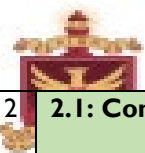




INTENT: Curriculum Overview (Year 11) Religious Education

A learner in Year 11 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 11 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	1.1: Component 2: Life & Death Knowledge: Learners will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. Knowledge of key texts, for example: the Bible; extracts from the documents of Vatican II or other ecumenical councils, extracts from Papal encyclicals and exhortations, extracts from the work of key theologians and thinkers such as St Augustine of Hippo as well as the views of past and current philosophers (Including ethical philosophers). 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: To demonstrate knowledge and understanding of religious beliefs about the nature of life and death. Learners are expected to make relevant references to scripture and other sources of authority.	1.2: Component 2: Sin & Forgiveness 1 Knowledge: 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. Skills: Learners are expected to make relevant references to scripture and other sources of authority. Understanding the role sacraments play in salvation and evaluating the importance of these in contemporary believers. 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: Students will be able to demonstrate a secure understanding of the beliefs and viewpoints surrounding capital punishment, using appropriate vocabulary and referencing relevant sources.	Autumn % Assessment (Writing frame/sentence starters provided where applicable – key word bank) Judaism Baseline Baseline assessment covering Judaism beliefs & practices. Student will have completed summer homework covering Judaism in preparation for this baseline in Sep. 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 October Mock Exam: Full Component 2 mock.		



Term 2	2.1: Component 2: Sin & Forgiveness 2	Component 3: Judaism Beliefs & Practices Revision Exam Skills Revision	Spring % Assessment (ensure differentiated assessment is planned too)
	Knowledge: 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. Skills: Use of scripture, other sources of authority and contrasting scientific and/or nonreligious worldviews such as those held by Atheists and Humanists 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: • evangelisation • forgiveness • punishment • relativism • salvation • sin 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.	Knowledge: The Nature of God; Messiah; Covenant; Life on Earth; The Afterlife, Worship in Britain and elsewhere; The Synagogue and Daily Life Skills: Evaluation of arguments, writing persuasively, exam technique and effective SPAG Formative Assessment: Pitstop based GCSE exam questions focussing on D style (15 marks) will be employed. These are following guidance from the advanced information released by Eduqas. Key vocab tests and peer assessment. Rapid Recall questioning as recap starters. Walking Talking mocks/teacher modelling and recall techniques End point: • Understanding of exam skills and technique required for advanced information – D style questions • Learners are expected to make relevant references to scripture and other sources of authority. • Confidence in component 3 understanding through a variety of revision styles and application of content through exam questions. • Students will be fully revised in preparation for their GCSE in this component.	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. February Mock Exam: Full Component 3 Mock
Term 3	3:1 Component 2: Life & Death and Sin & Forgiveness Revision Exam Skills Revision	3.2 Origins & Meaning and Good & Evil	Summer % Assessment (ensure differentiated assessment is planned too)
	Knowledge: Life and death – Learners will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. Knowledge of key texts, for example: the Bible; extracts from the documents of Vatican II or other ecumenical councils, extracts from Papal encyclicals and exhortations, extracts from the work of key theologians and thinkers such as St Augustine of Hippo as well as the views of past and current philosophers	Knowledge: Origins and meanings - 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. Forms: Painting Forms: Symbolism	Knowledge coverage: Component 3 – Judaism beliefs and practices Skills tested: Define, describe, explain and discuss. Assessment style/questions:



(Including ethical philosophers).
Sin and forgiveness - 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. 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.

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 focussing on D style (15 marks) will be employed. These are following guidance from the advanced information released by Eduqas. Key vocab tests and peer assessment. Rapid Recall questioning as recap starters. Walking Talking mocks/teacher modelling and recall techniques

End point:

- Understanding of exam skills and technique required for advanced information – D style questions
- Learners are expected to make relevant references to scripture and other sources of authority.
- Confidence in component 2 understanding through a variety of revision styles and application of content through exam questions. Students will be fully revised in preparation for their GCSE in this component.

Practices: Loving and Serving in Catholic communities in Britain and elsewhere

The work of key charities, How does this link to imago dei and Catholic social justice, symbolism in Catholicism
Good and evil - 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.

Knowledge:

Good and evil - This theme requires learners to consider religious and non-religious beliefs about the origins of evil and how human beings are called to respond to evil

This theme must, where appropriate, also be studied from the perspective of Judaism.

Forms: Sculpture

Practices: Popular Piety and Pilgrimage

Skills:

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

Formative Assessment:

Pitstop based GCSE exam questions focussing on D style (15 marks) will be employed. These are following guidance from the advanced information released by Eduqas. Key vocab tests and peer assessment. Rapid Recall questioning as recap starters. Walking Talking mocks/teacher modelling and recall techniques

End point:

- Understanding of exam skills and technique required for advanced information – D style questions
- Learners are expected to make relevant references to scripture and other sources of authority.
- Confidence in Component 1 understanding through a variety of revision styles and application of content through exam questions.

Students will be fully revised in preparation for their GCSE in this component.

Mock Style examination – in class prior to summer examinations Component 1

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)

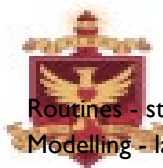
Effective teaching (ii)

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.