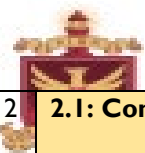


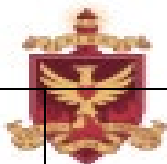


INTENT: Curriculum Overview (Year 10) Religious Education

A learner in Year 10 will know: (key knowledge –Component 1 Origins and Meanings and Good and Evil Foundational Catholic Theology. Learners will also cover the entirety of Component 3 – Judaism Beliefs & Judaism Practices.			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. Origins & Meanings 2	C: Component 1. Good and evil 1	D: Component 1 Good & Evil 2	E: Component 3: Judaism Beliefs & Practices	F: Component 3: Judaism Beliefs & Practices
Term 1	I:1: Component 1: Origins & Meanings 1	I.2: Component 1: Origins & Meanings 2	Autumn % Assessment (Writing frame/sentence starters provided where applicable – key word bank)		
	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. Skills: Use of scripture, other sources of authority and contrasting scientific and/or nonreligious world-views such as those held by Atheists and Humanists 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 End point: Demonstrate knowledge and understanding of concepts of origins from multiple perspectives. Understand the nature of the Bible as s source of wisdom. Identity the main strands of Christianity. Review religious, humanist and non-religious beliefs about the environment	Knowledge: Forms: Painting Forms: Symbolism Practices: Loving and Serving in Catholic communities in Britain and elsewhere Skills: Evaluation of arguments, writing persuasively, exam technique and effective SPAG 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 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	Knowledge coverage: Component 1 (Origins & Meanings) full coverage. Skills tested: Organisation, evaluation and all exam skills, SPAG Assessment style/questions: Assessment style/questions: GCSE – A – key vocab B – Descriptions of beliefs C Explanation of beliefs D Evaluation of beliefs Autumn Assessment: 45-minute exam 45 Marks + 6 Spag		



Term 2	2.1: Component 1: Good & Evil	Component 1: Good & Evil 2	Spring % Assessment (ensure differentiated assessment is planned too)
	Knowledge: The Nature of good, evil and suffering, beliefs about the trinity, beliefs about incarnation Skills: Evaluating belief and practice and support their responses using appropriate knowledge and understanding of key sources of Wisdom and sacred texts. Exam Skills Formative Assessment: 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 End point: • Give examples to explain where different religious beliefs/teachings come from. • Give examples to explain why people have different religious beliefs/teachings. • deepen their understanding of the relationship between people.	Knowledge: Jesus as a source of morality, the nature of popular piety and pilgrimage. Skills: Evaluate the importance of different religious beliefs and teachings – looking at two different sides of an argument and be able to express opinion Formative Assessment: 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 End point: Become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed.	Knowledge coverage: All of Component 1 – Foundational Catholic Theology (Good and Evil) Skills tested: Exam skills, revision, preparation and vocabulary/SPAG Assessment style/questions: 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. Spring assessment 45 minutes 45 marks
Term 3	3.1 Judaism Beliefs & Practices	3.2 Judaism Beliefs & Practices	Summer % Assessment (ensure differentiated assessment is planned too)
	Knowledge: The Nature of God; Messiah; Covenant; Life on Earth; The Afterlife Skills: evaluate the importance of different religious beliefs and teachings – looking at two different sides of an argument and be able to express opinion 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 End point: what can they do now?	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 Skills: Describe key differences In beliefs and worship for Jews in Britain and abroad and key differences and reasons 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 Formative Assessment:	Knowledge coverage: Component 3 – Judaism beliefs and practices Skills tested: Define, describe, explain and discuss. Assessment style/questions: Summer assessment 60 marks – 60 minutes



• 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

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

End point:

- 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;
- construct well-informed and balanced arguments on matters concerned with religious

No additional marks available for spelling, grammar and punctuation

GCSE – A – key vocab
B – Descriptions of beliefs
C Explanation of beliefs
D Evaluation of beliefs

x 2 of each

Total 60 marks



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.