

Religious Studies Department Scheme of Work
Key Stage 3 Year 7: Christianity

πTiming	Learning Objectives	Learning Outcomes	Teaching tasks	Formative Assessment, PLTs,
<p>Week One</p> <p>Introduction to Christianity</p>	<p>To introduce the unit - Christian faith</p>	<p>Pupils to be able to identify what they already know about Christianity.</p> <p>Pupils to be able to understand key words associated with Christianity.</p>	<p>Pupils to be introduced to the topic Christianity - famous Christians in modern society (use PowerPoint).</p> <p>Pupils lay out exercise book, i.e. a cover-page, what they know already, topics of investigation, and a dictionary page (layout shown on PowerPoint).</p> <p>Pupils to mind-map what they already know about Christianity in their jotters. Ideas to be collated onto the board.</p> <p>Give out summary sheet of the main topics to be covered in the unit. Pupils to talk through these topics and discuss what they know.</p> <p>Pupils to complete a timeline of early Christian development and write a paragraph about how Christianity developed using at least 5 key words correctly.</p> <p>HOMEWORK Design a cover-page for the Christianity unit.</p>	<p>Team Workers, Reflective Learners, Effective Participators</p>

<p>Week Two</p> <p>The Bible</p>	<p>To understand that the Bible is a holy book and this forms the basis of the Christian faith.</p> <p>Pupils should learn the difference between the Old Testament and the New Testament</p>	<p>Pupils will be able to explain why different things are important to different people.</p> <p>Pupils will be able to explain and appreciate the importance of the Bible in the Christian faith?</p>	<p>Pupils to write down a book that is special to them and why. Through discussion encourage pupils to realise that the Bible is a special text for Christians. Introduce and explore a variety of Bibles. Discuss how the Bible is not just 1 book but 66 books.</p> <p>Discuss how the Bible is split into 2 main sections:</p> <ul style="list-style-type: none"> • OT - 39 books that were written before Jesus was born which tell us about God and his people. • NT - 27 books that were written after Jesus was born which tell us about God and Jesus. <p>Working individually pupils find passages in the Bible - using worksheet for questions.</p>	<p>Reflective Learners, Effective Participators Team workers</p> <p>AFL - Pupils will search for various passages / themes within the Bible.</p>
<p>Week Three</p> <p>Christian beliefs</p>	<p>To get pupils to question and investigate their own beliefs</p> <p>Pupils to explore what the main Christian beliefs are.</p>	<p>Pupils to understand what it is to have faith.</p> <p>Pupils to understand the terms; atheist, agnostic and theist</p> <p>Pupils will be able to identify how having a faith can affect the</p>	<p>Discuss what it means to be a human and for someone to have faith.</p> <p>Pupils are given statement cards with various beliefs on - in pairs they are to sort the cards into three columns. They must discuss why they belief/disbelief/are unsure of these statements. Discuss the key terms of Christianity and add words to the pupils dictionary:</p> <ul style="list-style-type: none"> • Theist • Agnostic 	<p>Reflective learners Effective participators Team workers</p>

		everyday life of the individual believer.	<ul style="list-style-type: none"> • Atheist <p>Pupils think and discuss these terms -where would they place themselves.</p>	
<p>Week Four</p> <p>Hunger Cloth / Lenten Cloth</p> <p>(PROVISIONAL - DEPENDING ON PURCHASE)</p>	<p>1. Investigate some of the key issues in the modern world</p> <p>2. Analyse some of the key teachings of the church</p> <p>3. Evaluate to what extent the church aids the issues we face in the modern world</p>	<p>1. Pupils can identify some of the key issues present in the modern world - all</p> <p>2. Pupils can refer to religions when discussing how these are approached and dealt with (L4) - some</p> <p>3. Pupils can explain how religious teachings encourage people to make a contribution to the world's issues.</p>	<p>Pupils are introduced to the Lenten Cloth and asked whether they know anything about it. Pupils are asked to think and discuss issues that the world is currently facing.</p> <p>Pupils are revealed parts of the cloth and asked to describe what they see. Explore the idea behind the Cloth - a depiction of a faith story or religious teaching.</p> <p>The class is divided into groups of four and they each are given a section of the cloth to discuss and analyse. Pupils are to go up to the Cloth and memorise what they see and report back to their group. All ideas are to be written down on a sheet of paper.</p> <p>Groups then provide feedback to the rest of the class - i.e. what they think the picture was showing. Why do they think that?</p>	<p>Reflective learners.</p> <p>Effective participators</p> <p>Creative thinkers</p>

