

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 I	CST Link Component 1: Dignity of the human person	B: Component 1. Origins & Meanings 2	CST Link Component 1: Stewardship	C: Component 1. Good and evil I	CST Link Component 2: Rights & Responsibilities	D: Component 1 Good & Evil 2	CST Link Component 2: Option for the Poor & Vulnerable	E: Component 3: Judaism Beliefs & Practices	CST Link Component 3: Solidarity & the common Good	F: Component 3: Judaism Beliefs & Practices	CST Link Component 3: Family & Community
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)			
	<u>Knowledge:</u> 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. <u>Skills:</u> Use of scripture, other sources of authority and contrasting scientific and/or nonreligious world-views such as those held by Atheists and Humanists <u>Formative Assessment:</u> 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 <u>End point:</u> 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				<u>Knowledge:</u> Forms: Painting Forms: Symbolism Practices: Loving and Serving in Catholic communities in Britain and elsewhere <u>Skills:</u> Evaluation of arguments, writing persuasively, exam technique and effective SPAG <u>Formative Assessment:</u> 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 <u>End point:</u> 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			<u>Knowledge coverage:</u> Component 1 (Origins & Meanings) full coverage. <u>Skills tested:</u> Organisation, evaluation and all exam skills, SPAG <u>Assessment style/questions:</u> 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	<p>2.1: Component 1: Good & Evil</p> <p>Knowledge: The Nature of good, evil and suffering, beliefs about the trinity, beliefs about incarnation</p> <p>Skills: Evaluating belief and practice and support their responses using appropriate knowledge and understanding of key sources of Wisdom and sacred texts. Exam Skills</p> <p>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</p> <p>End point:</p> <ul style="list-style-type: none"> • 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. 	<p>Component 1: Good & Evil 2</p> <p>Knowledge: Jesus as a source of morality, the nature of popular piety and pilgrimage.</p> <p>Skills: Evaluate the importance of different religious beliefs and teachings – looking at two different sides of an argument and be able to express opinion</p> <p>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</p> <p>End point: Become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed.</p>	<p>Spring % Assessment (ensure differentiated assessment is planned too)</p> <p>Knowledge coverage: All of Component 1 – Foundational Catholic Theology (Good and Evil)</p> <p>Skills tested: Exam skills, revision, preparation and vocabulary/SPAG</p> <p>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.</p> <p>Spring assessment 45 minutes 45 marks</p>
Term 3	<p>3:1 Judaism Beliefs & Practices</p> <p>Knowledge: The Nature of God; Messiah; Covenant; Life on Earth; The Afterlife</p> <p>Skills: evaluate the importance of different religious beliefs and teachings – looking at two different sides of an argument and be able to express opinion</p> <p>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</p> <p>End point: what can they do now?</p> <ul style="list-style-type: none"> • 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 	<p>3.2 Judaism Beliefs & Practices</p> <p>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</p> <p>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</p> <p>Formative Assessment: 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</p> <p>End point:</p>	<p>Summer % Assessment (ensure differentiated assessment is planned too)</p> <p>Knowledge coverage: Component 3 – Judaism beliefs and practices</p> <p>Skills tested: Define, describe, explain and discuss.</p> <p>Assessment style/questions: Summer assessment 60 marks – 60 minutes</p> <p>No additional marks available for spelling, grammar and punctuation</p> <p>GCSE – A – key vocab B – Descriptions of beliefs C Explanation of beliefs D Evaluation of beliefs x 2 of each</p>

	<ul style="list-style-type: none"> • Make links between religious beliefs and teachings and how religious people live their lives 	<ul style="list-style-type: none"> • 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 	Total 60 marks
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