



## INTENT: Curriculum Overview (Year 10) Religious Education

A learner in Year 10 will know: (key knowledge –Component 1 Origins and Meanings and Good and Evil Foundational Catholic Theology, Component 2 Applied Catholic Theology Life and Death and a review of Component 3 Judaism and Component 1.1 Origins and meaning			A learner in Year 10 will be able to: (Key skills – GCSE style exam question focus, key knowledge recall, using key vocab in context, time management and prioritising, use of appropriate paragraphing, evaluating arguments)		
A: Component 1. Origins and meanings 1	B: Component 1. Good and evil 1	C: Component 1. Good and evil 2	D:	E: Component 2. Sin & Forgiveness 1	F: Component 2. Sin & Forgiveness 2
Term 1	I:1: Origins and meanings 1	I:2: Good and Evil 1	Autumn % Assessment (Writing frame/sentence starters provided where applicable – key word bank)		
	<p><b>Knowledge:</b> This theme requires learners to consider religious and non-religious beliefs about the origins and value of the universe and human life. This theme must, where appropriate, also be studied from the perspective of Judaism.</p> <p><b>Skills:</b> Use of scripture, other sources of authority and contrasting scientific and/or nonreligious world-views such as those held by Atheists and Humanists</p> <p><b>Formative Assessment:</b> Pitstop based GCSE exam questions will be employed. Key vocab tests and peer assessment. Rapid Recall questioning as recap starters. Walking Talking mocks/teacher modelling and recall techniques</p> <p><b>End point:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of concepts of origins from multiple perspectives. Understand the nature of the Bible as a source of wisdom. Identify the main strands of Christianity. Review religious, humanist and non-religious beliefs about the environment</li> </ul>	<p><b>Knowledge:</b> The Nature of good, evil and suffering, beliefs about the trinity, beliefs about incarnation</p> <p><b>Skills:</b> Evaluating belief and practice and support their responses using appropriate knowledge and understanding of key sources of Wisdom and sacred texts. Exam Skills</p> <p><b>Formative Assessment:</b> Pitstop based GCSE exam questions will be employed. Key vocab tests and peer assessment. Rapid Recall questioning as recap starters. Walking Talking mocks/teacher modelling and recall techniques</p> <p><b>End point:</b></p> <ul style="list-style-type: none"> <li>Give examples to explain where different religious beliefs/teachings come from</li> <li>Give examples to explain why people have different religious beliefs/teachings</li> <li>deepen their understanding of the relationship between people</li> </ul>	<p><b>Knowledge coverage:</b> Origins and meaning in full (this relies on some revision of Judaism also)</p> <p><b>Skills tested:</b> Organisation, evaluation and all exam skills, SPAG</p> <p><b>Assessment style/questions:</b> Full GCSE question(1/2 full component) 2xa, 2xb, 2xc and 1xd incl SPAG marks.</p> <p>45-minute exam</p>		



