

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 exist  Mind map created about Christian creation stories and AFL  Mind map created about the Big Bang theory and AFL  Venn Diagram to show similarities and differences between Christian and Scientific explanations of the universe  Trivial Pursuit challenge  Freyer Model - Creation | Creation  Creator  Big Bang Theory  Adam and Eve  Evolution  Genesis |
| 2 | **Christian Worship**  To understand what is meant by worship and why it is important for Christians. | Recall activity to consolidate prior learning  Key words defined  Spider diagram completed showing what worship is and why Christians worship  Information gathering activity showing the different types of worship and why they are important and AFL  Extension activity – Explain two ways Christians worship [4 marks]  Freyer Model - Worship | Worship  Liturgical worship  Non-Liturgical worship  Informal worship  Private 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 learning  Images of Grenfell Tower and Covid-19 and explanation for why an omnibenevolent God would allow suffering  Mind map created with different types of suffering. Link to moral and natural.  Differentiated questions based on BBC clip on responses to suffering  Differentiated questions based on responses to suffering  Extended writing task – Suffering proves that God does not exist.  Freyer Model - Suffering | Suffering  Natural Evil  Moral Evil  Omnipotent  Omnibenevolent  Original Sin  Free Will  Faith |
| 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 learning  Discussion 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 AFL  5 Mark GCSE question  Freyer Model – Community | Church  Building  People  Food Banks  Trussell Trust  Oasis Project  Community |
| 6 | **Street Pastors**  To explain the role of Street Pastors | Regular recall activity to consolidate prior learning  Overview of problems that exist in local communities for different groups of people  Mind map about the work of Street Pastors from documentary  Trivial Pursuit questioning style about the work of Street Pastors  Freyer Model – Street Pastors | Community  Street Pastors |