

## Scheme of Learning for Year 12 Developments in Christian Thought: Insight

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

LEARNED: To know and understand Augustine’s teachings on human nature and its implications.

WISE: Can you determine whether or not all people will be saved?

Lesson Enquiry	Learning Intentions (‘Learned’ and ‘Wise’)		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
<b>L1- Augustine’s teachings before the Fall</b>	<ul style="list-style-type: none"> <li>To know the key term ‘concordia’.</li> <li>To understand human relationships before the Fall, according to Augustine.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not we can rely on Augustine’s teachings on human nature.</li> </ul>	Fall, concordia, stewardship	Read pages 1-17 of the AS Developments in Christian Thought booklet and highlight the scholarly views to use for future essays.
<b>L2- Augustine’s teachings after the Fall</b>	<ul style="list-style-type: none"> <li>To know the key terms ‘cupiditas’ and ‘caritas’.</li> <li>To understand the views of Thomas Hobbes and Jean Jacques Rousseau on human nature</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not humans are naturally selfless or selfish.</li> </ul>	Cupiditas, caritas, prudence, fortitude, temperance, justice, Original Sin, concupiscence	
<b>L3- Augustine’s teachings on Grace</b>	<ul style="list-style-type: none"> <li>To know the key term ‘grace’.</li> <li>To understand the reasons why God’s grace is important.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not God’s grace justifies all humans being born with Original Sin.</li> </ul>	Mercy, guidance, redeemed, ecclesia	
<b>L4 – Resurrection, Heaven and Purgatory</b>	<ul style="list-style-type: none"> <li>To know the key term ‘resurrection’.</li> <li>To understand the Christian symbols of heaven.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not purgatory exists.</li> </ul>	Resurrection, heaven, purgatory	
<b>L5- Hell</b>	<ul style="list-style-type: none"> <li>To know and understand Danté’s Inferno.</li> <li>To know and understand the teachings on the Book of Revelation on hell.</li> </ul>	<ul style="list-style-type: none"> <li>To determine to whether hell is an idea or a place.</li> </ul>	Inferno, infinite, eternal separation, spiritual states	
<b>L6- Election</b>	<ul style="list-style-type: none"> <li>To know the key terms ‘limited election’, ‘unlimited election’ and ‘universalist belief’.</li> <li>To understand the implications that universalist belief has on Christian teachings.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not all people will be saved.</li> </ul>	Limited election, unlimited election, universalist belief, free will	Complete the 40-mark essay question: ‘Discuss the view that the idea of purgatory makes more sense than hell.’

## Scheme of Learning for Year 12 Developments in Christian Thought: Foundations

**Career Idea:** Could you be a teacher?

LEARNED: To know and understand the Person of Jesus Christ.

WISE: Can you determine whether God can be known through natural or revealed theology?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
<b>L1- Natural Theology</b>	<ul style="list-style-type: none"> <li>To know the key term 'natural theology'.</li> <li>To understand at least three different ways of discovering God through natural theology.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not because of the Fall, people can have no natural knowledge of God.</li> </ul>	Contemplation, epistemic distance, observation, reason	Read pages 17-31 of the AS Developments in Christian Thought booklet and highlight the scholarly views to use for future essays.
<b>L2- Revealed Theology</b>	<ul style="list-style-type: none"> <li>To know the key terms 'immediate revelation' and 'mediate revelation'.</li> <li>To understand at least three different ways that God has chosen to show people knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not God can be known through reason alone.</li> </ul>	Immediate revelation, mediate revelation, grace of God	
<b>L3- Jesus as the Son of God</b>	<ul style="list-style-type: none"> <li>To know the key miracles of Jesus.</li> <li>To understand how the miracles could prove that Jesus is the Son of God.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not Jesus' miracles demonstrate that he was the Son of God.</li> </ul>	Son of God, Incarnation, Messiah	
<b>L4 – Jesus as a teacher of wisdom</b>	<ul style="list-style-type: none"> <li>To know and understand Jesus' teachings on wisdom and morality.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not Jesus' teaching was only about becoming a moral person.</li> </ul>	Zealot,	
<b>L5- Jesus as a liberator</b>	<ul style="list-style-type: none"> <li>To know the key term 'liberator'.</li> <li>To understand examples of how Jesus liberated the marginalised.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not Jesus was merely a political liberator.</li> </ul>	Liberator, Redemption	Complete the 40-mark essay question: 'To what extent was Jesus merely a political liberator?'

## Scheme of Learning for Year 12 Developments in Christian Thought: Living

**Career Idea:** Could you be a radio host?

LEARNED: To know and understand how .

WISE: Can you determine whether?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
<b>L1- Christian Moral Principles</b>	<ul style="list-style-type: none"> <li>To know the different sources of moral guidance for Christians.</li> <li>To understand the Catholic and Protestant views on these sources.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not Christians need more than just the Bible for guidance.</li> </ul>	Propositional, non-propositional, agape love, Church tradition, Sacred Tradition	Read pages 31-45 of the AS Developments in Christian Thought booklet and highlight the scholarly views in preparation to use in essays.
<b>L2- Christian Moral Action – Bonhoeffer – duty to God and the state</b>	<ul style="list-style-type: none"> <li>To know and understand what it means to have a duty to God and a duty to the state.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not our duty to God can feasibly take priority over our duty to the state in the 21<sup>st</sup> century.</li> </ul>	Civil disobedience,	
<b>L3- Christian Moral Action – Bonhoeffer – Church as community and source of spiritual discipline</b>	<ul style="list-style-type: none"> <li>To know and understand Bonhoeffer's role in the Confessing Church and at Finkenwalde.</li> <li>To understand the Church as a community and a source of spiritual discipline.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not Bonhoeffer puts too much emphasis on suffering.</li> </ul>	Confessing Church, Finkenwalde	
<b>L4 – Christian Moral Action – Bonhoeffer – Cost of Discipleship</b>	<ul style="list-style-type: none"> <li>To know and understand the cost of discipleship.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not Bonhoeffer's teachings on discipleship are still applicable today.</li> </ul>	Discipleship, cheap grace, costly grace	Complete the 40-mark essay question: 'To what extent was Dietrich Bonhoeffer justified in his teaching on civil disobedience?'