



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

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

Year 9 – Term 5 + 6 Christian Practices

Intent – Rationale

AQA GCSE religious education paper requires students to study two religions. At Carre’s we study Christianity and Islam. Students must know both beliefs and practices within the religions. This scheme will cover Christian Practices including keywords, concepts and exam practice. The scheme will address what Christians do to show they believe in God including worship, sacraments, pilgrimage and festivals.

The role of the church in the wider community both domestically and globally will also be considered with focus on charity work and persecuted Christians.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Yr 7 – Morality: Planet X and the role of others. Yr 7 - Hindu worship: identifying what is done and reasons for this Yr 8 – Charity: different types of charity, purpose and motivation for charitable works. Yr 8 – Festivals: range of religious festivals, there features, purpose and impact. Yr 9 – Social Justice: Poverty and exploitation of the poor.</p>	<ul style="list-style-type: none"> • Yr 11 – Christian beliefs: belief in Jesus, God, trinity and how this is represented through Christian actions. • Yr 11 - Themes A, B, D, F: all areas require students to discuss impact and motivation for actions linking to Key religious practices. For example Theme D – links to reconciliation and Theme F links to Charity.
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"> • Geography • History • English 	<ul style="list-style-type: none"> • Understanding what Christians do and the purpose of these actions allow students to reflect and understand the view of others. (SP1) • Through looking at practices such as prayer and understanding Christian beliefs connected to this allows students to link behave and consequences. (M2) • Persecuted Christians and charity allows students to appreciate the input & impact the church has had on societies around the world and in Britain. (C1) • Through study and understanding a range of Christian practices allows students to respect and be tolerant of religious views and practices.(BV5)
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"> • Key words, spelling. Whole school SPAG in use. 	<ul style="list-style-type: none"> •

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



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

Year 10 – Term 3 Christian Practices

Intent – Concepts

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

Know

Students are expected to know how Christian worship, why and the impact this has on their lives. This is to include formal, informal, liturgical and non-liturgical worship. Students need to recognise two from 7 key sacraments and recognise what is done, how this varies within Christianity and the significance of their actions.

Students are also learning about pilgrimage in Christianity, where Christians go, what they do there and the impact this has on their lives as well as study 2 major Christian festivals, the importance of these and any denominational differences.

The role of the church in the wider community is also covered here; including Christian mission, charity, evangelism, working for persecuted Christians and reconciliation.

Apply

Knowledge can be applied through exam style question 4, 5 and 12.

Socratic quiz

Keyword tests

Extend

Evaluating the views of themselves and others using religious evidence in order to substantiate and develop claims.

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?

- Apostles Creed – a statement of Christian belief
- Ascension – Jesus being taken up to heaven on the 40th day after Easter.
- Atonement – action of making amends for a wrong doing. Being at one with God.
- Baptism – initiation ceremony into the church
- Believer's baptism – initiation ceremony for an adult in to the Baptist church.
- Confirmation – initiation ceremony carried out by a Bishop bestowing the gift of the Holy spirit.
- Crucifixion – capital punishment used by the Romans.
- Denomination – different branches of the Christian church.
- Eucharist – service/ceremony remembering the last supper.
- Evangelism – preaching of the faith in order to convert people.
- Incarnation – God in human form
- Liturgical worship – a church service with a set structure
- Reconciliation – the process of making people in conflict friendly again.
- Resurrection – physical return of Jesus on the third day after his death.
- Sacrament – an outward and visible sign of an inward spiritual grace.
- Salvation – saving of the soul from sin.
- Transubstantiation – change in the bread and wine to become the actual body and blood of Christ.

What opportunities are available for assessing the progress of students?

- 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 10 internal examination.



