

INTENT: Curriculum Overview (Year 9) Religious Education

A learner in Year 9 will know:			A learner in Year 9 will be able to:		
A: Creation & Covenant	B: Prophecy & Promise	C: Galilee To Jerusalem	D: Desert To Garden	E: To The Ends of The Earth	F: Dialogue & Encounter
Term 1	1:1: Creation & Covenant Knowledge: In this unit, students will learn about the nature of God and the nature of human life. They will also look at the idea of our vocation to protect the dignity of all, along with the sanctity of life. They will link these beliefs to the key term imago Dei, whilst considering the importance of lifelong, committed relationships through marriage. They will explore issues surrounding life and death. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: 1 x 10 mark extended writing pitstops assessing students on imago dei. 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 imago dei, human dignity and the sanctity of life. Students will demonstrate this through an end of topic assessment.		1:2: Prophecy & Promise Knowledge: In this topic, students will explore how the story of Adam and Eve can symbolise the lives of Christ and Mary. They will learn about the need for salvation and Mary's carrying of Jesus that brought the chance of freedom from sin and eternal life. They will explore how many holy women in the Bible played important roles and how Catholics believe God chose them. Students will study Mary as a woman of true faith and pure heart. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: Whole School Assessment. End point: All students will be able to demonstrate an understanding of the importance of the symbolic nature of Adam and Eve. There will be a strong focus upon holy women within the Church, which will be assessed 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: Key word definition questions Knowledge check questions Extended writing questions (1 x 20 marker)
Term 2	2:1 Galilee To Jerusalem Knowledge: In this unit, students will explore the Gospels from the beginning, when Jesus called men and women from all parts of society to follow him as disciples. They will learn about the importance of mercy and forgiveness, along with how Mark extends the theme of discipleship to other followers of Jesus, including women. They will see how Jesus calls each person to their own mission, by understanding the service of monks, sisters and priests. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: 1 x 20 mark extended writing pitstop assessing students. Rapid Recalls, low stakes quizzes, questioning, a range of AFL. End point: All students will demonstrate an understanding of the Gospels from the beginning. Students will be able to describe the		2:2: Desert To Garden Knowledge: In this unit, students will understand that the sacrifice of Jesus is at the heart of Christianity. They will study the human desire for God's forgiveness and the significance of Jesus' life, death and resurrection. They will explore the Christian belief that Christ's sacrifice was needed for the forgiveness of sin. They will also see how the sacrifice of Jesus brought a New Covenant and that this Covenant is at the heart of Catholic life and worship. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: Whole School Assessment. End point: All Students will demonstrate an understanding of the sacrifice of Jesus. Students will identify forgiveness and the significance of Jesus' life through to his death. Students will show knowledge of the importance of Covenant as the centre of Catholic		Spring % Assessment (ensure differentiated assessment is planned too) Knowledge coverage: Both topics from Term 2 with some of 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 Define, describe, understand, discern, respond, evaluate, discuss. Assessment style/questions: Key word definition questions Knowledge check questions Extended writing questions (1 x 20 marker)

	importance of Jesus and his work with his disciples. Students will be able to articulate the importance of Jesus' mercy and forgiveness. Students will demonstrate knowledge of Jesus' mission which will be assessed through an end of topic assessment.	life and worship, which will be assessed through an end of topic assessment.	
Term 3	3:1: To The Ends of The Earth Knowledge: In this unit, students will explore the Catholic belief that every human is a unique individual loved by God. They will understand the teachings of St Paul about the nature and purpose of the Church and the concept of all Christians on earth, in heaven and in purgatory being united by the Church. Students will investigate the three parts of the Church and explore how to how honour to saints and angels through veneration in the Mass and other devotional practices. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: 1 x 20 extended writing pitstop assessing students. Rapid Recalls, low stakes quizzes, questioning, a range of AFL. End point: Students will demonstrate an understanding of the importance of the teachings of St Paul, through the nature and purpose of the Church, whilst exploring how to honour saints and angels, which will be assessed through an end of topic assessment.	3:2: Dialogue & Encounter Knowledge: In this unit, students will delve into the work of the Church post Vatican II, including the work of Catholic organisations around the world. You will understand the purpose of interreligious and intercultural dialogue, whilst considering how Catholics believe that there are three essential elements of the common good and how they use this to share the light of Jesus. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: Whole School Assessment. End point: Students will be able to demonstrate a deeper understanding of Vatican II, building on knowledge from year 7 and 8. Students will show knowledge of the common good, linking closely to CST. Students will be assessed through an end of topic assessment, along with various projects that will be tailored to working for the common good.	Summer % Assessment (ensure differentiated assessment is planned too) Knowledge coverage: Topics from all 3 terms 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: Key word definition questions Knowledge check questions Extended writing questions (1 x 20 marker)

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.