

# KS4 Long Term Plan 2020-2021

**Subject: RE**

**Exam Board: Edexcel**



## **Curriculum Statement of Intent RE:**

The principle aim of KS4 RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. As a Catholic school, RE is at the heart of the curriculum and we very much welcome any cross circular links that may arise.

As a Department we aim to inspire and not instruct. We do this not only through teaching the Gospel values, but living them out and demonstrating them in our teaching and delivery of content. Students are encouraged to ask questions in order to form opinions which are supported with evidence and/or logical reasoning. Our schemes of work are delivered in a way that then allows students to be then further able to appraise said evidence.

The curriculum is mapped to the Westminster Diocesan Curriculum Directory with the desired intention to ensure all strands are met by all students through differentiated lessons. Students are given the opportunity to study another world faith, Judaism, through which broadens their horizons and makes them more aware and considerate of others in the world.

We offer plentiful opportunities for students to develop their religious literacy and finish KS4 well equipped with skills that are transferable in life outside of a school setting, as well as the skills necessary to succeed at KS4. We hope students enjoy the exploration of the many topical and -debatable issues that are covered in the curriculum. We promote open-mindedness, whilst at the same time ensuring that our teaching is ground in the official teachings of the Catholic Church.

### **Curriculum Statement of Implementation :**

Content is mapped out so to get it all covered by the end of the Spring 2 term. Year 10 cover the Catholic Christian paper which ensures that the foundations of the faith are covered in detail. This then allows for them to approach Judaism. Judaism is to be taught as a stand-alone faith and not as a comparative to Catholicism. In Yr11 students are then mature and ready to study Philosophy & Ethics, which lends itself to much more debatable content based on more modern day topics, such as divorce and contraception. The skills are well embedded by then, thus making it easier to keep the focus on skills and not just topical content. This is the most logical approach to delivery of content.

Lessons are planned centrally and we have a bountiful shared area which ensures a consistent approach to the standard of classroom teaching. This also ensures that we are reflective practitioners in order to keep the learning fun, up to date and keep students interested. Reflective time is allowed for so to facilitate debate and discussion so students feel confident to express vocally their opinions at all times.

The primary skills of outlining, explaining and evaluating are focused on, but an understanding of the content is essential first. Time is spent at the start of every lesson to re-call and interleave previous content. Once understanding is grasped, then they apply this knowledge to the skills required to sit the GCSE paper and be successful. Every lesson covers an exam style question – a, b c or d. The use of official sources of wisdom and authority is an integral part of every lesson, with a big push on interpretation of official quotes within most lessons.

Homework is used to further understanding of content and skills. Students use a blue book to complete all questions and homework tasks in and is marked accordingly by their class teacher where they act on feedback in order to try to close the 'gap' with marking in order to allow students to make rapid and sustained progress throughout both years. Blue books are checked and moderated regularly to ensure standards are consistent within the Dept.

Students are tested regularly through end of topic tests, keyword tests and interleaved mixed tests so to build their confidence and identify gaps in their learning. That paired with the use of very specific PLC's means that students have all the required resources to assist them with becoming religiously literate mature young adults independently outside of the school environment too.

Booster sessions are offered in Yr11 and the focus shifts to different key groups per round of boosters, thus ensuring that students get the help they need to ensure they are religiously literate and prepped as best possible for their GCSE's.

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Yr 10 Autumn 1	<p>w/b 2/9 (1 WEEK- 3 lessons) Introduction to GCSE RE, overview of the spec and how to answer part a &amp; b exam style questions.</p> <p>w/b 7/9, w/b 14/9, w/b 21/9, w/b 28/9, w/b5/10, w/b12/10 and w/b 19/10 ( 7 WEEKS – 21 lessons) Start Catholic Christianity Paper 1, Section 1– <b>Catholic Beliefs &amp; Teachings</b></p>	<p><i>-Outline</i> <i>-Explain (knowledge &amp; understanding)</i> (Simple introduction to these skills to begin with)</p> <p>w/b 28/9 introduce the use of sources of wisdom &amp; authority (using evidence)</p> <p>By end of unit start to introduce the skill of evaluation.</p>	<p>w/b 7/9 Keyword Test for <b>Catholic Beliefs &amp; Teachings.</b></p> <p><b>Catholic Beliefs &amp; Teachings End of Topic Test Friday 23<sup>rd</sup> October.</b></p>
Yr 10 Autumn 2	<p>w/b 2/11 &amp; w/b 9/11 (possible interruption to lessons –TBC), w/b 16/11, w/b 23/11 , w/b 30/11, w/b 17/12 ,w/b 14/12 (5 WEEKS – 15 lessons) Start Catholic Christianity Section 2, <b>Catholic Practices.</b></p>	<p><i>-Outline</i> <i>-Explain (knowledge &amp; understanding)</i> <i>-Use of sources of wisdom &amp; authority (fully embed)</i> <i>-Evaluate (begin to embed this)</i></p>	<p><b>Yr10 Exams w/b 2/11 and 9/11.</b></p> <p>w/b 16/11 keyword test for <b>Catholic Practices.</b></p> <p><b>Interleaving ‘Mixed Test’ in blue books on Friday 11<sup>th</sup> Dec.</b></p>
Yr 10 Spring 1	<p>w/b 4/1 (1 WEEK – 3 LESSONS) Re-cap Catholic Practices</p> <p>w/b 11/1, w/b w/b 18/1, w/b 25/1, w/b 1/2, w/b 8/2 (6 WEEKS – 18 lessons) