

Curriculum Overview Year 12 Religious Studies Component 3 Developments in Christian Thought

A learner in Year 12 will know: <i>All Year 1 content of the OCR specification as detailed below</i>			A learner in Year 12 will be able to: write academically and evaluatively using scholarly evidence		
A: Topic/Theme The Person of Jesus Christ	B: Topic/Theme Christian Moral Principles*	C: Topic/Theme Christian Moral Action*	D: Topic/Theme Augustine's Teaching on Human Nature	E: Topic/Theme Death and the Afterlife*	F: Topic/Theme Knowledge of God's Existence

Term 1	I:1: Topics/Themes Person of Jesus	I:2: Topics/Themes Christian Moral Principles	Autumn % Assessment (<i>ensure differentiated assessment is planned too</i>)
	<p>Knowledge:</p> <ul style="list-style-type: none"> Jesus Christ's authority as the Son of God Jesus Christ's authority as a teacher of wisdom Jesus Christ's authority as a liberator <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Transition unit – baseline assessment bridging task Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: what can they do now? Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> The diversity of Christian moral reasoning and practices and sources of ethics including, the Bible as the only authority for Christian ethical practices The diversity of Christian moral reasoning and practices and sources of ethics including, the Bible, Church and reason as the sources of Christian ethical practices The diversity of Christian moral reasoning and practices and sources of ethics including, love (agape) as the only Christian ethical principle which governs Christian practices <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>Knowledge coverage: <u>1 x timed essay – Person of Jesus</u></p> <p>Skills tested: AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including: • Religious, philosophical and/or ethical thought and teaching • Approaches to the study of religion and belief AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p> <p>Assessment style/questions: Students will be given 2 exam style essay questions to complete both. These are in a statement evaluative style and are worth 40 marks each</p>

Term 2	2:1 Topics/Themes Christian Moral Action	2:2: Topics/Themes Augustine and Human Nature	Spring % Assessment (ensure differentiated assessment is planned too)
	<p>Knowledge:</p> <ul style="list-style-type: none"> The teaching and example of Dietrich Bonhoeffer on duty to God and duty to state The teaching and example of Dietrich Bonhoeffer on the Church as community and source of spiritual discipline The teaching and example of Dietrich Bonhoeffer on the cost of discipleship <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Human Relationships pre- and post- Fall Original Sin and its effects on the will and human societies God's grace <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>Knowledge coverage: Knowledge of God's Existence The Person of Jesus Christ Augustine's Teaching on Human Nature* Topics/Themes Death and the Afterlife*</p> <p>Skills tested: AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including: • Religious, philosophical and/or ethical thought and teaching • Approaches to the study of religion and belief AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p> <p>Assessment style/questions: Students will be given 4 exam style essay questions to complete 3. These are in a statement evaluative style and are worth 40 marks each. Equivalent of a full A level paper in 2 hours. Students will have to revisit at least one of the other topics if not both</p>
Term 3	3:1: Topics/Themes Death and the afterlife	3:2: Topics/Themes Knowledge of God's existence	Summer % Assessment (ensure differentiated assessment is planned too)
	<p>Knowledge:</p> <ul style="list-style-type: none"> Christian teaching on heaven Christian teaching on hell Christian teaching on purgatory Christian teaching on election <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Natural knowledge of God's existence: As an innate human sense of the divine Natural knowledge of God's existence: As seen in the order of creation Revealed knowledge of God's existence: through faith and God's grace Revealed knowledge of God in Jesus Christ <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay</p>	<p>Knowledge coverage: All Year 1 Content</p> <p>Skills tested: AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including: • Religious, philosophical and/or ethical thought and teaching • Approaches to the study of religion and belief AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p>

	<p>writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>Assessment style/questions: Students will be given 4 exam style essay questions to complete 3. These are in a statement evaluative style and are worth 40 marks each. Equivalent of a full A level paper in 2 hours. Students will have to revisit all 6 topics</p> <p>Grade in Mock exam to assess appropriate intervention for year 13 content</p>
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- Consider justification for sequencing of learning and spacing/interleaving and revisiting knowledge (ABCDEF etc)
- Consider cross-curricular links. What are other subjects doing – any cross over?

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.