



## Key Stage 1 and 2

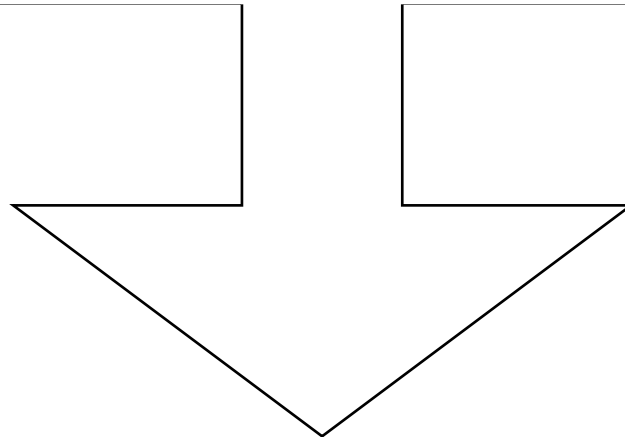
### Aims of Study

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### Key Substantive Knowledge Carried Forward (subject knowledge)

**Revelation:** Pupils will have learned how Jesus spoke of His father and the Holy Spirit; responses to creation (e.g. in prayer, art, music etc.); care for and misuse of God's creation; God's call to people in the Old Testament; how Jesus called people to follow him; ways in which people of today can hear and respond to God's call; key imagery that speaks of God in the Old Testament and the Gospels; the Bible; the Gospel accounts of key events in the life of Jesus: nativity, presentation, finding in the Temple, baptism, temptations, passion, death, resurrection and ascension; the Gospel accounts of Jesus' public ministry and teaching; the Gospel accounts of how the lives of men and women were changed by their encounters with Jesus; the Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples.

**The Church:** key images of the Church used in Scripture and Tradition; the implications of this imagery for community life; implications of this imagery for community life; God's call to individuals and their different responses; the role of Mary as Mother of Jesus, as the first disciple and Mother of the Church; the gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community; the cost of discipleship; ways of taking part in the life and worship of the domestic and local church (e.g. celebrating Eucharist, prayer for others, parish activities); to being Church' in the parish, diocese and universal Church; the life of the Church in other parts of the world (e.g. customs and traditions, universal saints); the ways in which Jesus proclaimed the good news to the poor.



