



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

Ethics and Philosophy - Scheme of Learning

Year 8 – Term 4/Topic - What happened to the body?

Intent – Rationale

To answer the enquiry questions:

Why is Jesus important to Christians?

What happened to the body?

What do Christians believe about the Resurrection?

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> Yr7 – Morality – Who was Jesus. Yr8 – Where is God? – what the Gospels tell us about Jesus and miracles 	<ul style="list-style-type: none"> Yr9 GCSE work on the Christian beliefs about Jesus and the Resurrection.
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> Critical thinking and evaluation skills 	<p>Students will have the opportunity to explore, investigate and question other beliefs (BV3,4,5) They will develop their communication skills through working together, increase their confidence through presenting their work to others and develop their IT skills in creating their own Charity. (GB4 a,b and g)</p>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> Putting together arguments/evaluation of ideas 	<ul style="list-style-type: none"> Logical arguments



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Ethics and Philosophy – Scheme of Learning

Year 8 – Term 4

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><u>Know</u></p> <ul style="list-style-type: none"> • What Christians believe about the Resurrection of Jesus <p><u>Apply</u></p> <ul style="list-style-type: none"> • Skills of evaluation they have developed throughout the year <p><u>Extend</u></p> <ul style="list-style-type: none"> • To suggest alternative views about what happened to Jesus' body. 	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Truth, Resurrection, Agape love, gospel, Nazareth inscription, grave robbing, necromancy 	<ul style="list-style-type: none"> • Evaluation of ideas • Socratic quizzes • Evaluation style questions



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Intent – Concepts – in order to answer the enquiry question:

What happened to the body?

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
1. What do Christians believe about the Resurrection of Jesus?	<ol style="list-style-type: none"> 1. Introduce the concept of Agape love – the four types of love in comparison. 2. What the Gospels tell us about the death and resurrection of Jesus – put the story in the correct order 3. Narnia and the Resurrection. 4. Introduce the concept of forgiveness and salvation – linked to agape love. 	<ul style="list-style-type: none"> • Correct ordering of story • Completion of questions 	<ul style="list-style-type: none"> • Introduction of agape love with examples • Making links to Gospel narrative and Narnia 		<ul style="list-style-type: none"> • PowerPoint • Lion, witch and Wardrobe DVD
2. Weighing it in the balance	<ol style="list-style-type: none"> 1. What do Christians believe about the resurrection of Jesus and what does it mean to them. 2. Students need the arguments about the resurrection – complete the weighing it in the balance activity. 3. Arrive at an overall view of what makes a strong argument. 	<ul style="list-style-type: none"> • Completion of weighing it in the balance activity • Students written response. 	<ul style="list-style-type: none"> • What makes a strong argument – what convinces the students of how strong or weak an argument is. • Creation of their own arguments to add to those on the sheet provided. 		<ul style="list-style-type: none"> • PowerPoint • Set of arguments • Scissors and gluesticks
3. Sherlock Holmes and introduction to the evidence	<ol style="list-style-type: none"> 1. Sherlock Holmes activity 2. Introduce first piece of evidence – the empty tomb 3. First hand accounts – the Gospels – gather evidence. 	<ul style="list-style-type: none"> • Answers to Q&A • Completion of first A3 sheet on what each Gospel tells about the finding of the empty tomb. 	<ul style="list-style-type: none"> • Questioning and observation skills 		<ul style="list-style-type: none"> • PowerPoint • Sherlock Holmes DVD/Blind Banker episode • Copy of the Gospel accounts • A3 sheet – ‘What happened to the Body’
4. Evaluation of Eyewitness accounts to the empty tomb – The Gospels.	<ol style="list-style-type: none"> 1. Having gathered all of the relevant information, students are to evaluate each of the Gospel accounts – complete the A3 sheet – Resurrection on Trial This can be done individually or in groups 	<ul style="list-style-type: none"> • Completion of A3 sheet 	<ul style="list-style-type: none"> • Group discussion work 		<ul style="list-style-type: none"> • PowerPoint • A3 sheet Resurrection on Trial
5. The stolen body theory	<ol style="list-style-type: none"> 1. Introduce the stolen body theory and historical accounts of grave robbing. 2. students to complete the first three rows on the evaluation A3 sheet. 	<ul style="list-style-type: none"> • Completion of A3 sheet 	<ul style="list-style-type: none"> • Group discussion work 		<ul style="list-style-type: none"> • PowerPoint • A3 sheet Evaluating evidence
6. The Turin Shroud	<ol style="list-style-type: none"> 1. Introduce what the Turin Shroud is – could it be used as evidence of the resurrection? 2. Watch the documentary on the Turin Shroud 3. Students to make notes whilst watching the documentary – arguments to support the resurrection and arguments to oppose. 4. Complete the final row on the A3 Evaluating evidence sheet 	<ul style="list-style-type: none"> • Completion of final row on A3 sheet. 	<ul style="list-style-type: none"> • Group discussion work 		<ul style="list-style-type: none"> • PowerPoint • Turin Shroud info sheets • Documentary on the Turin Shroud

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					<ul style="list-style-type: none"> • A3 sheet Evaluating evidence from previous task • A4 note taking sheet on the Turin Shroud
7. Final Task	<ol style="list-style-type: none"> 1. Students are to make a final decision about what they think happened to the body – resurrection or something else. 2. Need to consider all of the available information to make a decision about which argument they feel is the strongest (links back to the weighing it in the balance activity) 3. Written response to the question - 'The Resurrection of Jesus' body must be the only reason why the body disappeared from the tomb.' 	<ul style="list-style-type: none"> • Completion of planning sheet • Written response to evaluation statement 	<ul style="list-style-type: none"> • Evaluation of ideas 		<ul style="list-style-type: none"> • PowerPoint • Connectives sheet • Final task planning sheet