

## Scheme of Learning for Year 10: Creation

LEARNED: To know and understand Catholic teachings on how the universe began

WISE: Can you determine if Catholic teachings on stewardship is the best way to prevent global warming?

**Career Idea:** Could you be a Engineering Geologist/Geotechnical Engineer for a business?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned: to know and understand	Wise: to be able to		
<b>L1- Michelangelo's <i>Creation of Adam</i></b>	<ul style="list-style-type: none"> <li>the meaning and symbolism of Michelangelo's Creation of Adam</li> <li>how this painting reflects Catholic beliefs about God as creator, and the creation of humanity in the image of God</li> </ul>	<ul style="list-style-type: none"> <li>evaluate if Michelangelo's Creation of Adam provides a good understanding of Catholic teaching about humanity</li> </ul>	Creator/creation/Michelangelo/Genesis/Creation of Adam	
<b>L2- Other Christian Art that depicts creation (Jean Baptiste Capronnier's stained glass window)</b>	<ul style="list-style-type: none"> <li>one other work of art that shows a Christian understanding of creation</li> <li>what message this piece of art is trying to convey</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the meaning and significance of Michelangelo's Creation of Adam compared with this piece of art</li> </ul>	Jean Baptiste Capronnier/stained glass window/the Fall /Genesis 2	Compare and contrast beliefs about creation that are shown in the creation of Adam painting with another piece of creation art. (4 marks)
<b>L3- Creation and the nature of God</b>	<ul style="list-style-type: none"> <li>the scriptural basis for Catholic teachings about the Creation stories from Genesis 1 &amp; 2</li> <li>how the nature of God is expressed in each of the two creation narratives</li> </ul>	<ul style="list-style-type: none"> <li>reflect on what these teachings show about the nature of God as creator, transcendent, benevolent and omnipotent.</li> </ul>	Transcendent/omnipotent/Creator/omnibenevolent	
<b>L4 – Creation and the nature of humans</b>	<ul style="list-style-type: none"> <li>the meaning of the belief that human beings are 'made in the image of God'</li> <li>the concept of free will by exploring Genesis 2</li> </ul>	<ul style="list-style-type: none"> <li>assess if human beings are the most important part of God's creation</li> </ul>	Adam/free will	Explain two beliefs about the nature of God that are expressed in the creation stories of Genesis 1 and 2. (5 marks)
<b>L5- The significance of the Creation story for Catholics</b>	<ul style="list-style-type: none"> <li>the meaning of the terms stewardship, dignity and sanctity of life</li> <li>the importance of these concepts for Catholic appreciation of human life</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether the creation stories are relevant in today's society</li> </ul>	Stewardship/dignity/sanctity of life	
<b>L6- The origins and structure of the Bible and the Bible as the word of God</b>	<ul style="list-style-type: none"> <li>the key sections that make up the Bible</li> <li>what is contained in each of these sections of the Bible</li> <li>the origin of the Bible and how it came to be written down</li> </ul>	<ul style="list-style-type: none"> <li>assess what it means to say that the Bible is the word of God</li> </ul>	Bible/Church/apostles/Law/ history books/wisdom books/prophets/ Gospels Acts of the Apostles/Epistles/ Book of Revelation/Holy Spirit/ inspiration/ Magisterium	Explain two Christian beliefs about free will. (4 Marks)
<b>L7- Interpreting the Genesis creation stories</b>	<ul style="list-style-type: none"> <li>what the key terms fundamentalist, conservative and liberal mean</li> <li>how different Christians interpret the Bible</li> </ul>	<ul style="list-style-type: none"> <li>explain how a fundamentalist, conservative and liberal Christian would interpret the Genesis creation accounts</li> </ul>	Myth/ Sacred Scripture/ fundamentalist/ conservative/ liberal	
<b>L8- Natural Law and Catholic attitudes to science</b>	<ul style="list-style-type: none"> <li>what the key term 'Natural Law' means</li> <li>the five primary precepts</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether or not Catholics should expect everyone to live according to Natural Law</li> </ul>	Natural law/ Magisterium/ Second Vatican Council	Explain two ways in which Catholics believe that science and religion can work together. (4 marks)

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WISE: Can you determine if Catholic teachings on stewardship is the best way to prevent global warming?