# Year 7 (RED)

Unit Title	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
<b>Composite Knowledge/End Point (big idea that should be answered at the end of a unit)</b>	Explain what Catholics believe about God and His role as creator. They will explore our relationship with God and understand his expectations of humans as stewards of His Creation	To know and understand How God reaches out to people through sacred scripture and how this influences the lives of Christians today	To develop and understand of Life at the time of Jesus and why certain people were marginalised. Pupils should know how Jesus reaches out to people through the Sacraments	To understand the concept of the Paschal Mystery and to look in detail at the Eucharist as the 'Source and summit' of all Christian life.	To understand the role of the Holy Spirit as the Third person in the Trinity. To explore how the Holy spirit has shaped the Church since its arrival at the Pentecost.	To know and understand hoe the Ecumenical councils have shaped the Church over the years.
<b>Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)</b>	How does God reveal himself through scripture and through creation. The 4 core principles of Catholic Social Teaching. What ais meant by environmental ethics.	Christians must be able to navigate the Bible to understand God and understand what God expects of people. Pupils need to know how Christians use the Bible as an aid to prayer.	Jesus was a real historical figure who inspires many people today. He is the perfect human role model and 'humans are called to be transformed into His likeness'.	Jesus was the Paschal lamb who willingly gave His life so that we could be free from sin and repair our broken relationship with God. Jesus therefore has paid to ultimate price for our place in Heaven.	God did not leave us at the Ascension. He promised He would send a councillor and guide to be with us until the 'Ends of time'. Pentecost is referred to as 'The Birth of the Church'.	For Catholics the Holy spirit has been a guiding presence of the Church since the 1 <sup>st</sup> Ecumenical council meeting in Jerusalem and the decisions made are divinely inspired.
<b>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</b>	Genesis and Creation Catholic Social Teaching Stewardship Global and fair trade Artificial Intelligence Vegetarianism and Veganism Arguments for the existence of God Sistine chapel Siegar Koeder the Story of creation	Die Verbum Special Revelation The use of scripture in Liturgy Lectio Divina Ignatian Contemplation Book of Kells Lindisfarne Gospels St Johns Bible Ethiopian illuminated gospels Family Bible	Trinitarian beliefs Titles of Jesus Catholic Prayer Jesus the perfect human 'Virtue signalling' 'Greenwashing' Corporate social responsibility programmes The Franciscans St Josephine Bakhita	The New Testament Institution of the Eucharist The paschal Mystery The 7 sacraments Priest Holes and Reformation Cultural expressions of reverence for Christs presence in the Eucharist Blessed Sacrament processions	Pentecost Nicene Creed Role of Holy spirit in ACTS The teachings of Church about Holy Spirit The Sacrament of Confirmation Fruits of the Spirit Pentecost around the world Charismatic Christians	Council of Jerusalem Who are Anglicans Ecumenical council meetings The Council of Nicaea Eastern Orthodoxy Reformation Presbyterian and Methodist Christians and life after death Second Vatican II
<b>Examples of Reading Opportunity</b>	Hodder textbook Genesis 1:1-2.4 Genesis 2:5-25	Reading Focus Die Verbum 9	Reading Focus The Life of St Josephine Bakhita	Reading Focus The Passover Ex 12:1-14-20 Luke / Eucharist Lk 22:14-20	Reading Focus Luke Acts 2:1-12 The Nicene creed articles 8 and 9	Reading Focus Vatican II Documents

<b>Examples of Key Tier 2 Vocabulary</b>	Describe Analyse Compare	Explain Describe compare	Describe Explain Contrast	Explain Describe Compare	Describe Compare analyse	Compare Explain Describe
<b>Examples of Key Tier 3 Vocabulary</b>	Revelation Covenant Environmental Stewardship Principles Compatibility	Scripture Inspired Canon Contemplation Meditation	Heresy Trinitarian Philanthropy Religious Missionaries Franciscans Virtuous	Eucharist Institution Paschal Sacraments Processions Clandestine Salvation	Nicene Apostles Confirmation Pentecost Charismatic Dedicated Vatican	Anglicans Ecumenical Nicaea Orthodox Reformation Presbyterians
<b>Examples of Numeracy</b>	Yr7 sequence the 7 days of Creation using ordering and pattern	Yr7 order key events in salvation history on a timeline	Yr7 count and categorise types of miracles (healing nature exorcism)	Yr7 sequence events of Holy Week	Yr7 map and measure distances of early Church journeys	Yr7 collect and present class data on different beliefs/worldviews

