



INTENT: Curriculum Overview (Year 9) Religious Education

A learner in Year 9 will know: (key knowledge – component 3 Judaism GCSE key beliefs and practices and Component 1 Origins and Meaning Foundational Catholic Theology, as well as a study of another world religion, Islam)			A learner in Year 9 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: Transition and RSE	B: Islam	C: Intro to GCSE and Judaism Beliefs	D: Judaism Practices	E: Component 1: Origins and Meanings	F: Component 1: Origins and Meanings
Term 1	1:1 Islam	1.2 Prophecy and Promise	Autumn % Assessment (Writing frame/sentence starters provided where applicable – key word bank)		
	<p>Knowledge: History of Islam, Prophet Muhammad, key scripture of the Quran, mosque and prayer, the five pillars, special pilgrimages e.g. Hajj. Ideas of belonging to Islam in Modern Britain</p> <p>Skills: 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>Formative Assessment: Mid-term Pitstops based on GCSE exam questions will be employed. Key vocab tests and peer assessment. Rapid Recall as recap starters. Walking Talking mocks/teacher modelling and recall techniques</p> <p>End point: What can they do now? History of the development of Islam by Prophet Muhammad. The markers of Muslim identity and rites of initiation. The importance of worship in Islam. Similar ethical reasoning to Christianity.</p>	<p>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.</p> <p>Skills: Define, describe, understand, discern, respond, evaluate, discuss.</p> <p>Formative Assessment: Rapid Recalls, low stakes quizzes, questioning, a range of AFL.</p> <p>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</p>	<p>Knowledge coverage: RSE and world religion, Islam</p> <p>Skills tested: Exam skills, revision, preparation and vocabulary/SPAG</p> <p>Assessment style/questions: GCSE – A – key vocab B – Descriptions of beliefs C Explanation of beliefs D Evaluation of beliefs</p>		
Term 2	2:1 Judaism Beliefs	2:2 Judaism Practices	Spring % Assessment (ensure differentiated assessment is planned too)		
	<p>Knowledge: The Nature of God; Messiah; Covenant; Life on Earth; The Afterlife</p> <p>Skills: 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>Formative Assessment: Mid-term Pitstops based on GCSE exam questions will be employed. Key vocab tests and peer</p>	<p>Knowledge: Worship in Britain and elsewhere; The Synagogue and Daily Life, The importance of rituals and concepts of Jewish identity focussing on celebration and rites of passage</p> <p>Skills: Describe key differences In beliefs and worship for Jews in Britain and abroad and key differences and reasons</p>	<p>Knowledge coverage: All of Judaism beliefs and practices</p> <p>Skills tested: Organisation, evaluation and all exam skills, spag</p> <p>Assessment style/questions:</p>		



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	<p>assessment. Rapid Recall as recap starters. Walking Talking mocks/teacher modelling and recall techniques</p> <p>End point: what can they do now?</p> <ul style="list-style-type: none"> • Give examples to explain where different religious beliefs/teachings come from • Give examples to explain why people have different religious beliefs/teachings • Give examples to show similarities and differences between different religious beliefs/teachings • Make links between religious beliefs and teachings and how religious people live their lives 	<p>for diversity in practice between orthodox and reform Jews. Using sources of wisdom to support beliefs Evaluating how and why Jewish people use rituals. Comparative links identified with Christianity</p> <p>Formative Assessment: Mid-term Pitstop based on 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>End point:</p> <ul style="list-style-type: none"> • Explain arguments that support/agree with a belief or teaching • Explain arguments that do not support/disagree with a belief or teaching • Use evidence and examples to support the arguments that you give • demonstrate knowledge and understanding of two religions; • demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith; • understand the influence of religion on individuals, communities and societies; • understanding significant common and divergent views between and/or within religions and beliefs; • apply knowledge and understanding in order to analyse questions related to religious beliefs and values; <p>construct well-informed and balanced arguments on matters concerned with religious</p>	<p>Written examination: 1 hour Full Judaism paper No additional marks available for spelling, grammar and punctuation</p> <p>GCSE – A – key vocab B – Descriptions of beliefs C Explanation of beliefs D Evaluation of beliefs A – key vocab B – Descriptions of practices C Explanation of practices D Evaluation of practices</p>
Term 3	<p>3.1: Origins and Meaning I</p> <p>Knowledge: 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>3.2: Origins and Meaning 2</p> <p>Knowledge: Forms: Painting Forms: Symbolism Practices: Loving and Serving in Catholic communities in Britain and elsewhere</p> <p>Skills:</p>	<p>Summer % Assessment (ensure differentiated assessment is planned too)</p> <p>Knowledge coverage: Origins and meaning in full(this relies on some revision of Judaism also)</p> <p>Skills tested: Organisation, evaluation and all exam skills, spag</p>



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	<p>Skills: 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>Formative Assessment: Mid-term Pitstop based on GCSE exam questions will be employed. Key vocab tests and peer assessment. Rapid Recall as recap starters. Walking Talking mocks/teacher modelling and recall techniques</p> <p>End point: 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</p>	<p>Evaluation of arguments, writing persuasively, exam technique and effective SPAG</p> <p>Formative Assessment: Mid-term Pitstop based on GCSE exam questions will be employed. Key vocab tests and peer assessment. Low stakes questioning as recap starters. Walking Talking mocks/teacher modelling and recall techniques</p> <p>End point: Explain how the painting expresses Catholic beliefs about Creation, God and human beings Explain the importance of justice, peace and reconciliation in the Catholic Church Evaluate how the Catholic Church promotes understanding, respect, tolerance and harmony between different religions and those with no religious faith</p>	<p>Assessment style/questions: Full GCSE question(1/2 full component) 2xa, 2xb, 2xc and 1xd incl spag marks.</p>
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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.



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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)



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- 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.