

Year 7

Scheme of work: Does God exist?

Lesson	Key concepts/themes	Lesson objective/outcomes	Activities	Other notes.
1	<p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Atheist</li> <li>• Agnostic</li> <li>• Theist</li> <li>• Faith</li> </ul>	<p><b>Learning Objective:</b> To understand why people hold different beliefs about God.</p> <p><b>Learning Outcomes:</b> Students will know what is meant by the following terms: atheist, agnostic, theist.</p> <p>Students will be able to give reasons why someone might be atheist, agnostic or theist.</p>	<ol style="list-style-type: none"> <li>1. Students will look at an optical illusion picture and will describe what they can see to their partners.</li> <li>2. Read the story of 'The Gardener' and will answer the following questions: What do you think has happened and why? Other than a gardener what could Bob and Fred also be arguing about? What do you think this story is trying to suggest?  Identify which character is atheist and which character is theist.</li> <li>3. Watch the following clip: <a href="http://www.bbc.co.uk/education/clips/zq9hyrd">http://www.bbc.co.uk/education/clips/zq9hyrd</a></li> <li>4. Students will apply their understanding of the key concepts to the Lucy Pevensie scenario.</li> </ol>	
2	<p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Omniscient</li> <li>• Omnipotent</li> <li>• Omnipresent</li> <li>• Omnibenevolent</li> </ul>	<p><b>Learning Objective:</b> To understand different views about what God might be like.</p> <p><b>Learning Outcomes:</b> Students will know the four Omni characteristics of God.</p> <p>Students will be able to give examples of how God performs each of these Omni characteristics.</p>	<ol style="list-style-type: none"> <li>1. Students will look at two images of God, one from a religious painting and one of Morgan Freeman depicted as a God-like character from Bruce Almighty and will be asked to describe what they can see.</li> <li>2. During a class discussion, students will describe some of the attributes they think God has, using the pictures on the PowerPoint as a prompt.</li> <li>3. Draw pictures showing examples of how God performs each of the Omni attributes.</li> </ol>	
3	<p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Omniscient</li> </ul>	<p><b>Learning Objective:</b> To understand how God might perform each of the Omni attributes in real life situations.</p>	<ol style="list-style-type: none"> <li>1. Watch the film 'Bruce Almighty' and will note examples of how God might display the Omni attributes.</li> </ol>	

	<ul style="list-style-type: none"> <li>• Omnipotent</li> <li>• Omnipresent</li> <li>• Omnibenevolent</li> <li>• Free will</li> </ul>	<p><b><u>Learning Outcomes:</u></b> Students will know what is meant by each of the key concepts.</p> <p>Students will be able to describe how God might intervene and display his Omni attributes in real life situations.</p>		
4	<p><b><u>Key concepts:</u></b></p> <ul style="list-style-type: none"> <li>• Monotheism</li> <li>• Tawhid</li> <li>• Wudu</li> <li>• Allah</li> <li>• Obedience</li> <li>• Submission</li> </ul>	<p><b><u>Learning Objective:</u></b> To understand key Islamic beliefs about God and to know Key words used by Muslim believers to speak about God.</p> <p><b><u>Learning Outcomes:</u></b> Students will know different words used in Islam to describe God.</p> <p>Students will learn key Islamic practices and beliefs.</p>	<ol style="list-style-type: none"> <li>1. Watch the video clip showing Ms Alima praying.</li> <li>2. Read through the motives for the characters involved and decide which one attacked Ms Alima.</li> <li>3. Answer the following questions: What do Muslims do to clean themselves before prayer? What is the call to prayer called? Where do Muslims face to pray? How many names does Allah have?</li> </ol>	
5	<p><b><u>Key concepts:</u></b></p> <ul style="list-style-type: none"> <li>• The Holy Trinity</li> <li>• Father</li> <li>• Son</li> <li>• Holy Spirit</li> </ul>	<p><b><u>Learning Objective:</u></b> To understand Christian beliefs about The Holy Trinity and the three separate roles of God.</p> <p><b><u>Learning Outcomes:</u></b> Students will be able to identify the three separate parts of The Trinity.</p> <p>Students will be able to explain the roles of each of the parts of The Trinity.</p> <p>Students will be able to explain why each part of The Trinity is important to Christians.</p>	<ol style="list-style-type: none"> <li>1. Complete the missing words worksheet using the key terms displayed on the PowerPoint.</li> <li>2. Write an explanation about how water, ice and steam can be used to explain The Trinity.</li> <li>3. Students will create a Shamrock poster explaining The Trinity.</li> </ol>	
6	<p><b><u>Key concepts:</u></b></p> <ul style="list-style-type: none"> <li>• Miracle</li> <li>• Christians</li> </ul>	<p><b><u>Learning Objective:</u></b> To understand different attitudes towards miracles.</p> <p><b><u>Learning Outcomes:</u></b> Students will understand what is meant by the term 'miracle'.</p>	<p>(Students will work from the Miracles A3 sheet during this lesson)</p> <ol style="list-style-type: none"> <li>1. Answer two questions based on a quote from St. Thomas Aquinas.</li> <li>2. Watch the following clip <a href="https://www.youtube.com/watch?v=Y9">https://www.youtube.com/watch?v=Y9</a></li> </ol>	