# Year 8 (RED)

Unit Title	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
<b>Composite Knowledge/End Point (big idea that should be answered at the end of a unit)</b>	Explain what Catholics believe about 'The fall'. They will explore the idea that sin separates us from God. In the Genesis stories we see that God gave us Freewill and that some chose to disobey God.	Explain what Catholics mean by a prophetic text. They will explore how the prophets follow a prophetic pattern: Call, Message and Fulfilment.	Explain how Catholics read and interpret scripture. Explore the different groups of people Jesus met in His ministry and how Jesus treated the marginalised eg women and the poor	Explain that since Genesis 3 – The fall suffering has entered the world. Explore the idea that Humans cause their own suffering because they have Freewill and can disobey God.	The focus of this unit is around the importance of the Resurrection. The unit explores the Gospel of St Luke and the significance of the empty tomb. The unit explores what is meant by a Soul and life after death	Jesus a real historical figure who lived in the Holy Land. Pupils should be aware that the places mentioned in the bible are still there and there is arkeological and historical proof.
<b>Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)</b>	God makes a Covenant with His people. This is an agreement that God will look after His people if we obey the laws. Rules are essential to keep order in society and are needed to live a good life. All humas have a conscience that guides our moral actions. Baptism marks the beginning of our Christian life	God reveals himself firstly through the prophets in the OT. Some prophecies refer to a future Messiah and others call for repentance and a return to God. Amos calls for a 'care of the poor and for justice'. Many prophecies contain warnings and promises for the future. Imagery is often used	Jesus began his ministry at the age of 30 and lasted 3 years. He performed many miracles and told many parables that still influence people today. Such as Mother Teresa and Fr Damien of Molokai. Jesus told Parables to teach people about the Kingdom of heaven. He healed the sick and performed many miracles to show us what heaven is like	Many Catholics believe that suffering has a meaning and purpose. Pupils need to know that Jesus Suffering led to a great achievement. His passion took away the sins of the world. Pupils should be aware that Isaiah's prophecy called Jesus the 'Suffering servant'. Therefore, God allows suffering for a greater good.	All 4 gospels record that Jesus rose from the dead. If the disciples had not witnessed the resurrection then they would never have risked their lives and continue to spread the 'good news'. The bible records that women were the 1 <sup>st</sup> to witness the resurrected Christ. There are also discrepancies in the accounts.	Jesus is a historical figure who really existed. It is important to know the religious and political context in where he came from. The environment he lived in influences his teachings. Pupils should be aware of historical and archaeological evidence
<b>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</b>	The meaning of the fall What The importance of Gods commands Conscience Baptism Christain's and Conscientious objectors	Prophetic texts. Jeremaih and the prophetic pattern Prophecies and repentance Prophecies and caring for the poor? Images in prophecies.	How we read Scripture The kingdom of God The groups in Jesus ministry The marginalised at the time of Jesus Parables of Jesus	The Meaning of suffering The suffering servant Preparation for Lent Easter Tridium The Sacrament of Reconciliation Margaret and Barry Mizen	The Resurrection Disciples and their reaction to the empty tomb The Central truth of Christianity Humans and their soul	Jerusalem the Holy City. Politics at the time of Jesus Jesus' transfiguration Messiah and Son of Man Miracles of Jesus Jesus of Nazareth

<b>Examples of Reading Opportunity</b>	Hodder textbook Genesis 1:1-2.4 Genesis 2:5-25	Hodder textbook Amos 9:11-12 Isaiah 11:1-6	Hodder textbook Mark 4:38-41 Luke 15:20-28	Hodder textbook Catechism 1443 Isaiah 53:10	Hodder textbook 1 Corinthians 15:14-17 Luke 24:36-39	Reading Focus The Commission Gospel of Matthew
<b>Examples of Key Tier 2 Vocabulary</b>	Describe Analyse Predict	Outline Explain Evaluate	Outline Explain Evaluate	Outline Explain Evaluate	Outline Explain Evaluate	Outline Explain Evaluate
<b>Examples of Key Tier 3 Vocabulary</b>	Concupiscence Freewill Baptism Covenant Eucharist	Prophet Social Justice Repentance Atonement Righteousness	Literal sense Moral sense Ministry Miracles Atonement	Salvation Suffering servant Repentance Penitent Absolves	Resurrection Gentiles Soul Paschal Mystery Purgatory	Conciliar council Vatican II Dialogue Encounter
<b>Examples of Numeracy</b>	Yr8 compare timelines of Genesis and scientific accounts	Yr8 compare frequency of prophetic themes across scripture passages	Yr8 compare how often themes appear in different Gospels	Yr8 calculate duration and structure of Lent (40 days) and link to preparation	Yr8 interpret growth of early Christian communities using simple graphs	Yr8 compare proportions of different religions locally or nationally

