



### Subject:

### Module 2

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p><b>What is Religion?:</b>                      The aim of this scheme of work is explore the way in which religion develops into the modern forms which we are presented with in our current zeitgeist. Religious are dissected and analysed in their components: beliefs, actions and identity. Furthermore it introduces students to the concepts of families of religion which are the dominant forms of Abrahamic and Dharmic. These concepts of families of religions, theories and concepts are corner stones which are built upon throughout PRE, through key stages 3-5.</p> <p><b>Joining up:</b> Understanding the make-up of religion as a whole is a systemic approach which lends itself well across the school's curriculum. In History students will learn of life in Medieval England, a nation which is defined by its religious persuasion; in English when considering the classic novel <i>Christmas Carol</i>, students learn to build up an understanding of the ingredients of a superb, plot and character. This skill of comprehending the genesis of concepts and the components of those concepts is mirrored across the extended writing subjects.</p>		
	Essential	Core	Ambitious
<p><b>The Big Questions</b>                      (What questions will students be able to answer upon mastery of the topic?)</p>	<p>CE, BCE, Ancient religion, Classical religion, Dharmic religion and Abrahamic religion</p> <p>What are <i>ideas</i> and <i>beliefs</i> and how have they developed?</p> <p>What are the <i>ingredients</i> of religion?</p>	<p>How did religion <i>begin</i>?</p> <p>What was the <i>first</i> religion?</p> <p>What did <i>ancient</i> religions believe?</p> <p>How did <i>Dharmic</i> religion begin?</p> <p>How did <i>Abrahamic</i> religion begin?</p> <p>What are the <i>features</i> of religion?</p> <p>Are <i>ancient</i> and <i>modern</i> religions similar?</p>	<p>Frazer '<i>Golden Bough</i>'; Reuther '<i>Beyond God the Father</i>'</p> <p>Are ideologies and characteristics <i>inherited</i>?</p> <p>What is the impact of ancient ideas on <i>modern thought</i>?</p> <p>Can <i>new</i> religions be created and applied to modern society?</p>

<b>The Key Skills/ Techniques</b>	<b>The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge</b>	
	<b>Skill/Technique</b>	<b>How will this skill be developed?</b>
	Knowledge and understanding	Powerful knowledge will be developed through the imbedding of key facts and ideas
	Impact and Influence	Applying key ideas to real life and hypothetic examples
	Source of Authority	Recall, analyse and apply key sources of authority and wisdom
	Specialist Language	Define and use in context specialist, academic vocabulary
	Judgement/Evaluation	Consider the strengths and weaknesses of key concepts and ideas in order to determine their value
	Opinion/Other Views	Consider and empathise with contrasting beliefs and ideas