



YEAR 13

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Theme 4 (D), Theme 3(E), Theme 4 (F)



<p>Curriculum Intent</p>	<p>Why do we teach this to students? Students study this as part of their A Level Philosophy, Religion and Ethics course.</p> <p>Why do we teach this now? Familiar ground, building on some concepts we have studied at GCSE level, to allow an easier transition into A level. This allows for students to challenge their thinking on the nature and interpretation of key teachings in the life of Jesus.</p> <p>Specification aims:</p> <ul style="list-style-type: none"> • The WJEC Eduqas A level in Religious Studies encourages learners to: • develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and understanding appropriate to a specialist study of religion • develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • adopt an enquiring, critical and reflective approach to the study of religion • reflect on and develop their own values, opinions and attitudes in the light of their study. A level Religious Studies is designed to enable learners to develop their interest in, and enthusiasm for, a study of religion and its place in the wider world. <p>Assessment Objectives:</p> <p>AO1: Demonstrate a knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. <p>AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>
<p>Skills/Assessment objective links</p>	<p>SMSC: Spiritual: The 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. sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Moral: acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Cultural: understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p> <p>PSHE: Tackling religious discrimination</p> <p>British Values: Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p>Skills Builder: Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
<p>Spiritual, moral, social, and cultural development</p>	
<p>Numeracy</p>	
<p>Literacy</p>	<p>Vocabulary: Examine, explain, outline, evaluate, compare</p> <p>Reading: Students are expected to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand and to evaluate set texts.</p> <p>Writing: A level RPE is a literacy-based subject. Students are supported in developing their arguments to explain beliefs and theories, and scholarly approaches. Students also develop their ability to evaluate and criticize the above.</p> <p>Oracy: Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.</p>
<p>Becoming future ready</p>	<p>RS students develop:</p> <ul style="list-style-type: none"> - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills

- writing skills, including accurate referencing and the ability to construct a reasoned argument
- empathy and the ability to understand people and their motivations
- the ability to appreciate different perspectives and take on board others' views
- the ability to work methodically and accurately
- independence of mind and the ability to think for yourself.

Adaptation

QFT/SEND Provision

Throughout this topic, quality first teaching will provide differentiation:
By Intervention: by providing different levels of supervision and support, catch up sessions if requested.
By Progressive Questioning: exploring pupils' understanding through interactive dialogue.
By Offering Optional Activities: In class or as homework, to extend learning.

Implementation Curriculum Delivery

#	Lesson Title, Lesson Objectives, Scripture: Suggested retrieval	Lesson builds upon:	This will be developed in:
1	4D(1) Ecumenical Movement To be able to identify key developments in the ecumenical movement (John 17:20-21) -To know key term 'ecumenical' -To know key developments through: Edinburgh Missionary Conference; International Missionary Conference; the Life and Work Movement; the Faith and Order Movement -World Council of Churches: aims; programme areas (Unity, Mission and Ecumenical Relations; Public Witness and Diakonia; Ecumenical Formation)	New topic. The unit builds upon work completed in Christian Practices unit at GCSE – through mission, unity etc	Lesson 2 and how the RC Church responded to these developments, and Lesson 3 – exam technique
2	(2) Responses and Tensions To know the reaction of the RC Church To be able to highlight tensions in the movement -call to return to the Church of Rome for unity -Vatican II -Outline Anglican-Roman Catholic tensions, position of the Orthodox Church	Lesson 1 (see notes above)	Lesson 3 as we begin to practice exam technique
3	(3) A01/ A02 Practice To be able to apply our knowledge and understanding to A01 and A02 exam type questions	Knowledge, understanding, evaluation tested here. Consolidation of prior learning.	N/A
4	3E (1) Challenges From Science To be able to highlight key ideas from Dawkins' and McGraths' views on the relationship between religion and science. -Dawkins: natural selection explains design, we don't need to choose between God and chaos, religion offers no real answer, the God Delusion -McGrath: science and religion need each other, many scientists have faith, no evidence against God from science,	New topic.	Lesson 2 as we consider the problems
5	(2) To Examine the Issues With Religion and Science To be able to highlight the problems with religion To know the limits of science -God hypothesis, natural selection, multiverse theory, God of the gaps - dangers of the absence of religion (eg violence), religion is more than belief, the Dawkins Delusion	Lesson 1 (see notes above)	Lesson 3 as we begin to evaluate the relationship between faith and science

Learning Outcomes (Knowledge)

	6	<p>(3) Has Science Reduced the Role of God in Christianity? (exam practice)</p> <p>To be able to analyse and evaluate the question above with reference to the views of Dawkins and McGrath</p> <p>To be able to evaluate the extent to which a scientist needs to be an atheist</p> <p>-evaluate the strength of different arguments re the above heading</p> <p>-look at how an atheist scientist would argue against religion and how a theist scientist would argue for religion.</p>	Lessons 1 and 2 above	Lesson 4 as we continue to practice exam technique
	7	<p>(4) A01/A02 Practice</p> <p>To know what an A01 and A02 essay may look like</p> <p>To be able to plan an essay</p>	Knowledge, understanding, evaluation tested here. Consolidation of prior learning.	N/A
	8	<p>4F (1) Response To Poverty and Injustice</p> <p>To know the term 'liberation theology' and introduce Gustavo Gutierrez</p> <p>To know the political basis of Latin American Theology</p> <p>-define the term liberation theology</p> <p>-Gutierrez contrast between liberation theology and modern European theology</p> <p>-overview of the political basis: background; poverty; sympathy to socialist and communist movements and ideas;</p>	New topic	Lesson 2 as we continue to build the picture and recognise a need for liberation theology approach.
	9	<p>(2) Further Issues of Liberation Theology</p> <p>To know the religious and ethical bases of Latin American Theology</p> <p>To be able to identify base communities (Exodus 1-14; Mt. 25:31-46; Acts 2:43-47; 1 John 4:20-21)</p> <p>-aspects of Jesus' life showing political dimension to His ministry</p> <p>-orthodoxy and orthopraxy</p> <p>-material, spiritual, voluntary poverty</p> <p>Preferential option for the poor</p> <p>-base communities</p>	Lesson 1 (see notes above)	Lesson 3 (see above)
	10	<p>(3) Criticisms of the Church</p> <p>To understand how the Church changed over time</p> <p>To understand the response of the Roman Catholic Church</p> <p>-liberation theology and Marxism</p> <p>-Roman Catholic Church responses</p>	See above	Lesson 4 as we practice exam technique
	10	<p>(4) Application to A01 and A02 questions</p>	Knowledge, understanding, evaluation tested. Consolidation of prior learning.	N/A
	Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed.		
Assessment	Students will be formatively assessed with A01 and A02 questions, and Knowledge Checks. This content will be summatively assessed in the mock exams.			
Impact	Attainment and Progress – Refer to assessment results / data review documentation.			