YEAR 12

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Theme 2 (A-C)

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** Students study this as part of their A Level Philosophy, Religion and Ethics course. **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. **Specification aims:** • 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. **Assessment Objectives:** ***AO1:*** Demonstrate a knowledge and understanding of religion and belief, including: • 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. AO2 Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.
Spiritual, moral, social, and cultural development	**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. **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. **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. **PSHE:** Tackling religious discrimination **British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. **Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
Numeracy	
Literacy	**Vocabulary:** Examine, explain, outline, evaluate, compare **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. **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. **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.
Becoming future ready	RS students develop: - 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

Learning Outcomes (Knowledge)

#	Lesson Title, Lesson Objectives, Scripture: Suggested retrieval	Lesson builds upon:	This will be developed in:
1	**2A (1) Is God Male?** **To explore the concept of God as Father** **To explain the challenges of Sallie McFague** (Ps 103:13-14; Is. 66:13; Mt 23:37; Lk 15:8-10; Jn 4: 24; Gen 1:27; Gal 3:28)	N/A New topic.	Lesson 2 as we practice exam technique
2	**(2) Is God Male? (exam practice)** **To be able to understand key ideas for use in A02 exam question**	Knowledge, understanding, evaluation tested. Consolidation of prior learning.	N/A
3	**(3) Can God Suffer?** **To understand whether, and how God can suffer** **To know the key elements of Moltmann's theory**	New topic which builds on previous knowledge acquired at GCSE level.	Lesson 2 as we practice exam technique
4	**(4) A02 Practice** **To be able to construct an A02 essay plan on the theological implications of the suffering God**	Knowledge, understanding, evaluation tested. Consolidation of prior learning.	N/A
5	**B (1) The Trinity and the Filioque Controversy** **To explain the filioque controversy**	New topic which builds on previous knowledge acquired at GCSE level.	Lesson 2 as we examine more contemporary ideas and criticisms. Lesson 3 as we practice exam technique
6	**(2) Modern developments and their problems** **To explain modern developments of the Trinity.** **To explain criticisms of the developments of the Trinity.**	Impact of teaching on the Trinity including the resulting split in the Church.	Lesson 3 as we practice exam technique
7	**(3) A01 and A02 Exam Practice** **To be able to identify what comprises a good evaluation essay** **To understand to what extent the doctrine of the Trinity is compatible with monotheism**	Knowledge, understanding, evaluation tested. Consolidation of prior learning.	N/A
8	**C (1) Theories of Atonement** **To be able to define atonement** **To be able to explain early theories on atonement** (Hebrews 10:4; Hebrews 10:11; Matt 20:28; 1 Tim 2:5-6)	New topic which builds on previous knowledge acquired at GCSE level	Lesson 2 when we examine developments in the theories
9	**(2) Key models of Atonement**		

		To be able to explain the main models of atonement in Christianity **(** Isaiah 53:6))	Early models of atonement and their criticisms	Lesson 3 as we practice exam technique
	10	**(3) A02 Practice**	Knowledge, understanding, evaluation tested. Consolidation of prior learning.	N/A
		To be able to understand key ideas for use in A02 exam questions		
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.			