

Topic: Component 1: The study of religions: beliefs, teaching and practices - **Christianity**

SECTION	KNOWLEDGE	SKILLS	REVIEW
Key Beliefs: The nature of God (part 1)	<ul style="list-style-type: none"> • God as omnipotent, loving and just. • The problem of evil and suffering 	Topic Specific PPT & Resources on shared area. Other learning opportunities could include: <ul style="list-style-type: none"> - Ice-breaker: What words would believers use to describe God? - How does the existence of evil and suffering make it difficult to believe in an omnipotent, loving and just God? Discussion of this in small groups. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket and or Plenary Game - Slide 14 of PPT contains 3 reflection questions which could be used to review AO1 knowledge
Key Beliefs: The nature of God (part 2)	<ul style="list-style-type: none"> • The oneness of God and the Trinity: Father, Son and Holy Spirit. 	Topic Specific PPT & Resources on shared area. Other learning opportunities could include: <ul style="list-style-type: none"> - The class could explore Biblical justification for oneness (first and second Commandments, "I AM") and three-ness (Genesis 1:1, Abraham at Mamre, Mark 1:9-11the Baptism of Jesus and Matthew 28:19 the Great Commission). 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Homework: Explain how the Trinity influences Christians today' Refer to sacred texts.(5 marks)
Key Beliefs: Different Christian beliefs about creation	<ul style="list-style-type: none"> • Christian beliefs about creation including the role of Word and Spirit: (John 1:1-3 and Genesis 1:1-3). 	Topic Specific PPT & Resources on shared area. Other learning opportunities could include: <ul style="list-style-type: none"> - Class could read through Genesis 1 and 2 and 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate

		<p>identify the two different creation narratives. Students could identify differences between the stories – sequence, role of God, view of humankind</p> <ul style="list-style-type: none"> - Teachers could outline scientific theories for the creation of the universe and of life. - Students could evaluate how these different accounts may be interpreted by fundamentalists and by liberal Christians 	<ul style="list-style-type: none"> - Slides 22 & 23 contain 4 and 5 mark AO1 questions which could be set as timed questions and peer reviewed
<p>Key Beliefs: Different Christian beliefs about the afterlife and their importance</p>	<ul style="list-style-type: none"> • Resurrection and life after death • Judgement, heaven and hell. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could discuss the idea that life does not end at death. Teachers could refer to the Nicene Creed; “we look for the resurrection of the dead and the life of the world to come”. - The class could read and unpack Hebrews 2:14-15. Teachers could outline the Christian view that life after death depends on God raising humans after death to a different kind of life, and is not rebirth or reincarnation. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Homework: Imagine Heaven & Hell are real. In your book, explain what you think they are like...

<p>The person of Jesus Christ (part 1 – The Incarnation)</p>	<ul style="list-style-type: none"> • Beliefs and Teachings about the incarnation and Jesus as the Son of God 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could re-read John's prologue. Students could also read the two birth narratives. For each one they could pick out details that indicate that Jesus is not just an ordinary baby. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Peer marked question: 'Explain two Christian teaching about the incarnation. Refer to scripture or sacred writing in your answer' [5]
<p>The person of Jesus Christ (part 2 - Crucifixion)</p>	<ul style="list-style-type: none"> • Beliefs and teachings about the crucifixion including linking to concept of Salvation (In part 5) 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Teachers could give a brief outline of the gospel accounts of Jesus' trials to explain why both Jews and Romans condemned him. - Students could make a timeline of events from Matthew's account and annotate it to show what each element says about the person of Jesus. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Slide 12 of PPT contains 3 reflection questions which could be used to review the learning
<p>The person of Jesus Christ (part 3 - Resurrection)</p>	<ul style="list-style-type: none"> • Beliefs and teachings about the resurrection 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could examine the empty tomb as a forensic puzzle. They could do this in three separate groups working on one gospel account each. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Homework: Set 12 mark question alongside 'model answer' – 'Jesus did not rise from the

		<ul style="list-style-type: none"> - 1. Read Mark 16:1-8 (Empty tomb, no appearances). Consider the empty tomb as a crime scene – look for clues in the crucifixion stories and the Mark account. Students give possible forensic explanations for the empty tomb. - 2. Read Matthew 28: 1-15 (empty tomb and appearances) and consider what evidence it gives for resurrection as an explanation for the empty tomb? - 3. Read Luke 24:13-42 (Emmaus and second appearance), and consider how far these appearances support the view that Jesus rose from the dead. - 	<p>dead. Evaluate this statement' (12)</p>
<p>The person of Jesus Christ (part 4 – ascension)</p>	<ul style="list-style-type: none"> • Beliefs and teachings about the ascension. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could read the two ascension narratives and compare and contrast. Students could identify which elements of each say something about Jesus' nature and which say 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate

