

Share Multi Academy Trust
 Curriculum Planning Template

Subject: KS5 Religious Studies **Year:** 13 **Ability:** Mixed
(Paper 1)

Term / Date(s)	Topic 1	Topic 2	Topic 3
Topic	Nature and Attributes of God	Religious Language (1)	Religious Language (2)
Topic overview	Students will learn the different attributes that Christians ascribe to their God and whether these can all logically be true.	Students will learn the apophatic and cataphatic way of talking about God and will compare these.	Students will learn the 20 th Century perspectives on Religious Language.
Pupils will learn...			
Components			
	Students will learn about the idea of divine power in order to understand traditional Christian descriptions of God's attributes.	Students will examine what is meant by the phrase 'Religious Language' in order to put the rest of the unit into context.	Students will examine how Religious Language changed in the 20 th Century in order to put the rest of the unit into context.
	Students will examine different scholarly views on God's omnipotence in order to analyse which view provides the most coherent description.	Students will examine the apophatic way in order to evaluate if this is the best language to use when describing God.	Students will learn Wittgenstein's Language Games theory in order to analyse if this is the best way to approach religious language.
	Students will analyse different scholarly views on God's omniscience in order to analyse which view provides the most coherent description.	Students will analyse the cataphatic way in order to evaluate if this is the best language to use when describing God.	Students will analyse Flew's view on Blips in order to analyse if this is the best way to approach religious language.
	Students will consider different scholarly arguments for God's relationship with time in order to analyse which view provides the most coherent description.	Students will learn Tillich's view on using symbols to describe God in order to evaluate if this is the best language to use when describing God.	
	Students will analyse Boethius' view of God's relationship with time in order to establish whether this is the most coherent view.		
	Students will examine Anselm's view of God's relationship with time in order to establish whether this is the most coherent view.		
	Students will evaluate Swinburne's view of God's relationship with time in order to establish whether this is the most coherent view.		
	Students will consider different scholarly views on God's omnibenevolence in order to analyse which view provides the most coherent description		

What pupils should already know (prior learning components)	Students will have knowledge of God's nature from their year 12 studies on the Problem of Evil and arguments based on reason and observation. Students will have some knowledge from their year 9 philosophy course. Students who studied GCSE RS will have some knowledge of God's nature.	Students will be able to draw on the previous philosophy topics to some extent. However, this unit is fairly stand alone in nature and requires students to have very little prior knowledge.	Students will have knowledge of traditional approaches to religious language from topic 2.
Transferable knowledge (skills)	<ul style="list-style-type: none"> • Tolerance and understanding of the different beliefs and perspectives of others. • The ability to describe and explain the beliefs of others. • The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. • How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. • The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others 	<ul style="list-style-type: none"> • Tolerance and understanding of the different beliefs and perspectives of others. • The ability to describe and explain the beliefs of others. • The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. • How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. • The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others 	<ul style="list-style-type: none"> • Tolerance and understanding of the different beliefs and perspectives of others. • The ability to describe and explain the beliefs of others. • The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. • How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. • The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others
Key vocabulary pupil will know and learn	<ul style="list-style-type: none"> • The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. • The ability to construct logical chains of reasoning based on the opinions of others and their own. <p>Omnipotence, omniscient, omnibenevolent, eternal, everlasting, free will, existentialism, immutable</p>	<ul style="list-style-type: none"> • The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. • The ability to construct logical chains of reasoning based on the opinions of others and their own. <p>Agnosticism, truth-claim, apophatic way, via negativa, cataphatic way, via positiva, univocal language, equivocal language, analogy, symbol</p>	<ul style="list-style-type: none"> • The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. • The ability to construct logical chains of reasoning based on the opinions of others and their own. <p>Logical positivism, cognitive, non-cognitive, empirical, verification, symposium, falsification, demythologising</p>
Assessment activities	<p>1 x 40-mark homework essay $\frac{1}{2}$ of the way through the topic</p> <p>1 x 40-mark timed essay at the end of the topic</p> <p>1 x subject knowledge test at the end of the topic</p>	<p>1 x 40-mark homework essay $\frac{1}{2}$ of the way through the topic</p> <p>1 x 40-mark timed essay at the end of the topic</p> <p>1 x subject knowledge test at the end of the topic</p>	<p>1 x 40-mark homework essay $\frac{1}{2}$ of the way through the topic</p> <p>1 x 40-mark timed essay at the end of the topic</p> <p>1 x subject knowledge test at the end of the topic</p>
Resources available	<p>Key word tasks throughout the topic</p> <p>Lessons on staff shared area.</p> <p>Pansycast Podcast</p>	<p>Key word tasks throughout the topic</p> <p>Lessons on staff shared area.</p> <p>Pansycast Podcast</p>	<p>Key word tasks throughout the topic</p> <p>Lessons on staff shared area.</p> <p>Pansycast Podcast</p>
Notes	OCR Religious Studies A Level Revision Guide		
Why this topic is important...	<p>This topic is important for students to understand Christian views on their God. It allows for students to empathise with different world views and analyse their coherence.</p>	<p>This topic is important as it allows students to develop different arguments when discussing religion. This topic is important as it teaches students the different ways that religions approach discussing God. This topic is important as it allows students to develop their ability in constructing logical chains of reasoning.</p>	<p>This topic is important as it allows students to develop different arguments when discussing religion. This topic is important as it teaches students a more modern perspective to religious language.</p>

This topic is important as it enables students to form their own opinions on Christian belief and learn how to respectfully debate key theological issues.

This topic is important as it teaches empathy for different religions.
This topic is important as it allows students to develop their ability in constructing logical chains of reasoning.

