



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6	<p>Pupils will explore the Ideas about God in different faith and why some people don't believing God.</p> <p>Pupils will be given opportunities to express their own views and beliefs about God.</p> <p>They will also explore non-religious reason for the world's creation. This unit ties in very nicely with another unit later unit in year 11.This will build in their knowledge on God and worship.</p> <p>Pupils will have opportunities for SMCSO.</p>	<p>Pupils will bring in their prior knowledge. Starter activity will capture their ideas about God.</p> <p>Religious upbringing.</p> <p>Primary school teaching.</p>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p>Peer assessment</p> <p>End of unit assessment</p>	<p>Teacher's feedback in every lesson while monitoring classwork.</p> <p>Diagnostic feedback at the end of the unit.</p>	<p>I can describe how religious concepts are contextualized within belief and practice.</p> <p>I can contextualize concepts within beliefs and practices and describe how they are expressed.</p> <p>I can explain how religious concepts are contextualized within beliefs and practices.</p> <p>I can describe the historical and cultural context of belief, practice and lifestyles.</p> <p>I can accurately contextualize concepts within beliefs and practices and within different branches of a religion.</p> <p>I can accurately contextualize and explain connections between concepts.</p> <p>I can analyse similarities and differences between concepts.</p> <p>I can analyse concepts within and across religions and give complex explanations about how they are connected.</p>



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	Key question: What is the truth?	All will be able to know the meaning of truth and belief. Most will be able to give examples of truth and belief. Some will be able to evaluate the link between the two.	Optical illusion pictures Is seeing is believing Discuss.	<p>Starter Look at the following images ... What can you see? How do you decide that what you see is true!</p> <p>Main True or false? Complete the worksheet. Discuss So what you think how do we know what truth is?</p> <p>Class game 5 pupils need to go outside. Pupils come back in and have to decide whether what class is telling them is true or not. Sort the following statements out into columns Beliefs, Truths.</p>	<p>Levelled questions- What is truth? What is belief? Give examples of each How do we know about the truth?</p> <p>GCSE question Do you think beliefs are something we can't proof? If yes/No Give reasons.</p>	Write a paragraph on truth and beliefs including your own beliefs.	What is the difference between truth and belief?



2	Does God Exist?	All will be able to define the keywords. Most will be able to discuss the different beliefs and give examples. Some will be able to reflect on personal beliefs about God.	Jim Carry from Bruce Almighty-scene when he meets God.	Starter: Write down everything that comes to your mind when I say the word GOD. Main Discuss how do we know God? There are many different people who look at whether or not God exists. Can you think of any? Why do you think that some people believe in God whilst others don't? Match the key word with the right meaning. Design a symbol for each of the three beliefs. Theist Agnostic Atheist Your symbol should show what each group believes about God.	GCSE Question You need to see God to be able to believe in him. Agree/Disagree Give reason for your opinion.	Design questionnaire on God.	What level am I? Self-assessment. Looking at the success criteria.
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3	Key question Can the natural world reveal God? (Design).	All will be able to know that William Paley gave the theory of design. Most will be able to explain design argument with examples. Some will be able to evaluate and analyse design argument (what are the problems with this argument).	Which of these three is the odd one out?	<p>Starter How was the iPhone designed? Could it have been made without a designer?</p> <p>Read the design argument-discuss William Paley, who was he and how did he show design in the world?</p> <p>Discuss the criticism on design-use sheet to help aid points.</p> <p>GCSE exam question. Do you think God designed the world?</p>	<p>Differentiated questions What is Design? What did William Paley about Design? Why do you think Paley used watch analogy to explain design argument? What are the problems with design argument?</p>	<p>Create posters on design argument for the existence of God. Use William Paley watch analogy Give examples of design in the world.</p>	<p>Do you believe in design argument? Agree Disagree/Give reasons for your opinion.</p>
4	Key question: What is the causation argument?	All will be able to know the meaning of cause and effect. Most will be able to explain the cosmological argument with examples. Some will be able to evaluate and analyse the argument.	Does every cause has an affect? discuss	<p>Starter: Look at the dominos effect. Who started it? What was the effect on the dominos? Read the information sheet. Main pupils explain the cause and effect argument in their own words. Discuss Criticism on the theory. GCSE type question.</p>	<p>GCSE question Can you create something from nothing? Agree /disagree Give reasons for your opinion.</p>	<p>Research Big bang theory.</p>	<p>Can anything come from nothing?! Write your response.</p>
5	KQ: How can I revise for the assessment on this topic?	<p>To be able to track knowledge on the topic so far.</p> <p>To be able to take away one revision resource.</p> <p>To be able to show a full knowledge and understanding of the topic.</p>	Learners to mind-map everything they can remember about the topic.	Learners to complete revision activities.		<p>Revise for end of unit test. Must bring in a revision resource.</p>	Pop quiz on topic.



6	KQ: How can I show my knowledge on the topic?	All will be able to answer a question on the topic. Most will be able to explain their answers using PPE. Some will be able to describe why people may disagree with their view point.	Set assessment protocol.	Students to complete assessment.		Pupils to research one world religious view on the importance of family and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.
7	KQ: How can I improve on my assessment?	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question. Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each other's work for ideas on how to improve their own.
8	Key Question: What is the scientific account of human existence?	All will be able to understand the basic concept of evolution. Most will be able to explain and give examples of theory of evolution. Some will be able to analyse and evaluate the links between religious beliefs and scientific explanation for the world.	Picture of theory of evolution.	Starter: Which video do you agree with most? http://uk.youtube.com/watch?v=71-QYtxi8Bw&feature=related http://uk.youtube.com/watch?v=faRIFsYmkeY&feature=related Main Group Activity: In terms of evolution put these in order from the most simple to the most complex life forms. Half of the class will argue for the evolution theory (against the creation theory). The other half will argue for the creation theory (against the evolution theory).	Comparison between creation and evolution GCSE question. Compare the two looking at why someone would agree or disagree with creation and evolution.	Design a story board explain theory of evolution.	Do you agree with the scientific theory of evolution? What is the difference between the scientific and the religious account of existence?



9	Can God be experienced?	I can explore different forms of religious experience. I can evaluate the link between religious experience and the existence of God level.	Pictures of a car accident, a person going in coma and experiencing bright light. Is this Religious experience?	Brain storm examples of religious experience Main watch the clip http://uk.youtube.com/watch?v=1dXBnxIZ1ss http://www.bbc.co.uk/learningzone/clips/the-guru-vanishes/3778.html Discuss the possibilities of religious experiences being true. Tasks: Reasons for and against religious experience. Extended piece of writing.	Describe what is happening in the clip. Give examples of some of the religious experience Guru Nanak had. Explain how these experiences helped guru Nanak believe in God. Imagine if you were there to witness them, explain how you would have felt.		t Look at success criteria peer Assessment. Write down three questions you would like to ask a person who had a religious experience.
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