# CARDINAL NEWMAN CATHOLIC SCHOOL

Term 2	<b>2:1 Good and Evil 2</b>	<b>2.2: Component 1 revision and review</b>	<b>Spring % Assessment (ensure differentiated assessment is planned too)</b>
	<p><b>Knowledge:</b> Jesus as a source of morality, the nature of popular piety and pilgrimage.</p> <p><b>Skills:</b> Evaluate the importance of different religious beliefs and teachings – looking at two different sides of an argument and be able to express opinion</p> <p><b>Formative Assessment:</b> Pitstop based GCSE exam questions will be employed. Key vocab tests and peer assessment. Rapid Recall questioning as recap starters. Walking Talking mocks/teacher modelling and recall techniques</p> <p><b>End point:</b> Become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed.</p>	<p><b>Knowledge</b> Students will review religious and non-religious beliefs about the origins and value of the universe and human life, key paintings, symbolism, work of key charities, Imago Dei and Catholic social justice, symbolism in Catholicism, the nature of good, evil and suffering, beliefs about the trinity, beliefs about incarnation and Jesus as a source of morality, the nature of popular piety and pilgrimage.</p> <p><b>Skills covered:</b> Describe key differences In beliefs in relation to the origins of the world, the nature of God. Using sources of wisdom to support beliefs. Exam revision skills</p> <p><b>Formative assessment:</b> Rapid recall, AFL techniques, verbal feedback, low stakes quizzes, whiteboards.</p> <p><b>End point:</b> Students will be secure in their knowledge of component 1, both Origins and Meanings and Good and Evil. Students will be equip to complete a spring assessment consisting of exam style questions to demonstrate progress.</p>	<p><b>Knowledge coverage:</b> All of Component 1 – Foundational Catholic Theology(Origins and Meaning and Good and Evil)</p> <p><b>Skills tested:</b> Exam skills, revision, preparation and vocabulary/SPAG</p> <p><b>Assessment style/questions:</b> GCSE – A – key vocab x3 B – Descriptions of beliefs x3 C Explanation of beliefs x3 D Evaluation of beliefs x3 In Full paper format using diocesan created mocks and indicative content.</p> <p>90-minute exam – 90 marks plus 6 SPAG</p>
Term 3	<b>Sin and Forgiveness I</b>	<b>3:1 Sin &amp; Forgiveness 2</b>	<b>Summer % Assessment (ensure differentiated assessment is planned too)</b>
	<p><b>Knowledge:</b> This theme requires learners to consider philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored.</p> <p><b>Skills:</b> Learners are expected to make relevant references to scripture and other sources of authority. Understanding the</p>	<p><b>Knowledge:</b> The concepts of redemption and salvation will be explored including reviewing beliefs in the light of Church buildings, sacraments and how they Catholic Church evangelises. No comparison with Judaism and Atheism is required but possible.</p> <p><b>Skills:</b> Use of scripture, other sources of authority and contrasting scientific and/or nonreligious world-views such as those held by Atheists and Humanists</p> <p><b>Formative Assessment:</b></p>	<p><b>Knowledge coverage:</b> Component 2 – Life and Death</p> <p><b>Skills tested:</b> Organisation, evaluation and all exam skills, SPAG</p> <p><b>Assessment style/questions:</b> Written examination: 45 minutes ½ GCSE paper No additional marks available for spelling, grammar and punctuation</p>



# CARDINAL NEWMAN CATHOLIC SCHOOL

	<p>role sacraments play in salvation and evaluating the importance of these in contemporary believers.</p> <p><b>Formative Assessment:</b></p> <p>Pitstop based GCSE exam questions will be employed. Key vocab tests and peer assessment. Rapid Recall questioning as recap starters. Walking Talking mocks/teacher modelling and recall techniques</p> <p><b>End point:</b></p> <p>Students will be able to demonstrate a secure understanding of the beliefs and viewpoints surrounding capital punishment, using appropriate vocabulary and referencing relevant sources.</p>	<p>Pitstop based GCSE exam questions will be employed. Key vocab tests and peer assessment. Rapid Recall questioning as recap starters. Walking Talking mocks/teacher modelling and recall techniques</p> <p><b>End point:</b></p> <ul style="list-style-type: none"> <li>• evangelisation</li> <li>• forgiveness</li> <li>• punishment</li> <li>• relativism</li> <li>• salvation</li> <li>• sin</li> </ul> <p>The nature of sin including attitudes to crime and punishment referring to Church documents. Evaluating if forgiveness is always possible. Evaluation of whether Catholics should evangelise. Knowledge of key parables of Christ. The saving nature of Christ. How the church architecture represents beliefs.</p>	<p>GCSE – A – key vocab B – Descriptions of beliefs C Explanation of beliefs D Evaluation of beliefs x 2</p> <p>Total 45 marks</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.



# CARDINAL NEWMAN CATHOLIC SCHOOL

- 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. (AAABBBCCCC) (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)



# CARDINAL NEWMAN CATHOLIC SCHOOL

- 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.