

INTENT: Curriculum Overview (Year 8) Religious Education

A learner in Year 8 will know:			A learner in Year 8 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 how Catholics believe that God helps humans to resist the temptation of sin in day-to-day life. We will explore the concept of Conscience and how this is God's law written on our hearts. We will explore the idea of rule and how this relates to the laws of God. Ultimately, we will explore the belief of the Church that even strangers can be neighbours. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: 1 x 10 mark extended writing pitstops assessing students on creation. 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 creation, human life and stewardship and sustainable development. Students will demonstrate this through an end of topic assessment		1:2: Prophecy & Promise Knowledge: Students will explore the role that prophets play in calling people back to faithfulness in God. Consider what it means for something to be considered prophetic, focussing on the prophet Amos to examine how God calls and send prophets to humankind. Students will also consider prophecy during Advent. In this unit we will also look at the importance of Lay people and how they must to act as prophets within the Church. 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 Prophets and the work they are called to do by God. Students will be able to show knowledge of the importance of key points in the liturgical year such as Advent as well as the importance of the Sacraments within the Church.		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 (2 x 10 markers)
Term 2	2:1 Galilee To Jerusalem Knowledge: In this unit, students will explore the ministry and teachings of Jesus. Students will have the opportunity to explore the stories of the bible that tell of Jesus' encounters with people who his society rejected, his parables and miracles. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: 1 x 10 mark extended writing pitstops assessing students on Jesus. Rapid Recalls, low stakes quizzes, questioning, a range of AFL. End point: All students will demonstrate an understanding of Jesus and His ministry. Students will be able to describe the importance of Jesus and his work with marginalised people. Students will be able to articulate the importance of Jesus stories and how he conveyed his messages cleverly using parables. Students will demonstrate knowledge of the miracles of Jesus and be able to explain what this shows.		2:2: Desert To Garden Knowledge: In this unit, students will explore how good comes from Jesus' suffering. Students will investigate how the suffering of humanity can be offered to God and bring goodness from their suffering too. During this unit students will also explore the importance of lent and the preparation of Easter. We will look at how Catholics prepare to celebrate the resurrection of Jesus and how Catholics engage in almsgiving, fasting and prayer. Students will also describe the importance of the sacrament of reconciliation and examine their conscience so they can confess their sins and ask for forgiveness. Skills: Define, describe, understand, discern, respond, evaluate, discuss. Formative Assessment: Whole School Assessment. End point: All Students will demonstrate an understanding of the sacrament of reconciliation and how this is linked to the confession of sins. Students will identify God-given tools to know right from wrong such as the conscience. Students will show knowledge of the		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 (2 x 10 markers)

		importance of Lent and the centrality of resurrection to Catholic belief.	
Term 3	3:1: To The Ends of The Earth	3:2: Dialogue & Encounter	Summer % Assessment (ensure differentiated assessment is planned too)
	<p><u>Knowledge:</u> In this unit, students will further explore Catholic teachings on resurrection and the promise of life to come. We will investigate the Gospel of Luke and witness the different ways in which in which Jesus' disciples responded to Jesus' victory over death. We will evaluate the significance of the empty tomb as a sign of the resurrection and as an actual, historical event, not simply a symbolic story. In this unit we will investigate the Catholic beliefs of the soul and the nature of human beings being physical in body and spiritual in soul. At the end of the unit we will examine what is meant by eschatology and how Jesus is the fulfilment of God's plan of salvation.</p> <p><u>Skills:</u> Define, describe, understand, discern, respond, evaluate, discuss.</p> <p><u>Formative Assessment:</u> 1 x 10 mark extended writing pitstops assessing students on the resurrection.</p> <p><u>End point:</u> Students will demonstrate an understanding of the importance of the resurrection for Catholic belief. Students will be able to explain how Jesus is victorious over death. By the end of this unit students will be able to articulate the importance of the empty tomb and the catholic belief on the soul and human beings. Students will be able to demonstrate knowledge of Catholic beliefs in Life, Death, Judgement, Heaven and Hell.</p>	<p><u>Knowledge:</u> In this unit, students will look at how and why the Catholic Church is made up of so many different expressions of Catholic Faith. During the unit. Students will explore Catholic beliefs such as imago Dei and how humans are reflections of the goodness of God. The unit will focus on the theme of each person having special dignity and value irrespective of their religious beliefs and the unit will investigate the different denominations within Christianity as well as the different religions and worldviews. Throughout the unit, students will consider the adaptation of the Catholic Church in its approach to sharing the Gospel. Students will also learn about the Secon Vatican Council and the documents written by Pope St. Paul IV.</p> <p><u>Skills:</u> Define, describe, understand, discern, respond, evaluate, discuss.</p> <p><u>Formative Assessment:</u> Whole School Assessment.</p> <p><u>End point:</u> Students will be able to demonstrate an understanding of ecumenism. Students will show knowledge of the different Christian denominations and how they are similar and different. Students will be able to demonstrate knowledge of imago dei and the belief that all humans are worthy of honour respect, and have value and dignity in themselves and how these beliefs are shown through the different councils such as the Second Vatican Council and the documents written by Pope John Paul IV.</p>	<p><u>Knowledge coverage:</u> Topics from all 3 terms</p> <p><u>Skills tested:</u> Definitions of key terms, Description of key practices and beliefs and explanation of fundamental principles using sources of wisdom, appropriate SPAG and paragraphing</p> <p><u>Assessment style/questions:</u> Key word definition questions Knowledge check questions Extended writing questions (2 x 10 markers)</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.
- 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.