

High Tunstall College of Science Curriculum Intent

Subject: Christian Practices Year: 7 Half term: 2

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| **Unit: Christian Practices** | **Progress** |
| **Key ideas** | **R** | **A** | **G** |
| To understand how Christians respond to scientific explanations of the universe |   |   |   |
| To understand what is meant by worship and why it is important for Christians. |  |  |  |
| To explain the problem of evil and suffering. To evaluate Christian responses to the problem of evil and suffering. |  |  |  |
| To understand how the local church helps the individual and the local community.To assess and analyse the importance of the local church. |  |  |  |
| To explain the role of Street Pastors |  |  |  |

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| Lesson | Learning Focus | Assessment | Key Words |
| 1 | **Christianity and Science**To understand how Christians respond to scientific explanations of the universe | Regular recall activity to consolidate prior learning Image of the Big Bang and students explain what happened before and after the event and whether the Big Bang proves that God does / does not existMind map created about Christian creation stories and AFLMind map created about the Big Bang theory and AFLVenn Diagram to show similarities and differences between Christian and Scientific explanations of the universeTrivial Pursuit challengeFreyer Model - Creation | Creation CreatorBig Bang Theory Adam and EveEvolutionGenesis |
| 2 | **Christian Worship**To understand what is meant by worship and why it is important for Christians. | Recall activity to consolidate prior learningKey words definedSpider diagram completed showing what worship is and why Christians worshipInformation gathering activity showing the different types of worship and why they are important and AFLExtension activity – Explain two ways Christians worship [4 marks]Freyer Model - Worship | WorshipLiturgical worshipNon-Liturgical worshipInformal worshipPrivate worship |
| 3&4 | **The Problem of Evil and Suffering** To explain the problem of evil and suffering. To evaluate Christian responses to the problem of evil and suffering. | Regular recall activity to consolidate prior learningImages of Grenfell Tower and Covid-19 and explanation for why an omnibenevolent God would allow sufferingMind map created with different types of suffering. Link to moral and natural. Differentiated questions based on BBC clip on responses to sufferingDifferentiated questions based on responses to sufferingExtended writing task – Suffering proves that God does not exist. Freyer Model - Suffering | SufferingNatural EvilMoral EvilOmnipotent OmnibenevolentOriginal SinFree WillFaith |
| 5 | **The Church in the Local Community: Food Banks**To understand how the local church helps the individual and the local community.To assess and analyse the importance of the local church. | Recall activity to consolidate prior learningDiscussion about what a church does and questioning activity.Annotation of texts from Ephensians and Matthew’s Gospel.Literacy activity to gain an overview of what the church does.Mind maps created about the Trussell Trust and Oasis Project together with AFL5 Mark GCSE questionFreyer Model – Community  | ChurchBuilding PeopleFood BanksTrussell TrustOasis ProjectCommunity |
| 6 | **Street Pastors**To explain the role of Street Pastors | Regular recall activity to consolidate prior learningOverview of problems that exist in local communities for different groups of peopleMind map about the work of Street Pastors from documentary Trivial Pursuit questioning style about the work of Street PastorsFreyer Model – Street Pastors | Community Street Pastors |