

# Year 11 Autumn Term: Advent 1

Our Advent unit: Catholic Christianity: Eschatology

Mini-units this half term: Forms of Expression – Artefact and Eschatology; Beliefs and Teachings; Sources of Authority; Practices.

What should students know / understand by the end of each lesson?

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
Week 1		<ul style="list-style-type: none"> <li>The features and Christian significance of the Paschal candle as an artefact of Resurrection.</li> </ul>	<ul style="list-style-type: none"> <li>Michelangelo's The Last Judgement; the meaning and significance of its religious themes.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>How different Christian beliefs about life after death are expressed in different forms of memorial expression, e.g. tombstones, monuments and remembrance gardens.</li> </ul>	<ul style="list-style-type: none"> <li>Catholic beliefs about eschatology and life after death; resurrection, including how the resurrection of Jesus has influenced Christian eschatology with reference to 1 Corinthians 15:42–44.</li> </ul>	
Week 3	<ul style="list-style-type: none"> <li>The four last things: death, judgement, heaven and hell.</li> </ul>	<ul style="list-style-type: none"> <li>Catholic beliefs about purgatory and the difference between particular and final judgement.</li> </ul>	<ul style="list-style-type: none"> <li>The meaning and significance of different Christian beliefs about life after death.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li><i>What makes a good AO1 answer?</i></li> </ul>	<ul style="list-style-type: none"> <li>The religious significance of the story of the Rich Man and Lazarus (Luke 16:19–31).</li> </ul>	
Week 5	<ul style="list-style-type: none"> <li>The meaning and significance of the idea of the cosmic reconciliation of all things with reference to Mother Julian of Norwich, Revelations of Divine Love 32.</li> </ul>	<ul style="list-style-type: none"> <li>The importance of the Second Vatican Council for a Catholic understanding of eschatology, with particular reference to Lumen Gentium 48 and Catechism of the Catholic Church 1037.</li> </ul>	<ul style="list-style-type: none"> <li>Identification and understanding of 'the last rites' as sacramental expression of reconciliation, healing and hope.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Understanding and evaluation of the ways in which the prayers and actions of the funeral rite are</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the influence of 'the sanctity of life' on Catholic views about the care of the dying and euthanasia.</li> </ul>	

	influenced by Catholic beliefs about life after death.		
Week 7	• <i>What makes a good AO2 answer?</i>	• <i>PAZ assessment.</i>	• <i>Continued.</i>

What is needed to master the knowledge?

- *Students consider what Catholics believe about life after death and the implications of these beliefs for how Catholics live their lives today.*
- *This includes an exploration of the Paschal candle as an expression of the risen Christ and Michelangelo's Last Judgement, as well as beliefs about life after death, the funeral rites and the implications of beliefs about life and death for Catholic views about euthanasia.*

## **Year 11 Autumn Term : Advent 2**

**Our Advent 2 unit: Catholic Christianity: Eschatology**

**Mini-units this half term: Practices (part).**

*Before moving on to...*

**Our Advent 2 unit: Judaism**

**Mini-units this half term: Beliefs and Teachings: Key Beliefs; the Covenant and the Mitzvot (part)**

What should students know / understand by the end of each lesson?

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
Week 8	• Evaluate the influence of 'the sanctity of life' on Catholic views about the care of the dying and euthanasia.	• <i>Continued.</i>	
Week 9	• <i>PAZ feedback.</i>	• The nature of God: God as one; God as Creator; God as Law-Giver and Judge, loving and merciful.	• <i>Continued.</i>

		<ul style="list-style-type: none"> <li>Students should identify and explain two teachings common to Christianity and Judaism: Monotheism; God as Creator.</li> </ul>	
Week 10	<ul style="list-style-type: none"> <li>The divine presence (Shekhinah).</li> </ul>	<ul style="list-style-type: none"> <li><i>Continued.</i></li> </ul>	
Week 11	<ul style="list-style-type: none"> <li>Beliefs about life after death, including judgement and resurrection.</li> </ul>	<ul style="list-style-type: none"> <li><i>Continued.</i></li> </ul>	<ul style="list-style-type: none"> <li>The nature and role of the Messiah, including different views on the role and importance of the Messiah.</li> <li>Students should identify beliefs about the Messiah as a topic on which the teachings of Judaism and Christianity differ and explain the different perspectives on that topic.</li> </ul>
Week 12	<ul style="list-style-type: none"> <li><i>Continued.</i></li> </ul>		
Week 13	<ul style="list-style-type: none"> <li><i>What makes a good AO2 answer?</i></li> </ul>	<ul style="list-style-type: none"> <li>The promised land and the Covenant with Abraham, Genesis 12:1–3</li> </ul>	<ul style="list-style-type: none"> <li><i>Continued.</i></li> </ul>
Week 14	<ul style="list-style-type: none"> <li><i>Preparation for PAZ assessment.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>RSHE.</i></li> </ul>	

What is needed to master the knowledge?

### Eschatology

- Students consider what Catholics believe about life after death and the implications of these beliefs for how Catholics live their lives today.
- This includes an exploration of the Paschal candle as an expression of the risen Christ and Michelangelo's Last Judgement, as well as beliefs about life after death, the funeral rites and the implications of beliefs about life and death for Catholic views about euthanasia.

### Judaism

- Students should study the beliefs, teachings and practices of Judaism specified below and their basis in Jewish sources of wisdom and authority.
- They should be able to refer to scripture and/or sacred texts where appropriate. Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

- *Common and divergent views within Judaism in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Jewish perspectives in their answers, for example, Orthodox, Reform and Liberal Judaism.*
- *Students should know and understand that Judaism is one of the religious traditions in Great Britain today, that religions and beliefs in Great Britain are diverse and include non-religious beliefs such as atheism and humanism, and that the religious traditions of Great Britain are, in the main, Christian.*
- *Students should identify and explain two teachings common to Christianity and Judaism: Monotheism; God as Creator. Students should identify beliefs about the Messiah as a topic on which the teachings of Judaism and Christianity differ and explain the different perspectives on that topic.*