**Career Idea:** Could you be a Engineering Geologist/Geotechnical Engineer for a business?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned: to know and understand	Wise: to be able to		
<b>L9- Stewardship and the environment</b>	<ul style="list-style-type: none"> <li>how human activity can have a negative impact on the planet</li> <li>how caring for the environment can be an expression of love for neighbor</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether it is our responsibility to look after the environment</li> </ul>	Environment/ natural resources/ hypocrites/ renewable/ non-renewable/ stewardship/ interdependence	
<b>L10- CAFOD and sustainability</b>	<ul style="list-style-type: none"> <li>why sustainability is important to many people</li> <li>how CAFOD work to support sustainability projects</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether Catholics should support sustainability projects</li> </ul>	CAFOD/sustainability	'By promoting sustainability, CAFOD is expressing Catholic beliefs.' Write a paragraph given an agree/disagree point, a counter argument and evaluation of your points.

**Scheme of Learning for Year 10: Incarnation**

LEARNED: To know and understand what it means to call Jesus the incarnation

WISE: Can you determine how Jesus incarnation impacts Christians today?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned: to know and understand	Wise: to be able to		
<b>L1- Jesus as God incarnate and God's message to Joseph</b>	<ul style="list-style-type: none"> <li>what the term 'Incarnation' means</li> <li>the scriptural origins of the belief in 'Incarnation'</li> </ul>	<ul style="list-style-type: none"> <li>evaluate Matthew's account of the virgin birth is easier to understand than Luke's story of the annunciation</li> </ul>	Doctrine/ incarnation/ annunciation/ angel/ grace/ genealogy/ Emmanuel/ virgin birth	
<b>L2- Jesus, the Word of God</b>	<ul style="list-style-type: none"> <li>what it means to say that Jesus is the 'Word made flesh'</li> <li>how the opening of John's Gospel helps us to understand Jesus as the word of God</li> </ul>	<ul style="list-style-type: none"> <li>explain the relationship between the Word and God.</li> </ul>	Word of God/ eternal/ co-exist/ dynamic	Explain two Christian beliefs about the Word of God given in John's Gospel. (4 Marks)
<b>L3- Jesus as both fully human and fully God</b>	<ul style="list-style-type: none"> <li>ways in which Jesus is fully human and fully God</li> <li>why Jesus cannot 'become' God but is fully God</li> </ul>	<ul style="list-style-type: none"> <li>create a revision resource to share with the class</li> </ul>	Evangelists/ Son of Man/ Sanhedrin/ heresy/salvation	
<b>L4 – Christian Symbols</b>	<ul style="list-style-type: none"> <li>why symbols can be an important way to express faith</li> <li>the meaning of the Ichthus, Alpha and Omega and Chi-Rho symbols</li> </ul>	<ul style="list-style-type: none"> <li>analyse whether symbols are a better way to convey truths rather than words</li> </ul>	Ichthus/ Alpha and Omega/ Chi-Rho	
<b>L5- How the incarnation affects Catholic attitudes towards religious art</b>	<ul style="list-style-type: none"> <li>different attitudes about the use of statues and images</li> <li>how the Incarnation has affected Catholic attitudes towards religious art and imagery</li> </ul>	<ul style="list-style-type: none"> <li>determine whether the Second commandment is still valid in light of the Incarnation</li> </ul>	Sacred Heart/ Christ the Redeemer/ crucifix/ Idol worship	'Art that depicts God should be forbidden.' Write a paragraph given an agree/disagree point, a counter argument and evaluation of your points.
<b>L6- The moral teachings of Jesus</b>	<ul style="list-style-type: none"> <li>what a moral is</li> <li>what Jesus taught in the Beatitudes and the parable of the sheep and goats</li> </ul>	<ul style="list-style-type: none"> <li>analyse how Jesus fulfils the law, yet sets a higher standard for his followers</li> </ul>	Law/ Sermon on the Mount/ The Beatitudes/ The parable of the sheep and goats/ God's will	
<b>L7- Tradition and St. Irenaeus' writings about Jesus</b>	<ul style="list-style-type: none"> <li>how Jesus is a meeting point between God</li> <li>what St. Irenaeus writes about how Jesus reveals God to humans</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether without the incarnation, God and Christians would not be able to understand each other</li> </ul>	St Irenaeus/ tradition	Explain two ways in which Jesus is the fulfilment of the law. (5 Marks)
<b>L8- Grace and the sacramental nature of reality</b>	<ul style="list-style-type: none"> <li>the terms grace and sacrament</li> <li>how reality can be sacramental and the purpose of the seven sacraments</li> </ul>	<ul style="list-style-type: none"> <li>evaluate how the seven Catholic sacraments sanctify human life</li> </ul>	Grace/ the divine life/ sinful/ sacrament/ laying on of hands/ Sanctify/ sanctification/ witness	
<b>L9- <i>Imago dei</i> and abortion</b>	<ul style="list-style-type: none"> <li>Christian teachings on sanctity of life</li> <li>what it means to be a person and ethical arguments against sanctity of life</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether it is ever right to have an abortion</li> </ul>	Imago dei/ conception/ abortion/ sanctity of life	Explain what St Irenaeus meant when he wrote that 'the glory of God is a human being, fully alive' (4 Marks)