# Year 9

Unit Title	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
<b>Composite Knowledge/End Point (big idea that should be answered at the end of a unit)</b>	To know and understand that Creation is God's gift and that human beings are made in the image and likeness of God. To know Genesis reveals God and humanity rather than scientific detail. To know what a covenant is and how God forms relationships (e.g., Abraham, Moses), fulfilled in Christ. To understand human dignity, responsibility, and stewardship.	To know and understand the role of prophets in speaking God's word and calling people back to faithfulness. To know they prepared for the Messiah and that Jesus fulfils God's promises. To understand key figures (e.g., Mary) in salvation history. To know this hope continues in the Church, especially in Advent.	To know and understand the life and ministry of Jesus, including teachings, miracles, and parables revealing the Kingdom of God. To know Jesus is fully God and fully human. To understand discipleship as following Jesus. To know the importance of his journey to Jerusalem and its challenge to society.	To know and understand Lent, Holy Week, and the Paschal Mystery. To know Jesus' death and resurrection bring salvation and restore relationship with God. To understand repentance, forgiveness, and reconciliation. To know Catholics share in this through liturgy and are called to personal transformation.	To know and understand the role of the Holy Spirit from Pentecost onwards. To know the Church is apostolic and continues Jesus' mission. To understand the development of the early Church and its global mission today. To know all Christians are called to witness and serve.	To know and understand that the Catholic Church is called to dialogue with other Christians, religions, and worldviews, requiring both clarity of belief and respect for others. To know that, after studying dialogue more broadly, Judaism is studied in depth as the root of Christian faith. To understand the importance of promoting the common good in a diverse world.
<b>Examples of Key Substantive Knowledge (specific subject)</b>	Imago Dei meaning humans are made in God's image, Genesis	Definition and role of a prophet, key figures such as Isaiah and	Key events of Jesus' ministry including miracles parables	Meaning of Lent including fasting prayer almsgiving, key	Pentecost and role of the Holy Spirit, gifts and fruits of the Spirit,	Meaning of dialogue in Catholic teaching, principles of respect

<p><b>knowledge relied upon for later study or to grasp the composite idea for that unit)</b></p>	<p>1–3 creation and fall with symbolic meaning, difference between scientific and theological accounts, covenant meaning through Noah Abraham Moses, Ten Commandments as covenant law, stewardship and Catholic Social Teaching including dignity and common good</p>	<p>John the Baptist, meaning of Messiah and fulfilment in Jesus, Nativity and Incarnation, role of Mary in salvation history including Annunciation and Magnificat, Advent as season of waiting and preparation</p>	<p>healings, meaning of the Kingdom of God, titles of Jesus such as Son of God Son of Man Christ Lord, discipleship and call of apostles, teachings of Jesus including parables like the Good Samaritan, significance of journey to Jerusalem</p>	<p>events of Holy Week including Last Supper Crucifixion Resurrection, Paschal Mystery and salvation, meaning of sin repentance forgiveness, sacraments of healing including Reconciliation and Anointing, Eucharist as participation in sacrifice</p>	<p>apostleship and apostolic succession, structure and mission of the Church, early Church in Acts of the Apostles, call to evangelisation and service</p>	<p>identity and common good, ecumenism and Christian unity, concept of religious and non-religious worldviews, overview of major world religions, study of Judaism including belief in one God covenant Torah practices following broader dialogue study, importance of respectful engagement in a diverse society</p>
<p><b>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</b></p>	<p>Interpret Genesis using literal and symbolic readings, distinguish theology from scientific explanation, apply Catholic Social Teaching to ethical issues, use key theological terms accurately</p>	<p>Analyse prophetic texts in historical context, identify patterns of promise and fulfilment, use scripture to support theological claims, interpret different Gospel accounts</p>	<p>Analyse parables and miracles for meaning, interpret Gospel texts with context and audience, evaluate different titles of Jesus, construct reasoned arguments about discipleship</p>	<p>Link liturgy with scripture and belief, interpret the Paschal Mystery, evaluate moral concepts using Church teaching, apply theology to personal and ethical reflection</p>	<p>Analyse Acts as historical and theological text, explain development of Church structures, interpret symbols of the Holy Spirit, evaluate the role of the Church today</p>	<p>Compare different religious and non-religious worldviews, engage in respectful evidence-based dialogue, use specialist vocabulary accurately, interpret religions on their own terms, apply knowledge of Judaism following broader dialogue study</p>

