



Subject:
Module 4

Overarching Topic:

Why is this topic being studied at this time?

How does it fit into the wider subject curriculum?

Confrontation, split, denomination: The object of this unit is to create a deep and rich view of the variety and differences within a religion. The students learn the different denominations within each of the big 6 world religions. Key to this will be learning how these religions differ within their own context on their shared beliefs, shared actions and shared identity. Lastly, it is imperative that the students finish this unit with an understanding of the somewhat paradoxical duality of denominations – where differences are what is shared.

Joining up: The knowledge of this unit links to the previous units in various ways. The first unit of ultimate questions underpins all study in PRE where the students will ask ultimate questions about the denominational differences in religions. Furthermore, the ‘what is religion?’ unit will be referred to when looking at the shared beliefs, actions and identity of the religions. Lastly, this unit will use the knowledge gained in the ‘What are the world religions?’ unit as the launch point of exploring the denominations of each religion.

	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p>What is a denomination?</p> <p>Are denominations different religions?</p> <p>What are some examples of shared beliefs, shared actions and shared identity?</p> <p>What are the big 6 world religions?</p>	<p>What are the differences between Vaishnavism, Shaivism, Shaktism and Smartism?</p> <p>What are the differences between Orthodox, Reform and Conservative Judaism?</p> <p>What are the differences between Theravada, Mahayana and Vajrayana Buddhism?</p> <p>What are the differences between Catholic, Eastern Orthodox and Protestant Christianity?</p> <p>What are the differences between Sunni, Shia and Sufi Islam?</p> <p>What are the differences between the sects of Sikhism?</p>	<p>How difference do shared beliefs need to be in order to create a denominations? (reference to the reformation)</p> <p>Do denominations of different religions have more in common with each other than within their own religion?</p> <p>How different does a denomination have to be to become a separate religion? (Christianity and Judaism as the archetype)</p> <p>Are all religions and denominations united in their vision?</p>
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students’ progress through the critical, core and pinnacle knowledge.</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	
	<p>Knowledge and understanding</p>	<p>Powerful knowledge will be developed through the imbedding of key facts and ideas</p>	
	<p>Impact and Influence</p>	<p>Applying key ideas to real life and hypothetic examples</p>	
	<p>Source of Authority</p>	<p>Recall, analyse and apply key sources of authority and wisdom</p>	
	<p>Specialist Language</p>	<p>Define and use in context specialist, academic vocabulary</p>	
<p>Judgement/Evaluation</p>	<p>Consider the strengths and weaknesses of key concepts and ideas in order to determine their value</p>		

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Opinion/Other Views

Consider and empathise with contrasting beliefs and ideas