**Career Idea: Could you be a journalist?****Scheme of Learning for Year 10: Triune God**

LEARNED: To know and understand the origins of the Trinity

WISE: Can you determine how the Trinity impact the way in which Christians live their lives?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned: to know and understand	Wise: to be able to		
<b>L1- The use of music in worship</b>	<ul style="list-style-type: none"> <li>Why music is important in worship</li> <li>The role of the Psalms in worship</li> </ul>	<ul style="list-style-type: none"> <li>analyse why the Catholic Church supports the use of sacred music</li> </ul>	Praise/Mass/Psalms/Divine Office	Explain two reasons why the Catholic Church approves of the use of music in worship (4 Marks)
<b>L2- Music in the liturgy</b>	<ul style="list-style-type: none"> <li>different styles of religious music</li> <li>at least two facts about Plainchant, Traditional Hymns and Contemporary Worship Songs</li> </ul>	<ul style="list-style-type: none"> <li>evaluate if all styles of music are still relevant today</li> </ul>	Liturgy/plainchant/traditional hymns/contemporary worship songs/Mass settings	
<b>L3- Acclamations used in the Mass</b>	<ul style="list-style-type: none"> <li>how the different acclamations are used in mass.</li> <li>the importance of the Eucharistic acclamations for Catholics</li> </ul>	<ul style="list-style-type: none"> <li>evaluate if some acclamations are more important than others</li> </ul>	Eucharist/acclamation/Gloria/Alleluia / Gospel/Sanctus/Eucharistic Prayer/consecration/Mystery of Faith	Explain how the Gloria and Sanctus praise different aspects of God. (4 Marks)
<b>L4 – The Triune God explained in the Bible</b>	<ul style="list-style-type: none"> <li>why Catholic beliefs should be 'in accordance' with the Bible.</li> <li>the accounts of the baptism of Jesus and Paul's letter to the Galatians</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the significance of calling God 'Father'</li> </ul>	Triune God/Trinity/Shema/mystery	
<b>L5- The Trinity in the Nicene Creed and Genesis 1</b>	<ul style="list-style-type: none"> <li>the meaning of the terms triune God, creed and mystery</li> <li>the basis of belief in the Trinity found in the Bible and the Creed</li> </ul>	<ul style="list-style-type: none"> <li>explain how belief in the Trinity might be said to be present in Genesis</li> </ul>	Creed/consubstantial	Explain how Genesis 1:1–3 shows that all three Persons of the Trinity were involved in the creation of the universe. (5 marks)
<b>L6- The influence of the Trinity on Christians today</b>	<ul style="list-style-type: none"> <li>how Christians are called to share the life of the Trinity.</li> <li>how Christians use mission and evangelism to share the love of God</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether Christians can show the love of the trinity through preaching alone</li> </ul>	Witness/mission/evangelism/preach/ Gospel	
<b>L7- The Trinity and God's love</b>	<ul style="list-style-type: none"> <li>the difficulties of explaining the Trinity</li> <li>what St Augustine and Catherine LaCugna say about God's love</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether or not humans can have a relationship with the Trinity</li> </ul>	Theologian/relational/ immanent theology/ self-revelation	Compare and contrast what two different theologians write about the trinity and God's love. (4 marks)
<b>L8- The authority of the Magisterium and its views on the Trinity</b>	<ul style="list-style-type: none"> <li>what the magisterium is</li> <li>how teaching authority is passed on in the Church</li> </ul>	<ul style="list-style-type: none"> <li>assess how Church has helped Catholics to understand teaching about the Trinity</li> </ul>	Laying on of hands/apostolic authority/ magisterial teachings/Council/heresy	