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

Intent – Concepts

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
Christian Worship	<p>Starter – watch video clip of worship.</p> <p>Match the word activity – this can be done on the board by volunteers or independently.</p> <p>Watch short clip of why people worship.</p> <p>Write down key words.</p> <p>Table to fill to about worship- this can be done as a carousel, table activity, group work.</p> <p>Spidergram/mindmap of characteristics of worship.</p> <p>Practice exam questions.</p>	<p>Match the word activity</p> <p>Completion of table – verbal feedback and update.</p> <p>Exam questions.</p>	<p>Match the activity – independent or pairs.</p> <p>Table filled out – peer support, teacher input.</p> <p>Characteristics of worship – students identify what they think initially.</p> <p>Teacher exposition of what this means can follow before more suggestions.</p> <p>Complete exam question rather than bullet point responses.</p>	<p>Complete the activity of the Lord’s prayer – connecting prayer words and their meanings.</p>	<p>New GCSE – worship-practices – Christianity.</p>
Prayer	<p>Students listen to Stormzy – Blinded by your grace. A copy of the words can be given out.</p> <p>Feedback on homework re: Lord’s prayer.</p> <p>Why is the Lord’s prayer so widely used? Complete the worksheet.</p> <p>Give students a range of prayers to put them into categories.</p>	<p>Homework feedback.</p> <p>Category of prayers.</p>	<p>Categories of prayer task can be peer support, outcome. Prayers can be varied to change degree of difficulty.</p> <p>Choose lines from the Lord’s prayer and put into the correct box in Prayer task.</p> <p>Complete the table identifying different prayers from the bible.</p>	<p>Biblical prayers and their meanings.</p>	<p>New GCSE – worship-practices – Christianity.</p>
Sacraments- Baptism	<p>Starter – guess the sacrament.</p> <p>Show students visual stimulant to guess 7 major sacraments. This could also be done as dingbats.</p> <p>Information gathering – teams to look at info on wall and recreate info as close to perfect as possible.</p> <p>Venn diagram to show differences between infant and adult baptism.</p> <p>Plenary – one key question per table. They have to give response within word limit.</p>	<p>Venn diagram, questions.</p>	<p>Information gathering can be differentiated to be shorter/more basic detail, bullet pointed top 5 pieces of info. Venn diagram can be differentiated through resource and/or quantity of detail.</p> <p>Information gathering can be scored for correct answers, time can be shortened, detail more intense.</p> <p>Students could come up with their own images for sacrament task at the beginning.</p>	<p>Plenary questions could be set for all.</p>	<p>New GCSE – worship-practices – Christianity.</p>
Eucharist	<p>Starter – table challenge.</p> <p>Students to collect one question at a time, return to desk, find response return to</p>		<p>Peer support in teams, questions can also be differentiated throughout come (length of response) bullet point task can be reduced further. Could be given</p>	<p>Christianity practices 1,2,3 worksheet.</p>	<p>New GCSE – worship-practices – Christianity.</p>



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

	<p>teacher. Continue until first table wins.</p> <p>After this all students must record the answers to the questions for their folders.</p> <p>Bullet point orthodox/RC and protestant approaches.</p>		<p>a range of bullet points that they have to then sort into the correct denomination.</p> <p>Bullet point task can be varied.</p> <p>Homework task can be completed early.</p>		
Pilgrimage (2 lessons)	<p>Starter – show videos of key pilgrimage sites Iona & Lourdes.</p> <p>Students are to produce a guide to one of the pilgrimage sites using a grade boundary help sheet to identify content for each level.</p>	Pilgrimage booklets.	<p>Differentiation through outcome.</p> <p>Support through guidance sheet of what each grade boundary requires.</p> <p>Challenge is in the higher grade requirements which all students should be encouraged to access.</p> <p>Elements of both pilgrimage sites could be integrated at the end.</p>	Continue with booklet & complete after 2 nd lesson if not finished.	New GCSE – worship-practices – Christianity.
Christmas	<p>Give tables one of the tasks below, to complete in a time limit.</p> <p>Explain how the 25th December came to be Jesus' celebration of birth.</p> <p>Draw a Venn diagram comparing Matthew and Luke's stories with similarities in the middle.</p> <p>Can you think of reasons why Matthew and Luke have differences in their stories of the same event? Do you think it matters that they are different? Explain why.</p> <p>Why might Mark and John not written about the birth of Jesus (try to come up with at least two reasons)?</p> <p>Summarise Christmas celebrations in Britain today.</p> <p>'The birth stories about Jesus are not important.'</p> <p>Do you agree with that statement? Explain your reasoning.</p> <p>Students are then to feedback and share their information taking the lead at the front of the classroom.</p>	Feedback at the end of the lesson (and teacher assessment throughout the lesson).	<p>Groups can be organised by teacher for peer support, tasks are also differentiated to challenge others.</p> <p>Tasks are varied to encourage challenge.</p> <p>Encourage students to explore the other questions if they have finished.</p>		New GCSE – worship-practices – Christianity.
Easter	<p>Keyword association to Easter.</p> <p>Students are to recap Easter by matching key events to meaning.</p> <p>Q& A to follow.</p> <p>Practice exam questions on Christmas and Easter</p>	Matching events. Q&A as well as exam questions.	<p>Q&A and exam questions by outcome.</p> <p>Through questioning.</p> <p>Variety of exam questions.</p>		New GCSE – worship-practices – Christianity.



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

Church in the community	<p>Starter – read the parable of the sheep and goats and complete analysis of the story.</p> <p>Teacher exposition on church in the community and watch a short video on street pastors to illustrate some of the work done. Group task to produce a poster on a particular Christian community group, including the detail below:</p> <p>What work is done? What is the vision/Aim? The name of a group/organisation promoting your area of focus. Why their work is important. Christian teaching to support these ideas. Advantages and disadvantages of these groups.</p> <p>Completed by the end of the lesson.</p>	Posters and homework.	<p>Differentiation by outcome.</p> <p>The questions for the students to include get progressively more difficult. Advantages and disadvantage being among the higher boundary questions. Extension comes through detail, creativity and design of work.</p>	Summarise the work of a group they have looked at in the lesson in their own words.	New GCSE – worship-practices – Christianity.
Persecuted Christians	Computer based task for students to research a particular persecuted Christian group and analyse what they do and evaluate their value and success.	Completed work.	<p>Differentiation by outcome. Some questions/tasks can be modified.</p> <p>Content and detail to the highest level (without cutting and pasting)</p> <p>12 mark question.</p>	12 mark question. Completion of task in lesson.	New GCSE – worship-practices – Christianity.