<b>Examples of Reading Opportunity</b>	Genesis 1:1–31 (Creation), Genesis 12:1–9 (Call of Abraham)	Isaiah 7:14 (Promise of Emmanuel), Luke 1:26–38 (Annunciation)	Luke 5:1–11 (Call of the disciples), Luke 10:25–37 (Good Samaritan)	Luke 22:14–23 (Last Supper), Luke 23:33–46 (Crucifixion)	Acts 2:1–13 (Pentecost), Acts 4:32–35 (Life of the early Church)	Deuteronomy 6:4–9 (Shema – Jewish belief in one God), Romans 12:4–5 (Unity and diversity in the body)
<b>Examples of Key Tier 2 Vocabulary</b>	Moral Ethic Vows	Faith Humility Gratitude	Expectation Suffer Eternal	Vow Sacrifice Transform	Divine Devotion Prayer	Identity Diversity Dialogue
<b>Examples of Key Tier 3 Vocabulary</b>	Imago Dei Relational Volitional Matrimony	Allegory Typology Grace Dogma	Discipleship Martyr Consecrated Celibacy	Sanctuary Atonement Salvation Messiah	Apostles Eucharist Baptism Purgatory	Intercultural dialogue Imago Dei Common Good Torah
<b>Examples of Numeracy</b>	Yr9 interpret data on environmental impact to evaluate stewardship responsibility	Yr9 analyse proportions of Old vs New Testament fulfilment themes	Yr9 interpret simple data sets showing responses to Jesus' teachings	Yr9 analyse patterns of liturgical seasons across the Church year	Yr9 analyse global Christian population data and distribution	Yr9 interpret demographic data about religion and diversity to evaluate social impact

# Year 10

Unit Title	Judaism Beliefs and Teachings	Judaism Practices	Catholic Christianity Beliefs and Teachings	Catholic Christianity Practices	Catholic Christianity Sources of wisdom and authority/ mock preparation	Complete Sources of Wisdom topic
<b>Composite Knowledge/End Point (big idea that should be answered at the end of a unit)</b>	<p>Jews believe in <b>one almighty God</b> who is creator, law-giver and judge. This is shown in the <b>Torah</b>, which teaches about covenants with <b>Abraham and Moses</b> and laws like the <b>Ten Commandments</b>. Key beliefs include the <b>Messiah</b>, the importance of following <b>Mitzvot</b>, and the sanctity of life through <b>Pikuach Nefesh</b>. These beliefs guide how Jews live and make moral decisions today</p>	<p>Jewish life is shaped by <b>daily worship, prayer, and following laws</b> from the Torah and Talmud. Key practices include <b>synagogue worship, home prayer, observing Shabbat, keeping kosher food laws</b>, and celebrating <b>festivals like Pesach and Yom Kippur</b>. Rituals such as <b>Bar/Bat Mitzvah and mourning practices</b> mark important life stages and strengthen community identity</p>	<p>Pupils should be aware of the key features of a catholic person's faith and it affects them in their daily lives. They should also be aware of the divergent views that other Christians have.</p>	<p>Pupils should be aware of the variety practices of the Catholic faith. They should know how the sacraments make us holy and bring us closer to God.</p>	<p>Pupils should know the different sources of wisdom that influence catholic belief and practice. They should know that The Bible, alongside The magisterium influences and instructs Catholics on how to live</p>	<p>Pupils should know the different sources of wisdom that influence catholic belief and practice. They should know that The Bible, alongside The magisterium influences and instructs Catholics on how to live</p>