**Scheme of Learning for Year 10: Triune God****Career Idea: Could you be a journalist?**

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WISE: Can you determine how the Trinity impact the way in which Christians live their lives?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned: to know and understand	Wise: to be able to		
<b>L9- Baptism</b>	<ul style="list-style-type: none"> <li>• why Christians get baptised</li> <li>• how your baptism welcomes you into a life with the trinity</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate if Baptism is essential for a person to be a Christian</li> </ul>	Baptism/totally immersed/ sign of initiation	
<b>L10- Traditional and spontaneous prayer and prayer and posture</b>	<ul style="list-style-type: none"> <li>• know the importance of prayer to Catholics</li> <li>• the difference between traditional and spontaneous prayers</li> <li>• the different postures for prayer and why they are used</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate if Catholics should only use traditional prayers when communicating with God</li> </ul>	Prayer/traditional prayer/ spontaneous prayer	Explain two ways in which a person shares in the life of the Trinity through their baptism. (5 marks)

## Scheme of Learning for Year 10: Redemption

LEARNED: To know and understand how Jesus redeems humanity

WISE: Can you determine how the story of redemption has influenced Catholic understanding of the liturgy?

**Career Idea:** Could you be a solicitor or lawyer?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
<b>L1- How church architecture reflects Catholic beliefs</b>	<ul style="list-style-type: none"> <li>how churches help Catholics to worship.</li> <li>the differences between churches prior to 1965 and after 1965</li> </ul>	<ul style="list-style-type: none"> <li>evaluate if the architecture and design of a Catholic church has no importance for Catholic worship</li> </ul>	The Church/a church/altar/stations of the cross	
<b>L2- The main parts of a Catholic Church</b>	<ul style="list-style-type: none"> <li>main features in a Catholic Church.</li> <li>the reasons behind having these features in a Catholic Church</li> </ul>	<ul style="list-style-type: none"> <li>reflect upon whether we need these features for Catholic worship</li> </ul>	Hosts/consecration/lectern/paschal sacrifice/crucifix/tabernacle	Explain how the altar and table remind Christians of two different events. (4 marks)
<b>L3- The role of Jesus in restoration through sacrifice</b>	<ul style="list-style-type: none"> <li>the key terms 'Atonement' and 'Restoration'.</li> <li>free will and sin and how sin has damaged our relationship with God</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether or not the Resurrection is the most important event in Christianity</li> </ul>	Atonement/ascension/restoration/redemption/eternal life/resurrection	
<b>L4 – Salvation (past, present and future)</b>	<ul style="list-style-type: none"> <li>the key terms heavenly banquet, salvation, grace and God's Kingdom</li> <li>contrasting Christian views on salvation (past, present and future)</li> </ul>	<ul style="list-style-type: none"> <li>evaluate if salvation was completed with the death of Jesus</li> </ul>	Salvation/grace/God's kingdom/heavenly banquet	Explain how redemption is a part of the Mass. (4 marks)
