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| **Autumn Term** | | |
| Overarching Topic: Christianity beliefs continued | | |
| What has come before and what comes later: | Students have explored the four units in the thematic studies and have completed the Buddhist beliefs and practices unit. Students 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.  Students should study the beliefs, teachings and practices of Christianity and their  basis in Christian sources of wisdom and authority. Students will refer to scripture and/or  sacred texts where appropriate, demonstrating excellent knowledge of key Christian teaching. Students will explore Christian practices in the next topic. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | What are the qualities of God?  What are the three aspects of the Holy Trinity?  How does Jesus’s crucifixion influence Christians?  What does salvation mean?  How do parables influence Christians?  Why is Jesus’s resurrection important to Christians?  How do Christians believe the world was created?  What is the relevance of the incarnation?  Why do people believe in God?  What is the problem of evil?  Where do Christians believe you go to when you die?  How does the parable of the sheep and goats link in with death and the after life?  Why did Jesus have to die?  What are Christian beliefs on the after life?  How does a belief in the afterlife influence Christians? | Which event is more important, Jesus’s crucifixion or resurrection?  How does the parable of the sheep and goats link in with death and the after life?  What is the link between original sin and salvation?  How does the parable of the sheep and goats link in with death and the after life?  Why did Jesus have to die?  What are Christian beliefs on the after life?  How does a belief in the afterlife influence Christians? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | To understand the command phrases in an exam question, identifying what they are and what they mean.  Correct SPaG applied in the correct context.  Application of specific religious teachings | * The wording of the exam questions is fixed therefore students must have an understanding of the prescribed wording. For example, explain two contrasting… This will be reflected via a students response to the examination question. * Students will be judged on their written English in each of the 12 mark questions that they answer. Students are awarded up to five marks based on the quality of their spelling, punctuation and grammar. While awarded to each answer, the best of these answers will be allocated up to five marks. * To achieve a level 4+, students must learn and apply religious teachings to their examination questions. The wider the range of teachings that students can refer to, the higher the grade that could be awarded. |

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| **Spring Term** | | |
| Overarching Topic: Christianity practices | | |
| What has come before and what comes later: | Students have explored the four units in the thematic studies and have completed the Buddhist beliefs and practices unit. Students have also completed the Christian beliefs unit. Students will identify the influence of the beliefs, teachings and practices that Christianity has on individuals,  communities and societies. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | Why is prayer important to Christians?  How do Christians worship?  What is the difference between adult and believers baptism?  Why are Easter and Christmas celebrated?  Why is the eucharist important?  What is evangelism?  How do Christians respond to persecution?  Why is reconciliation important?  Why do Christians support charities?  What is the role of the church in the local community?  Why is the eucharist important to Christians?  What is the difference between liturgical and none liturgical? | Why do Christians support those that are being persecuted?  What can Christians learn from the Lord’s prayer?  Why are pilgrimages important to Christians today?  How is Holy Communion celebrated?  How does evangelism occur?  How do church’s respond to world poverty? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | To understand the command phrases in an exam question, identifying what they are and what they mean.  Correct SPaG applied in the correct context.  Application of specific religious teachings | * The wording of the exam questions is fixed therefore students must have an understanding of the prescribed wording. For example, explain two contrasting… This will be reflected via a students response to the examination question.   Students will be judged on their written English in each of the 12 mark questions that they answer. Students are awarded up to five marks based on the quality of their spelling, punctuation and grammar. While awarded to each answer, the best of these answers will be allocated up to five marks.  To achieve a level 4+, students must learn and apply religious teachings to their examination questions. The wider the range of teachings that students can refer to, the higher the grade that could be awarded. |