



## Key Stage 1 and 2

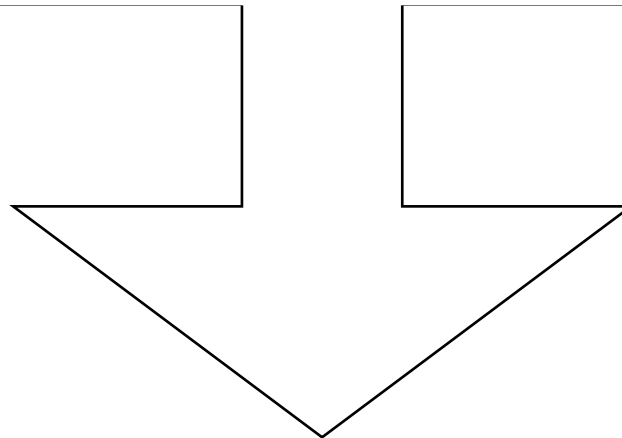
### Aims of Study

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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

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>						

# Year 8

Unit Title	Islam	The History of the Church	Leadership and Discipleship	CAFOD and Social Justice	Faith and Pilgrimage	Jesus in the Holy Land
<b>Composite Knowledge/End Point (big idea that should be answered at the end of a unit)</b>	Explain how Islam began with the Prophets revelation from God. The key beliefs of Islam including the 5 Pillars	Explain how Christianity began and the key moments of the church from the schism, reformation to present day	Explain how Modern-day Christians first of all are disciples and followers of Jesus but then some go on to be great leaders.	Pupils know that Christians should work to make society a fairer more Christian place. CAFODs main aim is to achieve this Christians are called to put their 'Faith into Action'.	Pupils know that Faith is needed for miracles and healings to happen. There are many places of pilgrimage around the world that offer healing	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>	Islam is the second biggest religion in the world and has 1.2 billion followers. Muslims only believe in one God. Pupils should know what the 5 pillars of Islam are and how they shape the lives of Muslims.	The Church is 2000 years old and there are have been many key events that have shaped to Church. The reformation has led to the formation of many different Christian denominations. Vatican II has led to major changes in the Church in an attempt to bring it in line with the 20 <sup>th</sup> Century.	Jesus is the greatest of all leaders who has chosen ordinary people to do His work. The cost and rewards of discipleship and what it means to follow Jesus. Examples of influential leaders Oscar Romero etc.	There are many Saints and contemporary Christians such as Arch Bishop Helda camera who have 'put their faith into action' and saved people through their work. Pupils should know what is meant by Liberation Theology.	Pilgrimage is a reminder that we are all on an earthly journey towards heaven. Pilgrimage is a valuable experience in order to deepen a person's faith or possibly seek a miracle cure. They are also proof of Gods existence.	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 prophet Muhammed The night of power Ramadan and Eid The Quran Hajj Mosque Features	Early Church Romans and Christianity The Great Schism Reformation Persecution of Catholics.	Jesus the leader Qualities of a good leader Vocations The role of a Priest Electing a Pope Mother Teresa Fr Damien of Molokai	Sheep and goats Need for communities Divide between Rich and poor Rich man and Lazarus The widow's mite Beatitudes Stewardship	Jesus the healer What is Pilgrimage Pilgrimage to Iona Pilgrimage to Jerusalem Pilgrimage to Rome Our Lady of Fatima Our Lady of Knock	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>	Reading Focus: BBC report on Call to prayer (Adhan) in Stockton	Reading Focus. Emperor Nero's Rome.	Reading Focus Matthew 10: 11-14	Reading Focus The Parable of the Sheep and goats Matthew	Excerpt from A a medieval pilgrimage to the Holy land. A Pilgrims view	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	
<b>Examples of Key Tier 3 Vocabulary</b>	Nucleus Chloroplast Microscope Variable Photosynthesis	Ecumenical Indulgences Reformation Schism	Conclave Discipleship Leprosy Apostolic Succession	Apartheid Stewardship Liberation Theology Beatitudes	Cathedral Pilgrimage Relic Denominations	Messiah Sanhedrin Pharisees Transfiguration Galilee
<b>Examples of Numeracy</b>						

