any new information gained.</p>	<p>Verbal and written feedback</p> <p>Exam questions- WAGOLL- peer mark</p>	<p>Challenge: do you think it is possible for religion and science to co-exist?</p> <p>Challenge/extension: evaluation of presented argument</p>		
Incarnation (Avatar)	<p>Starter- human and divine characteristics identification. Divine and Human card sort- analysis of gospel accounts. Recap of the Christmas story in bullet point form. Watch the trailer of avatar to help demonstrate the idea of the incarnation. Completion of topic on a page worksheet. Plenary- key beliefs and quote review-bullet points.</p>	<p>Students verbal feedback Topic on a page completion</p>	<p>Challenge: high order thinking to be prompted through targeted questioning for stretch and challenge of analysis.</p> <p>Challenge: explain whether you believe the story to be accurate. Prompt questioning of why.</p> <p>Extension: included on topic on a page worksheet.</p>	<p>Plenary questions can be set to be completed in full for homework.</p>	<p>Staff drive (T)-KSHS-Departments- Curriculum- Ethics and Philosophy-Yr 9- Scheme of Learning Resources- Christian Beliefs- 4. Incarnation PowerPoint and 4. Topic on a page.</p>
Jesus Project	<p>Create an informative booklet about who Jesus was and why he is important to Christians. Pupils to make sure they evaluate the impact belief in Jesus has on the community of believers. The booklet should include the following topics: The Incarnation</p>	<p>Formal teacher assessment of the project (see resources for guidance). Time checks to be given throughout the task to keep pupils on task and support progress.</p>	<p>Challenge and Extension work will derive from the self-assessment table on the task sheet given to pupils and prompts suggested; they will be encouraged to work to their learning path as a minimum and then stretch and challenge themselves by fulfilling criteria from higher pathways. This may form as an in-class activity or homework if completed within the given time frame.</p>	<p>Continue to work on completion of the project to meet the given deadline (2/3 lessons dedicated to the project, dependent upon time constraints).</p>	<p>Staff drive (T)-KSHS-Departments- Curriculum- Ethics and Philosophy-Yr 9- Scheme of Learning Resources- Christian Beliefs- 5. Jesus Project (2) and 5. Project Jesus teacher feedback.</p> <p>Textbooks to be used to source relevant information.</p>

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