<p>Week Four / Cover Lesson</p> <p>"The Miracle Maker"</p>		<p>Pupils will consider the importance of Jesus as the Prophet and teacher of the Christian faith.</p>	<p>Pupils watch the DVD/Video (multiple copies available from the RE Base).</p> <p>Freeze-frame; Pupils discuss video at key-points and answer questions based on the life of Jesus.</p>	
<p>Week Four</p> <p>Picturing Jesus</p>	<p>Pupils to explore who Jesus was and why he is important to Christians.</p>		<p>Pupils to brainstorm in their jotters What do they know about Jesus? Write their answers on the board and discuss.</p> <p>Pupils working in groups are giving a selection of paintings showing different interpretations of Jesus. Through discussion pupils will answer a series of questions (see the back of the cards). Pupils provide feedback to the rest of the class.</p> <p>Pupils complete worksheet 'Picturing Jesus' - their interpretation of two paintings</p>	<p>Reflective Learners, Self Managers, Creative Thinkers Team workers</p> <p>AFL - Pupils able to discuss / reflect on the different interpretations of Jesus.</p>
<p>Week Five</p> <p>Parables of Jesus</p>	<p>Pupils to explore what a parable is.</p>	<p>Pupils can create a imaginative and original expression of the parables of</p>	<p>Pupils discuss what a parable is? Can they think of any they have may studied in Primary school?</p> <p>Read through sheet 'The Good Samaritan' and Show</p>	<p>Effective Participators, Reflective Learners Team workers</p>

		Jesus.	<p>clip from Hippity Dog - cartoon version of a parable. Options include:</p> <ul style="list-style-type: none"> • Can they turn this parable into a modern day version i.e. an episode of their favourite soap? Or, get pupils to act an example of a parable they have made up in their groups. • Pupils 'hot seats' a character from the parable, i.e. the traveller, a priest, a Levite and the Good Samaritan. Questions from other children in their group should be answered in role and could include: <ul style="list-style-type: none"> ➤ Who are you? ➤ What did you see? ➤ What happened? ➤ What did you do and why? 	AFL - Pupils create a modern day drama of the parable 'The Good Samaritan' in their groups.
<p>Week Six</p> <p>What happened in the last week and the Last Supper?</p>	<p>To learn what happened on these events.</p> <p>To understand the importance of these events for Christian worship.</p>	<p>Pupils to be able to describe what happened during the Last Supper.</p> <p>Pupils to be able to interpret different sources and conclude what they think</p>	<p>Pupils to read through pp.36-37 of 'This is Christianity' (photocopied sheets available).</p> <p>Watch Jesus of Nazareth Disc 2 scenes 13-16 (includes arrest and trials).</p> <p>Pupils create storyboard/cartoon strip of the last week of Jesus' life using pp 36-37. Differentiated worksheets available:</p>	<p>Creative thinkers</p> <p>Reflective learners</p> <p>Independent enquirers</p>

		happened.	<ul style="list-style-type: none"> ➤ Able students - no help. ➤ Guided headings to provide a starter. ➤ Less able - colour in the pictures. 	
<p>Week Seven</p> <p>The Crucifixion of Jesus</p>	<p>Have an understanding of the key events of Good Friday.</p> <p>To understand the significance (importance) for Christians of the crucifixion.</p>	<p>Pupils will be able to explain and describe the key events of Good Friday.</p>	<p>Pupils to read through pp.44-45 'This is Christianity' (photocopied sheets available).</p> <p>Discuss what a crucifixion is and why Jesus was killed on the cross. Use the picture on page 45 for help and discussion prompts - i.e. what is the artist trying to show? Pain? Sorrow? Hunger?</p> <p>Watch Jesus of Nazareth Disc 2 scenes 11-13.</p> <p>Pupils complete Question 3 in their exercise book - for weaker students a worksheet copy is available. Bibles are to be used for reference.</p>	

<p>Week Eight</p> <p>The Resurrection of Jesus</p>	<p>Pupils to learn what happened on Easter Day</p>	<p>Pupils will be able to describe and explain the importance of the Resurrection of Jesus.</p> <p>Pupils will consider the effects of the Resurrection on Christian beliefs.</p>	<p>Watch Jesus of Nazareth Disc 2 scene 14.</p> <p>Pupils to read pp. 46-47 'This is Christianity' and use this for discussion prompts:</p> <ul style="list-style-type: none"> ➤ Do you think Jesus did rise from the dead, or can you think of any other explanations? ➤ What alternatives could you come up with for the missing body? ➤ What are the arguments for and against each of the alternatives? 	<p>Reflective learners Creative thinkers</p> <p>AFL - Pupils to reflect and discuss on the resurrection - what do they think happened and why.</p>
<p>Week Nine</p> <p>Easter</p>	<p>Pupils to understand what the festival of Easter means for Christians.</p> <p>Pupils will be able to "unpack" all of the different themes associated with Easter.</p>	<p>Pupils will be able to explain the significance of this event for Christian worship</p>	<p>Prepare a table with a cloth over it. Introduce one by one five Christian artefacts, e.g. a palm cross, hot cross buns, Easter eggs, Paschal candle, and Easter cards.</p> <p>Explore with the pupils their knowledge and understanding of these objects: Who would use them? When are they used?</p> <p>Reinforce the pupils understanding of the terms "Holy Week" and "Easter". Recap from previous lesson - what happened on each of the days.</p> <p>Invite the pupils to look at photographs of Easter being celebrated, e.g. games, procession, prayer. On a</p>	<p>Creative Thinkers, Reflective Learners Team workers</p>