		<p>something about the early church.</p> <ul style="list-style-type: none"> - Students could identify Christian beliefs and practices they can find reference to in the two narratives. - They could write two new accounts of the ascension, one as told by a fundamentalist, and one as told by a liberal Christian. 	
The person of Jesus Christ (part 5 – Sin & Salvation)	<ul style="list-style-type: none"> • Beliefs and teachings about sin (including original sin) and the means of salvation, including law, grace and Spirit • Beliefs and teachings about the role of Christ in salvation including the idea of atonement. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Starter: Class could suggest a list of sins, both classical (pride, gluttony) and contemporary (stalking, bullying) and imagine what a world without any sin would be like. - Discussion question: does God have to forgive sins – lead into discussion of the concept of grace 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Slide 11 of PPT contains 2 AO1 questions which could be completed in class with oral feedback
Assessment of Key Beliefs			<ul style="list-style-type: none"> - AQA Assessment Criteria
Worship and festivals: different forms of worship and their significance	<ul style="list-style-type: none"> • Liturgical, informal (non-liturgical) and private worship 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p>	<ul style="list-style-type: none"> - Check progress & understanding from exercise books

		<ul style="list-style-type: none"> - Class could compile a list of Christian services that are broadcast – royal weddings and funerals, remembrance service, weddings and funerals in soaps. Watch clips of liturgical services. Identify what they mostly have in common (set order of word and actions, printed service sheet, led by priest or minister). - Then watch non-liturgical clips. Identify how they differ from liturgical worship. - In groups, students could construct arguments arguing the strengths and weaknesses of each form of worship 	<ul style="list-style-type: none"> - Exit Ticket / Plenary Game if appropriate - Slide 17 of PPT contains reflection questions to check student understanding
Worship and festivals: prayer and its significance	<ul style="list-style-type: none"> • The Lord’s Prayer, set prayers and informal prayer. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could list reasons why Christians use set prayers when they pray privately 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Peer reviewed question: ‘God never answers prayers so why bother’?
Worship and festivals: The role and meaning of sacraments – Infant Baptism	<ul style="list-style-type: none"> • The meaning of sacrament. • The rite of infant baptism and its significance for Christians. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could define, unpack and learn definition of “sacrament”, eg “an outward and visible sign of 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate

		<p>an inward and spiritual grace” = something physical that is done to the body which has a permanent effect on the soul. Teachers could contrast this to the idea of simple symbolism, eg using water is a symbol for cleaning. A sacrament must have form (eg words and/or actions), matter (eg water, physical stuff of some sort) and intention (of the person to perform a sacrament).</p> <ul style="list-style-type: none"> - Summary discussion: is it right to baptise babies before they can make a choice of their own? 	<ul style="list-style-type: none"> - Use slide 11 of PPT to review learning – it contains 3 questions
<p>Worship and festivals: The role and meaning of sacraments – Believers Baptism</p>	<ul style="list-style-type: none"> • The rite of believers’ baptism and its significance for Christians 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could read Matthew’s narrative of Jesus’ baptism. - Teachers could introduce believers’ baptism as a ritual in imitation of Jesus - Identify common themes with infant baptism: membership of church, link to Jesus’ death and resurrection, washing away sin (but not <i>original</i> sin in believers’ baptism). 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Reflect on responses to last lessons questions (slide 11) – have answers now changed?

		<ul style="list-style-type: none"> - Debate: why might a Christian prefer believers' baptism to infant baptism? 	
Worship and festivals: Eucharist/Holy Communion	<ul style="list-style-type: none"> • Significance for Church of England/Roman Catholic Christians. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could consider how Jesus' words may be understood: look for two key ideas "this is my body/blood" and "do this in remembrance of me." 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate
Worship and festivals: Holy Communion – significance for Orthodox Christians	<ul style="list-style-type: none"> • Significance for Orthodox Christians 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could look at the outline of the Divine Liturgy and identify what aspects are similar and what are different to Roman Catholic Mass / Church of England Eucharist on paper. They could identify the two-part service and explain terms "liturgy of the catechumens" and "liturgy of the faithful". 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate
Worship and festivals: Holy Communion – its significance for Baptist & Pentecostal Christians	<ul style="list-style-type: none"> • Its significance for Baptist and Pentecostal Christians. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could re-read 1Corinthians 11:23-26. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Homework: 'The Eucharist is the most important practice within Christianity' Evaluate this statement (12marks)