# Year 9

Unit Title	Creation and stewardship	Dignity of the Human person	Dignity of the Human person	Judaism Beliefs and teachings	Judaism Worship	Judaism Festivals and practices
<b>Composite Knowledge/End Point (big idea that should be answered at the end of a unit)</b>	To know and understand what Christians believe about the Earth was created. To know that there are two main interpretations which are Metaphorical and literal. They should know that Christians have a responsibility for looking after Gods creation	To know and understand that all people are created by God in His 'image and likeness'. This means that all people should be treated with Dignity and respect because God is in every person.	To know and understand that all people are created by God in His 'image and likeness'. This means that all people should be treated with Dignity and respect because God is in every person.	To know and understand the Core beliefs and teachings in Judaism regarding the Characteristics of God, The Covenant with Abraham and Moses, The Messiah, Sanctity of life and beliefs concerning 'life after death.	To know and understand how Jews Worship, both at home and in the synagogues. They will know about Public and private acts of worship and be able to give examples	To know and understand that Jews have specific festivals that reinforce their belief that they are Gods chosen people. The festivals all reinforce this idea and retell their history when God saved or protected them. This effects the view they have today.
<b>Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)</b>	The intelligent design argument suggests that there must be an Intelligent Creator /God. This is because all things that exist has a purpose and therefore must have a designer. Ie God Causation theory supports belief in God as everything that exists has a cause. The Universe exists and therefore God must be its cause. The 1 <sup>st</sup> cause or unmoved mover	Prejudice Discrimination, sexism all take place when people do not believe that 'We are created in His Image'. Homelessness and they some are marginalised in society is not a Christian way to behave.	Human Dignity is one of the 4 core principles of catholic Social Teaching and Euthanasia, stem cell research and discarding of the precious embryos goes against catholic church teaching as does Capital punishment and Abortion	Jews believe that they are God Chosen people. They consider themselves special as God revealed himself to them and gave them the Mitzvot's. Jews only believe in one God and that humans are created in His 'Image and likeness'	Jews believe that their relationship with God is special and one that requires worship of God. This will be both public in the synagogues or Private and take place at home.	Festivals reinforce the belief that God has looked out for the Jews in the past for example Passover God sent Moses to save them from slavery or Hanukkah God kept the Oil lamp burning and protected the temple. All Festivals support Jewish identity.
<b>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</b>	Creation in Genesis Native American creation accounts Laudato Si Stewardship The design Theory The Big Bang	Multifaith society Refugees and migrants Healthy relationships Modern day slavery Homelessness Homosexuality and Christian attitudes	Sexism Changing attitudes to the roles of women Abuse of drugs and alcohol Transplant surgery Stem cell research	Nature of God The Shekhinah Moral Principles and Mitzvot Sanctity of life Covenant with Abraham and Moses	Public acts of worship The Tanakh and Talmud Private prayer The Shema and Amidah Ritual and Ceremony	Yom Kippor Passover / Pesach Rosh Hashanah The festival of Sukkot Shavout Purim

			Euthanasia		Shabbat	Features of a synagogue. Hanukkah
<b>Examples of Reading Opportunity</b>	Genesis 1 and 2 Reading Focus activity	Reading Focus: Martin Luther King life and times	Reading Focus: The Vatican and embryonic research	Reading Focus: The Sabbath day excerpt	Reading Focus: Life after death excerpt	Reading Focus: The Passover Story
<b>Examples of Key Tier 2 Vocabulary</b>	Describe Analyse	Describe Evaluate Explain	Evaluate Describe Explain	Analyse Describe Explain	Compare Describe Explain	Compare Explain Analyse
<b>Examples of Key Tier 3 Vocabulary</b>	Evolution Cosmological Teleological Causation	Homelessness Homosexuality Refugees Migrants Discrimination	Euthanasia Morality Genetics Sexism	Shekhinah Omnipresent Omniscient Omnibenevolent Covenant	Synagogue Circumcision Rituals Mourning	Synagogue Rosh Hashanah Yom Kippor Atonement Passover
<b>Examples of Numeracy</b>						

# Year 10

Unit Title	Catholic Christianity Beliefs and Teachings	Catholic Christianity Beliefs and Teachings	Catholic Christianity Practices	Catholic Christianity Practices	Catholic Christianity Sources of wisdom and authority	Forms of expression and ways of life
<b>Composite Knowledge/End Point (big idea that should be answered at the end of a unit)</b>	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.	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.	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.	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.	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	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
<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 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.	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	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	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	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.	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.
<b>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</b>	The Trinity The Trinity in the Bible Creation The Incarnation The paschal mystery Significance of the Paschal mystery Eschatology	The Trinity The Trinity in the Bible Creation The Incarnation The paschal mystery Significance of the Paschal mystery Eschatology	The Sacraments Liturgical worship The funeral rite Prayer Forms of Popular piety Pilgrimage Catholic Social teach	The Sacraments Liturgical worship The funeral rite Prayer Forms of Popular piety Pilgrimage Catholic Social teach	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.	Catholic church architecture Catholic church features Sacred objects Artwork in Catholicism Sculpture and statues Symbolism in imagery Drama Music



<b>Examples of Reading Opportunity</b>	Hodder textbook					
<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>	Incarnation Nicene creed Paschal Eucharist	Incarnation Nicene creed Paschal Eucharist	Reconciliation Evangelism Liturgical Efficacious Committal	Reconciliation Evangelism Liturgical Efficacious Committal	Interpretation Metaphorical Liturgical Conciliar Ecumenical	Interpretation Metaphorical Liturgical Conciliar Ecumenical
<b>Examples of Numeracy</b>						

# 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	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.	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.	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>	Hodder textbook					

<b>Examples of Key Tier 2 Vocabulary</b>	Describe Analyse Predict	Describe Explain Compare Divergent				
<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>						