

RS Department Home Learning Plan

Week 1	Week 2		Week3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
23rd March	30th March		20th April	27th April	4th May	11th May	18th May		1st June	8th June	15th June	22nd June	29th June	6th July	13th July

Year 7 - ZLB/SMG

Topic	Weeks	Resources and Activities	Assessment
Teachers to set their own work/finish lessons	1-2	Various	Various
Buddhism	3-7	ZLB to set work on google classroom for all classes	Multiple choice test plus extended response, marked by teachers

Year 8 - CRD

Topic	Weeks	Resources and Activities	Assessment
Teachers to set their own work/finish lessons	1-2	Forum debate or 12 mark evaluation 'There is no life after death' Life after death debate video https://www.youtube.com/watch?time_continue=9&v=x85QUQm2P3E&feature=emb_logo	Formative assessment: Monitoring and responding to comments on forum debate
Intro lesson (worksheet and information pack) before starting Ecumenical Church Project	3-8	CRD- to post intro lesson to all year 8 classes. Project Booklet to be distributed in such a way that the logs can be monitored by staff teachers/ students can work in small groups on it.	Monitor project logs, final project submission and summatively assessed
Spirited Arts Project (TBC)			

Year 9 - CJW

Topic	Weeks	Resources and Activities	Assessment
Recapping of Learning to date	1-2	Kerboodle textbook, CJW to set work on google classroom for all classes every Monday: Week 1 = Christianity Keywords Crossword, Fact Test, Revision Document, Optional Extension - Radio 4 style thought for the day Week 2 = Islam Keywords Crosswords, Fact Test	Either One of the two fact tests Or One 5 mark question- Explain two Christian beliefs about the role of Christ in salvation. Refer to religious scripture or sacred writing in your answer (5 marks)
Introduction to Ethics	3-9	Introduction to Ethics lessons and project: Project Planning Sheet and Lesson Log Sent to Students Students create a TED Talk on a moral issue of their choice	Regular review of students' lesson Logs Marking the final project - Level 1-9
Religion in the UK	10-14	Religion In the UK Project - Details to be sent to students next term. Topics will include What are the current trends of religious belief in the UK? Are there more or less Christians and Muslims in the UK today than before? Why?	Regular review of students' lesson Logs Marking the final project - Level 1-9

Year 10 Full Course - HAJ

Topic	Weeks	Resources and Activities	Assessment
Christian Practices	1-6	Kerboodle textbook, HAJ to set work on google classroom for all classes every Monday Week 1 - worship and sacraments Week 2 - prayer, baptism, practice question Week 3 - holy communion, website task Week 4 - pilgrimage, festivals, practice question Week 5 - food banks, street pastors, mission and evangelism Week 6 - church growth, worldwide church, practice question	Practice question every fortnight - set on google classroom, marked by class teachers
Religion, Peace and Conflict	7-12	Kerboodle textbook, HAJ to set work on google classroom for all classes every Monday	Practice question every fortnight - set on google classroom, marked by class teachers

Islam and Christianity - Review/Revision	13-14	Kerboodle textbook, HAJ to set work on google classroom for all classes every Monday	Practice question every fortnight - set on google classroom, marked by class teachers
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Year 10 Short Course - HAJ

Topic	Weeks	Resources and Activities	Assessment
Resurrection, afterlife, Salvation - law, grace and spirit	1-4	Kerboodle textbook, HAJ to set work on google classroom for all classes every Monday	Q1-4 OR 5 every fortnight - set on google classroom, marked by class teachers
Religion, Peace and Conflict	5-14	Kerboodle textbook, HAJ to set work on google classroom for all classes every Monday	Q1-4 OR 5 every fortnight - set on google classroom, marked by class teachers

Year 12 RS - HAJ

Topic	Weeks	Resources and Activities	Assessment
Mind, Body, Soul	1-4	Students have textbooks at home, HAJ to set work on google classroom every Monday	1 essay (title TBC)
Death and the Afterlife	5-8	Students have textbooks at home, HAJ to set work on google classroom every Monday	1 essay (title TBC)
Christian Moral Action	9-11	Students have textbooks at home, HAJ to set work on google classroom every Monday	1 essay (title TBC)
Christian Moral Principles	12-14	Students have textbooks at home, HAJ to set work on google classroom every Monday	1 essay (title TBC)

Year 12 RS - CRD

Topic	Weeks	Resources and Activities	Assessment
Religious ethics: Tying up Situation Ethics and Natural Law.	1-3	Religious ethics- Peter Baron videos and two workbooks. Reading and questions to be completed from Coffey ethics	Essay due at the end of the first week back (Mon 27 April).

