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|  **Our Lady Queen of Peace**Catholic Engineering College | Curriculum Overview |
| **Y10 RE** |

|  | **Knowledge & Understanding** | **Subject Specific Literacy Development** | **Cultural Capital / Enrichment Opportunities** |
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|  | **Composites****(Bigger Picture)** | **Components****(Key Concepts)** | **Recall & Retrieval Practice Focus** | **Reading for Meaning Focus** | **Key Vocabulary** |
| **Half Term 1** | Origins & Meaning | Know and understand different beliefs and teaching about the origin of the universe.Compare and contrast these different viewpoints.Analyse and evaluate Catholic beliefs and teaching about the origin and sanctity of human life.Examine the nature and purpose of stewardship in the modern world. | Revision HomeworkRevisit Jewish teaching on Pikuach Nefesh (Y9 HT3)Regular recall tests based on short, medium, and long-term knowledge | St. Catherine | Imago-DeiEx-nihiloRevelationInspirationStewardshipOmnipotence TranscendenceEvolution | Through Reading for MeaningBecome good stewards of the earth |
| **Half Term 2** | Origins & Meaning | A study of scripture in order to recognise and appreciate the significance of revelation and inspiration.To identify and examine the use of symbolism and imagery in Christian art.To analyse and evaluate the nature and purpose of Catholic Social Teaching with particular emphasis on charity (Cafod & SV)To further develop knowledge and understanding of Judaism | Revision HomeworkRevisit signs and symbols (Y7 HT5) Regular recall tests based on short, medium, and long-term knowledge | St. Augustine | Imago-DeiEx-nihiloRevelationInspirationStewardshipOmnipotence TranscendenceEvolution | Through Reading for MeaningTo explore the nature and purpose of artCharity work – The homeless project |
| **Half Term 3** | Good & Evil | Know and understand Catholic perspectives on the origin of evil and their response to thisReflect upon the relationship between God’s goodness and the goodness of the created worldTo consider philosophical and non-religious challenges posed by belief in God’s goodness, freewill and the existence of evil and sufferingTo discern the meaning of the Trinity with particular emphasis on the incarnation | Revision HomeworkRevisit Trinity (Y7 HT2) and the Nature of God (Y9 T2&3)Regular recall tests based on short, medium, and long-term knowledge | Pope John Paul II | GoodnessEvilFreewillConsciencePrivation SufferingIncarnationNatural Law | Through Reading for MeaningReceive ashes on Ash Wednesday |
| **Half Term 4** | Good & Evil | To examine the teaching of Jesus as the authoritative source for moral teaching To reflect upon the nature and purpose of the Natural LawTo study the meaning and significance of sculpture and statues to Catholic tradition and worshipTo analyse and evaluate popular devotion as practised in Catholic communities in Britain and elsewhereTo further develop knowledge and understanding of Judaism | Revision HomeworkRevisit different beliefs and teaching about the Messiah (Y9 T2&3) Regular recall tests based on short, medium, and long-term knowledge | The Sermon on the Mount | GoodnessEvilFreewillConsciencePrivation SufferingIncarnationNatural Law | Through Reading for MeaningEducational visit to AuschwitzTo explore the nature and purpose of art |
| **Half Term 5** | Life & Death | To know and understand Catholic teaching on the meaning of death and the importance of dying wellTo explore catholic teaching in relation to heaven, hell and purgatory with reference to parables of judgementTo analyse and evaluate the nature and purpose of the Magisterium | Revision HomeworkRevisit Jewish beliefs about resurrection (Y9 T2&3)Regular recall tests based on short, medium, and long-term knowledge | St. Paul | DeathJudgementHeaven HellSoulResurrectionEternal LifeMagisterium | Through Reading for MeaningTo support a local Hospice |
| **Half Term 6** | Life & Death | To study religious artefacts relevant to beliefs about life after deathTo discern the meaning of different forms of music used in worship.To reflect upon the role of prayer within Catholic communities in Britain and elsewhereTo further develop knowledge and understanding of Judaism | Revision HomeworkRevisit the nature and purpose of prayer (Y8 HT5)Regular recall tests based on short, medium, and long-term knowledge | The Magisterium | DeathJudgementHeaven HellSoulResurrectionEternal LifeMagisterium | Through Reading for MeaningTo explore the nature and purpose of music |

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| **Year 10 Key Assessments** |
| **When** | **What will be assessed?** | **Why is this being assessed?** | **How will results be stored & students receive feedback?** |
| October | A selection of the following;1. Define what Catholics mean by 3 of the 8 key words
2. Describe Catholic beliefs and teaching in relation to – creation, God’s relationship to humans and sanctity of life issues
3. n/a
4. Discuss the relationship between science and religion
 | To establish how pupils have settled into Y10The material covers key skills and core content outlined in the GCSE specification and the RECDTo assess how well the curriculum has been learned. This in turn will inform the future planning and delivery of lessons along with any intervention programme required | Results will be stored on simsPupils will receive feedback in the first instance from their class teacherPupils and parents will receive progress reports via Parent Mail at various points throughout the academic year  |
| December | A selection of the following;1. Define what Jews mean by 3 of the 8 key words
2. n/a
3. Explain from **either** Catholic Christianity and Judaism **or two** Christian traditions beliefs about – creation, the nature of God and sanctity of life issues
4. Discuss some of the following – Christian art, the concept of Imago-Dei, Catholic Social Teaching and Interfaith Dialogue
 | The material covers key skills and core content outlined in the GCSE specification and the RECDTo assess how well the curriculum has been learned. This in turn will inform the future planning and delivery of lessons along with any intervention programme required | Results will be stored on simsPupils will receive feedback in the first instance from their class teacherPupils and parents will receive progress reports via Parent Mail at various points throughout the academic year |
| March | A selection of the following;1. Define what Catholics mean by 1 of the 8 key words

Define what Jews mean by 1 of the 8 key words1. Describe Catholic beliefs and teaching in relation to – the origins of evil, the difference between moral and natural evil, the trinity and the meaning of suffering
2. Explain from **either** Catholic Christianity and Judaism **or two** Christian traditions beliefs about – the nature and origin of evil, freewill, God’s goodness and Jesus as a source of moral authority
3. Discuss some of the following – God’s goodness, the importance of pilgrimage and the rosary, the concept of the trinity
 | The material covers key skills and core content outlined in the GCSE specification and the RECDTo assess how well the curriculum has been learned. This in turn will inform the future planning and delivery of lessons along with any intervention programme required | Results will be stored on simsPupils will receive feedback in the first instance from their class teacherPupils and parents will receive progress reports via Parent Mail at various points throughout the academic year |
| June | A selection of the following;1. Define what Catholics mean by 2 of the 8 key words
2. Describe Catholic beliefs and teaching in relation to – the meaning of death and the importance of dying well, Jesus’ teaching on heaven and hell, eternal life, Christian sarcophagus and music

Describe Jewish beliefs and teaching in relation to – Passover, life after death and funeral rites1. Explain Catholic beliefs and teaching in relation to – Vatican II, purgatory, funeral rites, judgement and the Pascal candle
2. Discuss some of the following – the Magisterium, life after death and prayer
 | The material covers key skills and core content outlined in the GCSE specification and the RECDTo assess how well the curriculum has been learned. This in turn will inform the future planning and delivery of lessons along with any intervention programme required | Results will be stored on simsPupils will receive feedback in the first instance from their class teacherPupils and parents will receive progress reports via Parent Mail at various points throughout the academic year |