<b>L5- Redemption in the Bible</b>	<ul style="list-style-type: none"> <li>the key term 'Redemption'.</li> <li>how Mark's account of the death and suffering of Jesus helps Christians today</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether or not the Bible shows that redemption is an ongoing process</li> </ul>	crucified	
<b>L6- St Irenaeus' and St Anselm's thoughts on salvation</b>	<ul style="list-style-type: none"> <li>the key term 'metaphor'</li> <li>the 'metaphors' St. Irenaeus and St. Anselm use to describe salvation</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether or not metaphors are helpful for understanding Jesus' role in salvation</li> </ul>	Salvation/metaphor/atone	Explain two contrasting views about St Anselm's salvation metaphor. (4 Marks)
<b>L7- The importance of conscience for Christians</b>	<ul style="list-style-type: none"> <li>the key word 'conscience'</li> <li>how conscious guides a believer</li> </ul>	<ul style="list-style-type: none"> <li>evaluate if Oscar Romero made the right choice in following his conscience</li> </ul>	Conscience/morality	
<b>L8- Redemption and the Mass</b>	<ul style="list-style-type: none"> <li>the key term Communion</li> <li>how the structure of the Mass reflects the Christian belief of Redemption</li> </ul>	<ul style="list-style-type: none"> <li>evaluate if receiving the Communion is the most important part of the Mass</li> </ul>	Communion	

## Scheme of Learning for Year 10: Redemption

**Career Idea:** Could you be a solicitor or lawyer?

LEARNED: To know and understand how Jesus redeems humanity

WISE: Can you determine how the story of redemption has influenced Catholic understanding of the liturgy?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned: to know and understand	Wise: to be able to		
<b>L9- Different Christian understandings of the Eucharist</b>	<ul style="list-style-type: none"> <li>how the Eucharist is the 'source and summit' of Christian life for Catholics</li> <li>how different Christian denominations interpret the Eucharist</li> </ul>	<ul style="list-style-type: none"> <li>evaluate if the difference in belief about the Eucharist matters in Christianity</li> </ul>	Denomination/Orthodox/iconostasis/Quakers/Salvation Army/Nonconformists	<p>'The Eucharist is important to all Christians because it is the source and summit of Christian life.'</p> <p>Write a paragraph given an agree/disagree point, a counter argument and evaluation of your points</p>
<b>L10- Prayers in the Mass and adoration</b>	<ul style="list-style-type: none"> <li>the key terms: Real Presence, Blessed Sacrament and Benediction</li> <li>the similarities and differences between the Passover and the Last Supper</li> </ul>	<ul style="list-style-type: none"> <li>explain how the words found in the Consecration/ Institution are linked to the words found in the Agnus Dei</li> </ul>	Real presence/Blessed Sacrament/Benediction	

## Scheme of Learning for Year 10: Church and the Kingdom of God

LEARNED: To know and understand what is meant by the Kingdom of God

WISE: Can you determine how the churches teaching on justice, peace and reconciliation call people to a life of vocation?

