

INTENT: Curriculum Overview (Year 7) Religious Education

A learner in Year 7 will know: Foundation in key people in Catholic Christianity and ideas about salvation along with a grounding in Judaism			A learner in Year 7 will be able to: (explain foundational beliefs and evaluate themes of belonging along with a foundation in assessment criteria)		
A: Creation and Covenant	B: Prophecy and Promise	C: Galilee to Jerusalem	D: Desert to Garden	E: To the ends of the earth	F: Dialogue and Encounter
Term 1	1:1: Creation and Covenant Knowledge: 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. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: 2 x 10 mark extended writing pitstops assessing students on creation. Rapid Recalls, low stakes quizzes, questioning, a range of AFL. End point: 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		1:2: Prophecy and Promise Knowledge: Students will know how to navigate the Bible, different interpretations of the Bible and why the Bible is important to Catholics. Students will also understand what it means to say that scripture is 'inspired' and how scripture is communicated in the Catholic Church through the magisterium. In this unit, Students will also have the opportunity to explore artistic expressions from the Book of Kells. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: Rapid Recalls, low stakes quizzes, questioning, a range of AFL. End point: students will have an understanding of the importance of the Bible and scripture, how this informs the teachings of the Catholic Church and how scripture is expressed through Catholic practices. Students will be able to demonstrate this through an end of topic assessment		Autumn % Assessment (ensure differentiated assessment is planned too) Knowledge coverage: Both topics from Term 1 Skills tested: Definitions of key terms, Description of key practices and beliefs and explanation of fundamental principles using sources of wisdom, appropriate SPAG and paragraphing Assessment style/questions: Definition Knowledge Check Extended writing (10 markers)
Term 2	2:1 Galilee to Jerusalem Knowledge: Students will learn the different titles used for Jesus and understand the significance of these titles for Christians. Students will understand the concept of the Trinity and how Catholic practices reflects the belief in the Trinity. Students will extend their knowledge of 'the Son' as a person of the Trinity and explore Jesus as a perfect human being. Students will have the opportunity to discover how belief can be reflected through artwork, ethical approaches (business ethics) and life choices. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: 2 x 10 mark extended writing pitstops assessing students on creation. Rapid Recalls, low stakes quizzes, questioning, a range of AFL. End point:		2.2: Desert to Garden Knowledge: Students will study key beliefs surrounding salvation, such as the Paschal Mystery, alongside practices such as the Eucharist and liturgical worship. You will gain an understanding of how the belief in salvation impacts the lives of Catholics and look into the influence this has on responding to world issues such as hunger. You will also examine artistic expressions of the practices looked at and how processions of the Blessed Sacrament honour Jesus. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: Rapid Recalls, low stakes quizzes, questioning, a range of AFL End point: Students will know and understand core Catholic belief and teaching on salvation and how Catholics express this through the Eucharist and liturgical worship. Students will be able to demonstrate this knowledge and knowledge		Spring % Assessment (ensure differentiated assessment is planned too) Knowledge coverage: Both topics from Term 2 and elements of Term 1 topics Skills tested: Definitions of key terms, Description of key practices and beliefs and explanation of fundamental principles using sources of wisdom, appropriate SPAG and paragraphing Assessment style/questions: Definition Knowledge Check Extended writing (10 markers)

	Students will be able demonstrate an understanding of the titles of Jesus, the significance of these, Jesus as a person of the Trinity and how beliefs can be conveyed through practices. Students will demonstrate this through an end of topic assessment.	of the impact that these beliefs have on the lives of Catholics through an end of topic assessment.	
Term 3	3:1: To the ends of the Earth Knowledge: Students will understand what the Holy Spirit is and the role that the Holy Spirit played in the life of Jesus. You will learn about Pentecost and Church teachings on the Holy Spirit. Students will have the opportunity to apply Church teachings on the Holy Spirit to vocation and the Sacraments. Students will also study how the Holy Spirit guides human beings in how to live, how the Holy Spirit is depicted through artwork and how Pentecost is celebrated across the world. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: 2 x 10 mark extended writing pitstops assessing students on creation. Rapid Recalls, low stakes quizzes, questioning, a range of AFL. End point: Students will know the role of the Holy Spirit in the life of Jesus and how the Holy Spirit has an important role in practices throughout the Church such as Pentecost. Students will be able to link this to vocation and Sacraments and demonstrate this understanding through an end of topic assessment.	Term 3:2: RSE (Relationship & Sex Education) Knowledge: Students will understand the importance of councils in the Church and look at the example of the Council of Jerusalem. Students will explore why there are so many Christian denominations and what ecumenism is. Students will have the opportunity to study the diversity of the Christian faith. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: Rapid Recalls, low stakes quizzes, questioning, a range of AFL End point: Students will be able to demonstrate an understanding of the councils in the Catholic Church and the importance of these. Students will have a sound knowledge of Christian denominations and the diversity of the Christian faith. Students will demonstrate this understanding through an end of topic assessment.	Summer % Assessment (ensure differentiated assessment is planned too) Knowledge coverage: All topics from term 1, 2 and 3.1 Skills tested: Definitions of key terms, Description of key practices and beliefs and explanation of fundamental principles using sources of wisdom, appropriate SPAG and paragraphing Assessment style/questions: Definition Knowledge Check Extended writing (10 markers)

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 (Rapid Recall) 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.