		<p>Students will be able to explain why miracles are important for religious people.</p> <p>Students will be able to explain arguments for and against the existence of miracles.</p>	<p>wQyPToxyg and decide whether these occurrences are miracles or not.</p> <p>3. Write down your own definition for the term miracle on their sheet.</p> <p>4. Complete the spider diagram answering the question 'Why are miracles important for religious people?'</p> <p>5. Explain arguments for and against the existence of miracles.</p>	
7	<p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Design Argument</li> <li>• Analogy</li> </ul>	<p><b>Learning Objective:</b> To understand the 'Design Argument' and how it is used to prove the existence of God.</p> <p><b>Learning Outcomes:</b> Students will be able to identify things in nature which have been well designed.</p> <p>Students will be able to understand and explain the 'Design Argument' in light of William Paley's watch analogy.</p> <p>Students will be able to highlight problems and questions posed by the 'Design Argument'.</p>	<ol style="list-style-type: none"> <li>1. Identify the link between the pictures on the PowerPoint presentation.</li> <li>2. Give examples of things which have been well designed by humans and give examples of things which have been well designed by nature.</li> <li>3. Read through Paley's analogy about the watch maker and fill in the missing gaps worksheet.</li> <li>4. Come up with a question you would ask the designer in Paley's analogy.</li> </ol>	
8	<p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Atheist</li> <li>• Agnostic</li> <li>• Theist</li> <li>• Faith</li> <li>• Omniscient</li> <li>• Omnipotent</li> <li>• Omnipresent</li> <li>• Omnibenevolent</li> </ul>	<p><b>Learning Objective:</b> To complete 'What is God like?' end of unit assessment.</p> <p><b>Learning Outcomes:</b> Students will be able to describe different beliefs about God.</p> <p>Students will be able to describe Christian views about the nature of God.</p> <p>Students will be able to explain Christian views about miracles.</p> <p>Students will be able to explain the 'Design Argument'.</p>	<ol style="list-style-type: none"> <li>1. To complete 'What is God like?' end of unit assessment.</li> </ol>	

	<ul style="list-style-type: none"><li>• Free Will</li><li>• Monotheism</li><li>• Tawhid</li><li>• Wudu</li><li>• Allah</li><li>• Obedience</li><li>• Submission</li><li>• The Holy Trinity</li><li>• Father</li><li>• Son</li><li>• Holy Spirit</li><li>• Miracle</li><li>• Christians</li><li>• Design Argument</li><li>• Analogy</li></ul>	Students will be able to explain their views about the statement 'God does not exist'.		
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