**Career Idea:** Could you be a historian or archeologist?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned: to know and understand	Wise: to be able to		
<b>L1- Pilgrimage and the Stations of the Cross</b>	<ul style="list-style-type: none"> <li>the key term pilgrimage</li> <li>why Catholics go on pilgrimage to Rome, Lourdes, Walsingham and Jerusalem</li> </ul>	<ul style="list-style-type: none"> <li>assess if pilgrimage is only of value if you visit a recognised holy place</li> </ul>	Pilgrim/Stations of the Cross/lent/dramatised prayer/pilgrimage/basilica/Immaculate conception/the Body of Christ	Give the names of two Catholic pilgrimage sites, and explain why they are popular with Catholics. (4 marks)
<b>L2- Mission and Evangelism in Drama</b>	<ul style="list-style-type: none"> <li>the words 'mission' and 'evangelism'</li> <li>how drama and dramatic works can support people's understanding of Christianity</li> </ul>	<ul style="list-style-type: none"> <li>explain with examples, how film can be used for mission and evangelism</li> </ul>	Mission/evangelism	
<b>L3- The Kingdom of God and the Lord's Prayer</b>	<ul style="list-style-type: none"> <li>what is meant by the Kingdom or Reign of God</li> <li>how the Lord's prayer shows the meaning of the Kingdom of God</li> </ul>	<ul style="list-style-type: none"> <li>evaluate if the Lord's Prayer teaches Christians everything important they need to know about how to help the Kingdom of God grow on earth</li> </ul>	The Kingdom of God/The Lord's Prayer	Explain how Les Miserables illustrates that forgiveness is an important part of mission. (4 Marks)
<b>L4 – Signs of the Kingdom: justice, peace and reconciliation</b>	<ul style="list-style-type: none"> <li>the terms justice, peace and reconciliation</li> <li>how Jesus worked to bring about the Kingdom of God through justice, peace and reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>evaluate how the establishment of the Kingdom is dependent on these ideals</li> </ul>	Justice/peace/reconciliation	
<b>L5- The hierarchy of the Catholic Church and the Second Vatican Council</b>	<ul style="list-style-type: none"> <li>the hierarchy of the church</li> <li>how the Second Vatican Council made changes to the Church</li> <li>important documents that were produced at Vatican II</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the impact of these changes on the way people view the Church today</li> </ul>	Second Vatican Council/hierarchy/pope/Bishops/ordained	
<b>L6- The importance of Mary and the Magnificat</b>	<ul style="list-style-type: none"> <li>how Mary is a model of discipleship</li> <li>how the Magnificat can be seen as both a hymn of praise to God and a revolutionary prayer</li> </ul>	<ul style="list-style-type: none"> <li>evaluate if Mary is still a good role model for Christians today</li> </ul>	Disciple/Magnificat	Explain why the Magnificat is controversial. Refer to scripture or another source of Christian belief and teaching in your answer. (5 marks)
<b>L7- The four marks of the Church and apostolic succession</b>	<ul style="list-style-type: none"> <li>the four marks of the church and explain their significance</li> <li>how apostolic succession gives authority to the Magisterium</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether or not the apostolic succession guarantees that the Church is always right in its teachings</li> </ul>	Apostolic succession/Catholic/apostolic/Magisterium/conciliar/pontifical	
<b>L8- The Church as the Body of Christ: the importance of charity for Catholics</b>	<ul style="list-style-type: none"> <li>the work of two Christian charities</li> <li>how the work of these charities fulfils Christ's command to love</li> </ul>	<ul style="list-style-type: none"> <li>analyse how the Church is seen as the Body of Christ working in the world today</li> </ul>	Charity	



## Scheme of Learning for Year 10: Church and the Kingdom of God

**Career Idea:** Could you be an historian or archeologist?

LEARNED: To know and understand what is meant by the Kingdom of God

WISE: Can you determine how the churches teaching on justice, peace and reconciliation call people to a life of vocation?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned: to know and understand	Wise: to be able to		
<b>L9- Kingdom values in Christian vocations</b>	<ul style="list-style-type: none"><li>what the kingdom values are</li><li>how the Kingdom values can be displayed in different vocations</li></ul>	<ul style="list-style-type: none"><li>evaluate if it is still possible for everyone to live kingdom values in today's society</li></ul>	Kingdom values/vocation/priest/monk/nun	Explain two ways in which Jesus' command to 'love your neighbour as yourself' influences Catholics today. (4 marks)

