

## INTENT: Curriculum Overview (Year 8) Religious Education

<b>A learner in Year 8 will know: Foundation in key people in Catholic Christianity and ideas about salvation along with an understanding of another world religion; sikhism</b>			<b>A learner in Year 8 will be able to: (explain foundational beliefs and evaluate themes of belonging along with a foundation in assessment criteria)</b>		
<b>A: Intro and Sikhism</b>	<b>B: RSE</b>	<b>C: The Mass</b>	<b>D: Lent and Catholic Identity</b>	<b>E: Believing in God</b>	<b>F: Making Moral Decisions</b>
<b>Term 1</b>	<b>1:1: Intro and Sikhism</b>		<b>1:2: Creation and covenant</b>		<b>Autumn % Assessment (ensure differentiated assessment is planned too)</b>
	<p><b><u>Knowledge:</u></b> History of Sikhism, Guru Granth Sahib and key scripture, Gurdwara and prayer, Khalsa and Diwali, special occasions Amritsar. Ideas of belonging to Sikhism in Modern Britain</p> <p><b><u>Skills:</u></b> Understanding and discussion, Review of history timeline, reading sources for meaning, comparison of practices, evaluation considering arguments and using key sources of wisdom/scripture</p> <p><b><u>Formative Assessment:</u></b> Mid-term Pitstop based on exam questions will be employed. Key vocab tests and peer assessment. Rapid Recall questioning as recap starters.</p> <p><b><u>End point:</u></b> What can they do now? History of the development of Sikhism by Guru Nanak. The religious problems in the Punjab at the time. The markers of Sikh identity and rites of initiation. The importance of worship and festivals in Sikhism. Similar ethical reasoning to Christianity</p>		<p><b><u>Knowledge:</u></b> Students will understand how we know about God and what we can learn about God through Biblical stories, such as the story of creation. Students will also learn the different Christian and non-religious approaches towards learning about God through the Bible and what Catholics believe the Bible teaches humans about their place and responsibility within the world.</p> <p><b><u>Skills:</u></b> Define, describe, understand, discern, respond, evaluate, discuss.</p> <p><b><u>Formative Assessment:</u></b> 2 x 10 mark extended writing pitstops assessing students on creation. Rapid Recalls, low stakes quizzes, questioning, a range of AFL.</p> <p><b><u>End point:</u></b> All students will be able to demonstrate an understanding of key concepts surrounding Catholic and non-religious views on creation, human life and stewardship and sustainable development. Students will demonstrate this through an end of topic assessment</p>		<p><b><u>Knowledge coverage:</u></b> Both topics from Term 1</p> <p><b><u>Skills tested:</u></b> Definitions of key terms, Description of key practices and beliefs and explanation of fundamental principles using sources of wisdom, appropriate SPAG and paragraphing</p> <p><b><u>Assessment style/questions:</u></b></p> <p>2 x a Definition 2 x b Description 2 x c Explanation</p>
<b>Term 2</b>	<b>2:1 The Mass</b>		<b>2:2: Lent and Catholic identity</b>		<b>Spring % Assessment (ensure differentiated assessment is planned too)</b>
	<p><b><u>Knowledge:</u></b> Understanding of what the mass is. Students will have learnt about the parts of the mass and what the various actions signs and symbols mean. An understanding of mission and our role within that.</p> <p><b><u>Skills:</u></b> Understanding and discussion. Research and identifying key teachings. Reading sources and focussed writing tasks. comparison of practices, evaluation considering arguments and using key sources of wisdom/scripture</p>		<p><b><u>Knowledge:</u></b> Understanding what Lent is and what Catholics do to keep Lent. Knowledge of why Lent is important and the practices within it. To know the events of Holy Week and how they have shaped our Catholic Identity. To know about the rituals and sacraments that make people Catholic.</p> <p><b><u>Skills:</u></b> Understanding and discussion, debate and recall. Identify key themes. Sources of wisdom to be used and annotated. comparison of practices, evaluation considering arguments and using key sources of wisdom/scripture</p>		<p><b><u>Knowledge coverage:</u></b> Both topics from Term 2 with some of term 1</p> <p><b><u>Skills tested:</u></b> Definitions of key terms, Description of key practices and beliefs and explanation of fundamental principles using sources of wisdom, appropriate SPAG and paragraphing</p> <p><b><u>Assessment style/questions:</u></b></p>

	<p><b>Formative Assessment:</b> Mid-term Pitstop based on exam questions will be employed. Key vocab tests and peer assessment. Rapid Recall questioning as recap starters.</p> <p><b>End point:</b> Students will understand the Mass, it's purpose and how it is still relevant in today's society.</p>	<p><b>Formative Assessment:</b> Mid-term Pitstop based on exam questions will be employed. Key vocab tests and peer assessment. Rapid Recall questioning as recap starters.</p> <p><b>End point:</b> Students will know what it means to be a Catholic and the different ways in which we identify with being a Catholic,</p>	<p>2 x a Definition 2 x b Description 2 x c Explanation</p>
Term 3	3:1: Believing in God	3:2: Making Moral Decisions	Summer % Assessment (ensure differentiated assessment is planned too)
	<p><b>Knowledge:</b> Attributes of God. Reasons people have for or not for believing in God. Philosophical Arguments for the existence of God. The Catholic Response to evil and suffering.</p> <p><b>Skills:</b> Understanding and discussion. Research and identifying key teachings. Reading sources and focussed writing tasks. comparison of practices, evaluation considering arguments and using key sources of wisdom/scripture</p> <p><b>Formative Assessment:</b> Mid-term Pitstop based on exam questions will be employed. Key vocab tests and peer assessment. Rapid Recall questioning as recap starters.</p> <p><b>End point:</b> End assessment checking and understanding of keywords and their definitions and varying beliefs in God.</p>	<p><b>Knowledge:</b> What is Conscience? Students will learn where the conscience comes from and how it helps to make moral decisions. Students will discover what guides their conscience and how Situation Ethics can affect it.</p> <p><b>Skills:</b> Understanding and discussion. Research and identifying key teachings. Reading sources and focussed writing tasks. comparison of practices, evaluation considering arguments and using key sources of wisdom/scripture</p> <p>Mid-term Pitstop based on exam questions will be employed. Key vocab tests and peer assessment. Rapid Recall questioning as recap starters.</p> <p><b>End point:</b> Understanding and discussion. Research and identifying key teachings. Reading sources and focussed writing tasks. comparison of practices, evaluation considering arguments and using key sources of wisdom/scripture</p>	<p><b>Knowledge coverage:</b> Topics from all 3 terms</p> <p><b>Skills tested:</b> Definitions of key terms, Description of key practices and beliefs and explanation of fundamental principles using sources of wisdom, appropriate SPAG and paragraphing</p> <p><b>Assessment style/questions:</b></p> <p>2 x a Definition 2 x b Description 2 x c Explanation</p>

### EIF: Overview of research and key principles - Quality of Education

- Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.
- Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
- Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.

#### Curriculum (i)

- 'Knowledge-engaged' school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

#### Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)
- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- Effective questioning – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)
- Differentiation – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- Routines - stimulating learning environments, clear goals (so what?) (pg. 15)
- Modelling - language and introducing new words in context/WAGOLL (pg. 15)
- Group activity and pair – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- Spaced or distributed practice - where knowledge is rehearsed for short periods over a longer period of time is MORE effective than massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- Interleaving - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve retention, and research in maths is particularly promising. (pg. 16)
- Retrieval practice – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. IT needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- Elaboration – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- Dual coding – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- Cognitive load theory (CLT) – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

**Assessment (iv)**

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18)
- Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)
- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.

- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.