<p>Worship and festivals: The role and importance of pilgrimage</p>	<ul style="list-style-type: none"> • Two contrasting examples of Christian pilgrimage: Lourdes and Iona. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Teachers could introduce the concept of pilgrimage as spiritual journey. Christians travel to a place associated with Jesus or a saint and engage in worship and rituals. - Research task: Students compile a list of Christian places of pilgrimage and note what happened there, and why pilgrims go. Make sure Lourdes and Iona are on the list - Discussion topic: Why might a Christian choose to go on a pilgrimage to Lourdes? 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Timed AO2 question: 'Pilgrimages are a waste of money' (12 marks) which could be peer assessed using AQA marking criteria
<p>Christmas</p>	<ul style="list-style-type: none"> • Christmas - The focus is on the religious meaning of Christmas and how its celebration impacts individuals, church and wider society 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Teachers could ask a couple of contrasting students to describe what their family does on Christmas day. - Review work from Lesson on Incarnation. Students could re-read the birth narratives. Then in groups, identify the elements of celebration of Christmas which can be linked to the Bible stories. Note the 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Review learning using the 4mk AQA question – 'Explain two contrasting ways in which Christians celebrate Christmas' [4]

		<p>shepherds in Luke and the wise men in Matthew.</p> <ul style="list-style-type: none"> - Teachers could introduce forms of worship at Christmas: crib services, carol services, nativity plays all focus on the BIRTH of Jesus, and midnight mass focuses on the INCARNATION of Christ as God made flesh. 	
Easter	<ul style="list-style-type: none"> • Easter - The focus is on the religious meaning of Christmas and how its celebration impacts individuals, church and wider society 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could explore briefly how Easter is celebrated outside the church: bank holidays, chocolate eggs (which do NOT have any real religious meaning), Easter bunnies. Briefly research or discuss why secular practices have become attached to the religious feast of Easter. - Topic for debate: Is Easter or Christmas more important for Christians? (Church teaching is definitely in favour of Easter). 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Review learning using same question as last lesson but with focus on Easter
Assessment of Key Practices			<ul style="list-style-type: none"> - AQA GCSE Assessment Criteria

<p>The role of the church in the local and worldwide community</p>	<ul style="list-style-type: none"> • food banks • street pastors. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Teachers could open the discussion by asking: what does the word “church” mean? And lead discussion towards the idea that church is a community of Christians (locally) and an organisation (nationally and worldwide) rather than the building. Teachers could make a distinction between the local church and the worldwide church - Students could re-read the parable of the Sheep and Goats as the basis for plenary discussion: why do Christians engage in food banks and street pastoring? 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Slide 12 of PPT contains reflection questions to review learning in lesson
<p>The place of mission, evangelism and church growth</p>	<ul style="list-style-type: none"> • The place of mission, evangelism and church growth - The focus is a critical exploration of mission and evangelism as a priority for Christians and church communities. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Teachers could show examples of televangelism (eg, the God Channel), the work of the Church Army and Alpha Course material and ask students to critically evaluate each one. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Homework: Explain two ways in which Christians spread the word of Jesus. Refer to Christian teaching in your answer. [5]
<p>The role of the church in the local and worldwide community: the importance of the worldwide church</p>	<ul style="list-style-type: none"> • Working for reconciliation - The focus is on specific ways that churches work for peace. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p>	<ul style="list-style-type: none"> - Check progress & understanding from exercise books

		<ul style="list-style-type: none"> - Teachers could introduce the Quaker peace testimony and briefly explain the role of pacifists during WW1 and WW2, especially the work as battlefield medical workers. Students could read about or watch information on Quaker peace workers, reconciliation and peer mediators and make notes. - Is reconciliation a priority for Christians? Should it be? Why/why not? 	<ul style="list-style-type: none"> - Exit Ticket / Plenary Game if appropriate - Homework question or in-class timed response – “Reconciliation is the most important thing for all Christians” (4 Mks)
<p>How Christian churches respond to persecution</p>	<ul style="list-style-type: none"> • An exploration of how far Christians who live in security are under obligation to support Christians who are being persecuted. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could read Matthew 5:11-12 and explain this passage written in the context of the persecution of early Christians by the Romans. - Using a world map student could identify areas in the world where Christians are now being persecuted. Students could suggest reasons why Christians might be persecuted in these places. - Research task: find news stories which give details of ways that Christians are persecuted 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Slide 17 of PPT has 3 reflection questions to review student’s understanding of learning

<p>Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</p>	<ul style="list-style-type: none"> • Gaining an understanding of the work and rationale of one or more of the named agencies 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could re-visit the Sheep and the Goats again, and review street pastors and food banks. - Students could suggest how churches might do something similar on a national or international scale, leading towards naming Oxfam, CAFOD and/or Tear Fund - Research task: either as a whole class, or as groups, students could select one charity and research what it does and its stated religious reasons for the work it does. Then focus on one specific project, give detailed information about it, and show how it fits into Christian values. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game if appropriate - Slide 11 of PPT contains reflection questions to be used to review student understanding
<p>Final Assessment of Christianity Module</p>			<ul style="list-style-type: none"> - AQA Assessment Criteria