		<p>textbook.</p> <p>Strengths and weaknesses table for Natural Law to be drawn up from videos/ textbooks.</p> <p>PEPED resources and powerpoints for further essay research and Dimmock online textbook reading.</p> <p>https://peped.org/philosophicalinvestigations/ethics/ethics-as/situation-ethics/ https://peped.org/philosophicalinvestigations/ethics/ethics-as/natural-law/</p>	<p>"Evaluate whether situation ethics is a more reliable basis for ethical decision - making than natural Law' (40)</p>
Bernard Hoose's Proportionalism (extension) Modern response/ re evaluation of Natural Law	4	<p>Proportionalism reading/ booklet. Key video. https://www.youtube.com/watch?reload=9&v=Jd0xBD5tEK4</p>	
Religious experience including argument from religious experience	5-9	<p>Google Classroom lessons (Swinburne and William James focus). Summary Powerpoint and Vardy Powerpoint. Peped resources.</p> <p>Evaluation of veridicality of religious experiences.</p> <p>Principles of credulity and testimony.</p> <p>Corporate Vs individual experiences.</p> <p>To what extent could they prove God.</p> <p>Synoptic links with knowledge of God's existence topic.</p>	<p>Essay 40 marks on religious experience:</p> <p>'Critically assess Willaim James' understanding of religious experiences' (40)</p>
<p>Conscience</p> <p>Freud Vs Aquinas</p> <p>Butler, Newman, Fromm, Piaget, Augustine.</p>	10-13	<p>Google Classroom lessons. Conscience booklet/ Coffey reading and questions. PEPEP resources. Peter Baron video. Dimmock textbook 157-167.</p> <p>Students must come up with their own examples of vincible and invincible ignorance.</p>	<p>Essay 40 marks on conscience: Critically compare Aquinas' and Freud's views on conscience.</p>
Exam technique/ advice and Essay planning/ practice. Share model essays.	14	<p>Revision booklets/ practice essay planning. Highlighting model essays using marking code. Use a variety of essay plan templates.</p> <p>https://divinityphilosophy.net/2018/05/11/ocr-h573-potential-questions-the-very-long-list/</p>	<p>AFL : Question forums</p> <p>Check plans/ practice essays.</p>

		LOGOS Essay writing Blog https://divinityphilosophy.net/logos-blog/	
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Year 12 Philosophy - CJW

Topic	Weeks	Resources and Activities	Assessment
Independent Revision of the topic Epistemology	1-2	Exam Specification https://filestore.aqa.org.uk/resources/philosophy/specifications/AQA-7172-SP-2017.PDF Reading List https://www.aqa.org.uk/resources/philosophy/as-and-a-level/philosophy/teach/resource-list	One page of notes on a text from the reading list One 5 mark question
Extra-curricular Philosophical Questions	3-7	Create a presentation which could be delivered live or recorded and posted, on a Philosophical question beyond the syllabus of your choice	Presentation - live video, recording, set of notes
Introductory Reading for the topic - Metaphysics of God	8-14	Reading List https://www.aqa.org.uk/resources/philosophy/as-and-a-level/philosophy/teach/resource-list	One page of notes from three texts from the reading list

Year 12 Philosophy - SMG

Topic	Weeks	Resources and Activities	Assessment
Metaethics	1	Anthology reading Ayer and Hare, Plan a 25-mark question on 'Is Non-Cognitivism more convincing than Cognitivism?', send me a plan if you want interim feedback, write up for homework, turn in 30 March. Use: Textbook and handouts, together with websites previously recommended.	25-mark essay marked in accordance with assessment grid.
Revision/consolidation	2	Applied ethics: AVE on stealing and lying, Kant on eating animals and simulated killing . Use the pro-forma previously supplied for Utilitarianism if you wish as an advance organiser.	Q&A on Google classroom to help teacher monitor.

Aristotelian Virtue Ethics Modern Virtue ethicists and the extent to which flaws in AVE can be remedied.	3	Teacher to post summaries and questions on Google classroom nearer the time.	Teacher feedback on submitted work.
Revision	4	Guided revision Students should revise using the power point already uploaded containing suggestions and recommendations. They should read the exam tips and revision tips already uploaded.	Q&A on Google classroom as necessary.

Extension	5-7	Mr White will take the lead on this. The idea is that the students will do a project-based assignment on a philosophical topic or topics outside the syllabus, which will be useful amongst other things when we come to write UCAS references.	Teacher feedback will be given.
Commence Philosophy of Mind	8-14	More detail will be supplied as and when appropriate. In summary: <ul style="list-style-type: none"> • What we mean by mind; • Substance dualism; • Property dualism; • Issues, including whether mind is distinct from body, together with key concepts. 	A mixture of quizzes and knowledge tests, short 3 and 5 mark questions and periodically a longer question.