

Subject: Religious Studies							Year: 10 Key Stage 4 Curriculum Map CORE		Exam Specification: Edexcel GCSE Religious Studies Spec A Catholic Christianity with Judaism		
Term	Rosary Term	Advent Term	Epiphany Term	Lent Term	Easter Term	Trinity Term					
Unit length:	September – October	October – December	January – February	February – March	April – May	June – July					
<u>Curriculum</u> <u>The Design</u> <u>Unit title</u> <u>Prior Learning</u>	Introduction to Edexcel GCSE Catholic Christianity Beliefs and Teachings	Catholic Christianity – Beliefs and Practices	Sources of Wisdom and Authority	Forms of Expression and Ways of life	Judaism: Beliefs and teachings	Judaism: Beliefs and practices					
Links to the RE Directory											
<u>Pedagogy</u> <u>The way the curriculum is taught</u> <u>Command words</u> State Outline Describe Explain Analysis Evaluate <u>Assessment Objectives:</u> Catholic Christianity 50% of Qualification Judaism 25% of Qualification Philosophy and Ethics 25% of Qualification	Students must understand: 1.1 The Trinity 1.2 The Trinity in the Bible 1.3 Creation 1.4 Creation nature and the nature of humanity 1.5 Incarnation 1.6 The Paschal Mystery 1.7 The significance of the Paschal Mystery 1.8 Eschatology	Students must understand: 2.1 The Sacramental Nature of Reality 2.2 Liturgical Worship 2.3 Funeral Rite 2.4 Prayer 2.5 Popular Piety 2.6 Pilgrimage 2.7 Catholic Social teaching 2.8 Catholic Mission and Evangelism	Students must understand: 3.1 The Bible 3.2 Interpretation of the Bible 3.3 The Magisterium 3.4 The Second Vatican Council 3.5 The Church as the Body of Christ 3.6 The four marks of the Church 3.7 Mary as the model of the Church 3.8 Personal and Ethical decision making	Students must understand: 4.1 Catholic Church Architecture 4.2 Catholic Church Features 4.3 The meaning and significance of sacred objects 4.4 The meaning and significance of paintings, fresco and drawings within Catholicism 4.5 The meaning and significance of sculpture and statues 4.6 The purpose and use of symbolism and imagery in religious art: the cross, crucifix, Chi-rho, dove 4.7 The meaning and significance of drama 4.8 The nature and use of traditional and contemporary styles of music in worship	Students must understand: Judaism: Beliefs and teachings 7.1 The Almighty 7.2 The Shekhinah 7.3 The Messiah 7.4 The covenant at Sinai 7.5 The covenant with Abraham 7.6 The sanctity of life 7.7 Moral principle and the Mitzvot 7.8 Life after death	Students must understand: Judaism: Practice 8.1 Public acts of worship 8.2 The Tenakh and Talmud 8.3 Private prayer 8.4 The Shema and Amidah 8.5 Ritual and ceremony 8.6 Shabbat 8.7 Festivals 8.8 Features of the synagogue					
Adapted resources: (Challenge and scaffolds)	Retrieval practice & Access to prior knowledge Sentence starters Source of wisdom and authority		Adapted responses to feedback WAGOLL Modelling / ‘I DO’ ‘WE DO’ ‘YOU DO’		Targeted questioning Open questions Evaluation Structure slips		Quality writing skills Key terms				
NC/Spec coverage:	Year 11 teaching and learning focus on the Religious Education Curriculum Directory for Catholic schools. Later in the year, the assessments will take the structure of Edexcel GCSE Religious Studies Spec A Catholic Christianity with Judaism.										
Cross-curricular links:	Literacy, Art, History, Geography, Maths, Music, PSHE, Science, DT, Food and Technology										
<u>Assessment To evaluate the pace of pupils progress, pupil outcomes, and pupil’s readiness for the next steps:</u>	Consistent use of formative assessment to track and give clear picture of the level of understanding, discernment and response.	Exam practice skills: Knowledge & Understanding question (a), (b) and (c) Analyse and Evaluate question (d)	Useful Links Edexcel GCSE Religious Studies https://www.bbc.co.uk/bitesize/guide/s/zkk3rwx/revision/1	Useful Links Edexcel BBC Bitesize https://www.bbc.co.uk/education/lev els/z98jimp3	Knowledge Check and a formal end of unit test will take place at the end of this unit https://www.youtube.com/c/MrMcMillanREvis	Consolidate exam practice skills: Knowledge & Understanding Question (a), (b) and (c) Analyse and Evaluate question (d)					

Growth Milestones	What will pupils know (KNOWLEDGE) What can pupils do (SKILL)
	Pupils will be required to know, understand, analyse and evaluate the subject content above. By doing so, we aim for pupils to become religiously literate. <ul style="list-style-type: none"> • Pupils will be able to articulate the reasons why people believe in God and how belief affects the way they relate to others. • Pupils will understand the reasons why people may be agnostic or atheist and how their lives may differ compared to people who hold religious beliefs.
Catholic school/ British values:	Democracy – Students will learn about the role of democracy throughout their studies. They will learn about how citizens can influence the decision making through the democratic process and the challenges it faces in Britain today. The rule of law – Students will have an appreciation that living under the rule of law protect individual citizens and is essential for their wellbeing and safety. Individual liberty – Students will have an understanding that young people have the right to belong and join groups, if this does not hinder other people from enjoying their rights. Mutual respect and tolerance of different faiths and beliefs – An understanding that the freedom to choose and hold other faith and beliefs is protected by law.
Cultural capital:	Students are encouraged to develop a deep sense of understanding about different beliefs and practices. They explore variety of religious belief, practices and traditions sets that has been passed on from generations to generations in the community they live in. Students use a variety of culture rich sources such as art, music, poetry and literature to build up a rounded cultural capital.
Careers Links: Education, NHS, law, civil service, politics, NGO, politics	Religious Studies is very practical because it involves: The ability to understand how people have thought and acted in different places and times, and the complexity of how social behaviours are shaped by beliefs and values. Studying religion encourages self-awareness, initiative, creativity and teamwork. Religious Studies students are excellent communicators and make great leaders. Learning about different faiths – how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team building at work) Being able to understand different viewpoints and philosophies, from an interdisciplinary perspective—and apply that understanding to find practical solutions. Contextualised critical and analytical skills, applied to the real world, and dealing with issues arising from multiple and conflicting interpretations of texts and traditions with sensitivity and empathy