**Career Idea: Could you be a funeral director?****Scheme of Learning for Year 10: Eschatology**

LEARNED: To know and understand what will happen at the end of time

WISE: Can you determine how Catholic beliefs about afterlife impact how Catholics live their lives today?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned: to know and understand	Wise: to be able to		
<b>L1- Michelangelo's <i>The Last Judgement</i></b>	<ul style="list-style-type: none"> <li>the imagery and symbolism that is used in Michelangelo's <i>'The Last Judgement'</i></li> <li>how this reflects Catholic teachings about judgements and the afterlife</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the statement <i>'No one knows what will happen at the end of time so there is no need for anyone to worry about it'</i></li> </ul>	The Last Judgement/the last day/archangel/hell	Explain two beliefs about final judgement which are expressed in Michelangelo's <i>The Last Judgement</i> . (4 marks)
<b>L2- Memorials for the dead</b>	<ul style="list-style-type: none"> <li>key terms 'monument', 'tombstone' and 'remembrance garden.</li> <li>facts about memorials for the dead</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether or not the tombstone is the best method of burial</li> </ul>	Tombstone/monument/cremation/remembrance garden/cremation	
<b>L3- The four last things</b>	<ul style="list-style-type: none"> <li>what the key terms 'death', 'judgement', 'heaven' and 'hell'.</li> <li>differences between heaven and hell</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether or not people should have to accept responsibility for their actions</li> </ul>	Judgement/heaven/hell	Explain two contrasting Christian beliefs about heaven and hell. (4 Marks)
<b>L4 – Purgatory and Judgement</b>	<ul style="list-style-type: none"> <li>the key words 'purgatory', 'particular judgement' and 'final judgement'</li> <li>facts about the Catholic teachings of Purgatory</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether or not Purgatory is a sign of God's love.</li> </ul>	Purgatory/particular judgement/final judgement	
<b>L5- The parable of the Rich Man and Lazarus</b>	<ul style="list-style-type: none"> <li>the parable of the rich young man</li> <li>that the parable is teaching about the afterlife</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether or not this parable is the best way to teach Christians about the afterlife</li> </ul>	Parable/hades	
<b>L6- Cosmic Reconciliation</b>	<ul style="list-style-type: none"> <li>what is meant by the cosmic reconciliation of all things</li> <li>facts about cosmic reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether or not we are truly free</li> </ul>	Cosmic disasters/cosmic reconciliation	Explain the meaning of the term 'cosmic reconciliation' (4 marks)
<b>L7- The Last Rites</b>	<ul style="list-style-type: none"> <li>what the anointing of the sick is</li> <li>how the anointing of the sick prepares someone for death</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether or not it is important for a Catholic to receive the last rites</li> </ul>	The anointing of the sick/commendation or the dying/Viaticum	
<b>L8- The funeral rite</b>	<ul style="list-style-type: none"> <li>the key words 'funeral', 'holy water', 'requiem' and 'crematorium'</li> <li>How a Catholic funeral service is conducted and the symbolism involved</li> </ul>	<ul style="list-style-type: none"> <li>evaluate whether or not funerals should be happy occasions</li> </ul>	Funeral/holy water/requiem/crematorium	Explain two ways in which the prayers and actions in a Catholic funeral express beliefs about an afterlife. (5 marks)

## Scheme of Learning for Year 10: Eschatology

**Career Idea:** Could you be a funeral director?

LEARNED: To know and understand what will happen at the end of time

WISE: Can you determine how Catholic beliefs about afterlife impact how Catholics live their lives today?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned: to know and understand	Wise: to be able to		
<b>L9- The care of the dying and euthanasia</b>	<ul style="list-style-type: none"><li>the key teachings on sanctity of life</li><li>the different types of euthanasia</li><li>different Christian views on euthanasia</li></ul>	<ul style="list-style-type: none"><li>evaluate if belief in the sanctity of life means that very ill patients should be kept alive as long as possible</li></ul>	Sanctity of life/euthanasia	'Belief in the sanctity of life means that very ill patients should be kept alive as long as possible.' Write a paragraph given an agree/disagree point, a counter argument and evaluation of your points.