<p><b>Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)</b></p>	<p>Judaism is based on belief in one God (monotheism), expressed in the Shema. Jews believe God is creator, law-giver, judge and merciful. Central to belief are the covenants with Abraham and Moses, including the Ten Commandments given at Sinai. The Torah is the main source of teaching, containing the Mitzvot (613 commandments) that guide life. Jews also believe in the Messiah, the importance of Pikuach Nefesh (saving life), and teachings about life after death such as judgement and resurrection.</p>	<p>Jewish practice centres on worship, prayer and following religious laws. Jews worship in the synagogue and pray daily, often using key prayers such as the Shema and Amidah. The Tenakh and Talmud provide guidance for living, including rules about kosher food (kashrut). Shabbat is observed as a weekly day of rest, while festivals like Pesach, Yom Kippur and Rosh Hashanah structure the year. Jewish life also includes rites of passage such as Bar and Bat Mitzvah and important mourning practices like Shiva, which strengthen community and identity.</p>	<p>Pupils should know that because of Adams Original Sin we are separated from God and that through Jesus' suffering and sacrifice we are healed. These events in the final week of Jesus' life are referred to as the Paschal Mystery</p>	<p>Pupils should be aware of the Key catholic practices that feature in a practicing Catholics life. They should know that sacraments are 'an outward sign of an inward grace' and what the popular forms of piety are e.g. Rosary, stations cross</p>	<p>Pupils should know that over 2000 years there is a wealth of Sources of Wisdom and authority. Eg the Bible, the Church and the magisterium. They should be aware of the role of the magisterium in interpreting scripture for lay people to understand.</p>	<p>Pupils should know that over 2000 years there is a wealth of Sources of Wisdom and authority. Eg the Bible, the Church and the magisterium. They should be aware of the role of the magisterium in interpreting scripture for lay people to understand.</p>
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<p><b>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</b></p>	<p>Students interpret and analyse <b>religious texts</b> such as the Torah to understand beliefs about God, covenant and the Messiah. They compare <b>different interpretations</b> (e.g. Orthodox vs Reform views) and evaluate their significance for believers today. Students also learn to <b>apply beliefs to ethical issues</b>, such as using Pikuach Nefesh to make moral decisions, and to construct reasoned arguments about the importance of beliefs.</p>	<p>Students analyse <b>religious practices and their meanings</b>, explaining why Jews follow rituals like Shabbat or kosher laws. They compare <b>divergent practices between different Jewish groups</b> and evaluate their importance in modern life. Students also interpret <b>sources of authority (Tenakh and Talmud)</b> to explain practices, and use evidence to support <b>judgements about the value and impact of religious practices</b>.</p>	<p>The Trinity The Trinity in the Bible Creation The Incarnation The paschal mystery Significance of the Paschal mystery Eschatology</p>	<p>The Sacraments Liturgical worship The funeral rite Prayer Forms of Popular piety Pilgrimage Catholic Social teach</p>	<p>The Bible The magisterium Second Vatican Council The Church as the body of Christ Four marks of the Church Mary as a model for the Church.</p>	<p>The Bible The magisterium Second Vatican Council The Church as the body of Christ Four marks of the Church Mary as a model for the Church.</p>
<p><b>Examples of Reading Opportunity</b></p>	<p>Students read <b>Exodus 20 (Ten Commandments)</b> and summarise key teachings about law and morality.</p>	<p>Students read passages such as <b>Psalm 55</b> or the <b>Shema (Deuteronomy 6:4)</b> to explain the importance of prayer. They read extracts about <b>kosher laws (Deuteronomy 14)</b></p>	<p>Students read <i>Genesis 1–3</i> and identify what it teaches about God as creator and humanity made in God’s image</p>	<p>Compare <i>Matthew 6:5–14</i> with the <b>Lord’s Prayer</b> used today and identify similarities</p>	<p>Read summaries of <b>Dei Verbum or Lumen Gentium</b> and explain their impact on Catholic beliefs</p>	<p>Read summaries of <b>Dei Verbum or Lumen Gentium</b> and explain their impact on Catholic beliefs</p>