			<p>strip of card divided into three invite the pupils, in words and pictures, to make a folded card recalling the ideas and events associated with Palm Sunday, Good Friday and Easter Sunday.</p> <p>As the pupils work on their folded cards encourage the pupils to think about why Easter is a celebration for Christians. What is being celebrated? New life, victory, good over evil, the saving of humankind. Celebration in song, food, prayer, greetings, games and procession.</p> <p>Recap the main events of the last week of Jesus' life and complete Easter sequencing card activity. Pupils are then to stick this in their jotter.</p>	
<p>Week Ten Miracles</p>	<p>Pupils to understand what a miracle is. To understand that Jesus performed miracles and the effect of these on others.</p>	<p>Pupils have knowledge of some of the miracles that Jesus performed and how these affected other people.</p> <p>Pupils will be able to identify how having a faith can affect the everyday life of the</p>	<p>As a class brainstorm what a 'miracle' is and any examples that they can think of. Pupils write down a definition of what is a miracle is in their exercise book. Read through 'Miracles' worksheet'.</p> <p>Focus on 'The feeding of the five thousand' miracle performed by Jesus (read through either using a Bible or worksheet). Show clip from 'Jesus of Nazareth' - The feeding of the five thousand.</p> <p>From the video raise the following points for discussion:</p>	<p>Effective Participators, Creative Thinkers,</p> <p>AFL - Reflective writing on a miracle performed by Jesus.</p>

		individual believer.	<ul style="list-style-type: none"> • The effects the miracle had on people. • What if this happened now - how would people react? • Do you believe a few loaves could feed 5,000? • If you were in the crowd would you have joined in? <p>ASSESSMENT / HOMEWORK Newspaper front page - Miracle performed by Jesus on A4. For the less able, a worksheet version is available for them.</p>	
<p>Week Eleven</p> <p>The Church and its features</p>	<p>Pupils to understand that the church is a holy building for Christians.</p> <p>Pupils to know that a church has a Font, Altar, Pulpit and Lectern.</p>	<p>Pupils to be able to explain and identify the features of a church.</p>	<p>Question pupils on their ideas on what a church is. Establish that a church has two meanings - a holy building and worship. Pupils write the title - <u>The Church</u>. Show clip from 'Living Communities - The Church of Scotland' to show the various uses of it. Pupils draw a picture (or stick in) of each of the features and write a sentence to explain what they are.</p>	<p>Reflective Learners Team workers</p>
<p>Week Twelve</p> <p>Visit to the Cathedral</p> <p>(PROVISIONAL -</p>	<p>To experience a sacred place and reflect upon its significance for worshippers.</p>	<p>Pupils to be able to describe the importance of places of worship for their communities.</p>	<p>Vicar will have met the pupils on a prior visit to the school - i.e. during lunchtime.</p> <p>Pupils visit the Cathedral and are guided around by the Vicar - pointing out the key features and how the</p>	<p>Reflective thinkers Independent enquirers Self managers</p>

<p>DEPENDING ON ORGANISATION)</p>			<p>church is used by the community.</p>	
<p>Week Thirteen Christian Symbols</p>	<p>To know and understand the main Christian symbols.</p> <p>To know and understand the significance of these symbols for some Christians.</p>	<p>Pupils can explain and understand the symbolism of Christianity.</p> <p>Pupils can explain Christians use symbolism to express their religious feelings, beliefs and ideas.</p>	<p>Recap the use of symbols (covered in a previous unit).</p> <p>Discuss the main symbols of Christianity and explain how they are used and why they are important.</p> <p>Worksheet on Christian symbols or do 'Sorting Cards'. Pupils to stick completed exercise in their jotter.</p> <p>Extension Task Pupils use the sheet Christian Symbols to help draw a stained glass window for a new church.</p>	<p>Reflective Learners Team workers</p>