

Subject: Religious Studies							Year: 11 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>		Jewish Practices		Philosophy and Ethics Arguments for the existence of God		Relationships and families in the 21 <sup>st</sup>		Revision Edexcel GCSE Exam skills Summer Exams preparation Catholic Christianity Paper 1 Judaism Paper 2		Revision Edexcel GCSE Exam skills Summer Exams preparation Catholic Christianity Paper 1 Judaism Paper 2		Revision Edexcel GCSE Exam skills Summer Exams preparation Catholic Christianity Paper 3								
		Year 10 Jewish practices		Year 10 Arguments for God		Year 10 Relationships and families		Year 10 Catholic Christianity Year 10 Judaism		Year 10 Catholic Christianity Year 10 Judaism		Year 10 Philosophy and ethics Year 10 Relationships and families								
<u>Links to the RE Directory</u>																				
<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: Revisit Edexcel GCSE Exam skills  <b>Judaism: Practice</b> 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  Consolidate exam practice skills: Knowledge & Understanding Question (a), (b) and (c) Analyse and Evaluate question (d)		Students must understand: Revisit Edexcel GCSE Exam skills  <b>Philosophy and Ethics</b> 9.1 Revelation 9.2 Visions 9.3 Miracles 9.4 Religious experience 9.5 Design argument 9.6 Cosmological argument 9.7 Existence of Suffering 9.8 Solutions to the problem of suffering		Students must understand: Revisit Edexcel GCSE Exam skills  <b>Relationships and families</b> 10.1 Marriage 10.2 Sexual relationships 10.3 The family 10.4 Support for the family in the local Catholic parish 10.5 Family planning 10.6 Divorce, annulment and remarriage 10.7 Equality of men and women in the family 10.8 Gender prejudice and Discrimination		Students must understand: Revisit Edexcel GCSE Exam skills  <b>Catholic Christianity</b> Catholic beliefs and teachings Catholic practices Sources of Wisdom and Authority Forms of Expression and Ways of life  <b>Judaism: Beliefs and teachings</b> 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  Consolidate exam practice skills: Knowledge & Understanding Question (a), (b) and (c) Analyse and Evaluate question (d)		Students must understand: Revisit Edexcel GCSE Exam skills  <b>Catholic Christianity</b> Catholic beliefs and teachings Catholic practices Sources of Wisdom and Authority Forms of Expression and Ways of life  <b>Judaism: Practice</b> 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  Consolidate exam practice skills: Knowledge & Understanding Question (a), (b) and (c) Analyse and Evaluate question (d)		Students must understand: Revisit Edexcel GCSE Exam skills  <b>Philosophy and Ethics</b> 9.1 Revelation 9.2 Visions 9.3 Miracles 9.4 Religious experience 9.5 Design argument 9.6 Cosmological argument 9.7 Existence of Suffering 9.8 Solutions to the problem of suffering  <b>Relationship and Families</b> 10.1 Marriage 10.2 Sexual relationships 10.3 The family 10.4 Support for the family in the local Catholic parish 10.5 Family planning 10.6 Divorce, annulment and remarriage 10.7 Equality of men and women in the family 10.8 Gender prejudice and Discrimination  End of Year 11								
<u>Adapted resources: (Challenge and scaffolds)</u>		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						
<u>NC/Spec coverage:</u>		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.																		
<u>Cross-curricular links:</u>		Literacy, Art, History, Geography, Maths, Music, PSHE, Science, DT, Food and Technology																		
<u>Assessment To evaluate the pace of pupils progress, pupil</u>		Consistent use of formative assessment to track and give clear picture of the level of		Exam practice skills: Knowledge & Understanding question (a), (b) and (c) Analyse and Evaluate question (d)		Useful Links Edexcel GCSE Religious Studies <a href="https://www.bbc.co.uk/bitesize/guides/zkk3rwx/revision/1">https://www.bbc.co.uk/bitesize/guides/zkk3rwx/revision/1</a>		Useful Links Edexcel BBC Bitesize <a href="https://www.bbc.co.uk/education/levels/z98imp3">https://www.bbc.co.uk/education/levels/z98imp3</a>		Knowledge Check and a formal end of unit test will take place at the end of this unit		Consolidate exam practice skills: Knowledge & Understanding Question (a), (b) and (c) Analyse and Evaluate question (d)								

<b>outcomes, and pupil's readiness for the next steps:</b>	understanding, discernment and response.				<a href="https://www.youtube.com/c/MrMcMillanREvis">https://www.youtube.com/c/MrMcMillanREvis</a>	
<b>Growth Milestones</b>	<b>What will pupils know (KNOWLEDGE)</b> <b>What can pupils do (SKILL)</b>					
	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"> <li>• Pupils will be able to articulate the reasons why people believe in God and how belief affects the way they relate to others.</li> <li>• 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.</li> </ul>					
<b>Catholic school/ British values:</b>	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.					
<b>Cultural capital:</b>	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.					
<b>Careers Links:</b> 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					