		and identify key rules for daily life.				
<b>Examples of Key Tier 2 Vocabulary</b>	Describe Analyse Predict	Describe Analyse Predict	Describe Analyse Predict	Describe Analyse Predict	Describe Analyse Predict	Describe Analyse Predict
<b>Examples of Key Tier 3 Vocabulary</b>	monotheism, covenant, mitzvot	Shabbat, kosher, synagogue	Incarnation Nicene creed Paschal Eucharist	Reconciliation Evangelism Liturgical Efficacious Committal	Interpretation Metaphorical Liturgical Conciliar Ecumenical	Interpretation Metaphorical Liturgical Conciliar Ecumenical
<b>Examples of Numeracy</b>	Students work with numbers in Mitzvot, e.g. understanding there are <b>613 commandments</b> and grouping them into categories (positive vs negative).	Students measure time, e.g. calculating the length of <b>Shabbat (approx. 25 hours)</b> and comparing it to a regular day.	Students calculate timelines, e.g. ordering events from Jesus' life (birth → resurrection → ascension) and working out time gaps between them.	Students analyse frequency, e.g. calculating how often Mass happens in a week or year and comparing attendance patterns.	Students compare quantities, e.g. number of books in Old vs New Testament and calculating proportions.	Students compare quantities, e.g. number of books in Old vs New Testament and calculating proportions.

# Year 11

Unit Title	Forms of expression and ways of life	Philosophy and ethics Arguments for existence of God	Philosophy and ethics Marriage and family life	Revision		
<b>Composite Knowledge/End Point (big idea that should be answered at the end of a unit)</b>	Pupils should know how Catholic faith is reflected in Church architecture and artwork. They should be able to make links and explain how and why Artwork, statues, music and drama is used to reflect belief	Pupils should know that there are many arguments for the existence of God. Revelation, miracles, the design argument and cosmological argument. There is evidence to support belief	Pupils should know the key teachings and beliefs regarding the importance of the family. Pupils should know the purpose of marriage and how family life is supported by the Church.	Pupils should be well versed in how to answer the GCSE style questions and be aware of timings and exam techniques. Pupils should know and understand the curriculum and content.		
<b>Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)</b>	Pupils should know that over the past 200 years there has been a vast amount of artwork and architecture that has been used to communicate the catholic faith. Particularly during the Middle Ages when most were illiterate.	Pupils should know that there is no conflict between Science and religion regarding the creation of the universe. When we look at the purpose of all things it points towards a designer, which is God.	Pupils should know that God created the institution of Marriage when He created Adam and Eve and put them together. Catholics believe that family life is the perfect place to pass on the faith and encourage the sacraments	Pupils should be able to articulate and write responses under timed conditions being aware of the full course content. Pupils should have all revision material and be preparing to sit the 3 final exams.		

<b>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</b>	Catholic church architecture Catholic church features Sacred objects Artwork in Catholicism Sculpture and statues Symbolism in imagery Drama	Revelation Visions Miracles Religious experiences The design argument Cosmological argument Existence of suffering Solutions to suffering	Marriage Sexual relationships The Family Support for the family Family Planning Divorce annulment Equality of men and women in the family Gender prejudice	The full content list		
<b>Examples of Reading Opportunity</b>	Study a painting of the crucifixion and read an explanation – students infer the beliefs expressed	Read <i>Hebrews 1:1–4</i> and explain how it supports belief in revelation	Read <i>Humanae Vitae</i> extract and summarise Catholic views on contraception			
<b>Examples of Key Tier 2 Vocabulary</b>	Describe Analyse Predict	Describe Explain Compare Divergent	Describe Explain Compare			
<b>Examples of Key Tier 3 Vocabulary</b>	Tabernacle Sarcophagi Sistine Evangelise	Revelation Existence Catechism Cosmological Teleological	Marriage Contraception Conception Procreative Annulment			
<b>Examples of Numeracy</b>	Students interpret visual data, e.g. comparing percentages of symbols used (cross, fish, Chi-Rho) in different churches/artworks.	Students evaluate data, e.g. interpreting survey statistics on belief in God (percentages of believers vs non-believers).	Students analyse trends, e.g. comparing statistics on marriage, divorce or family types in the UK.			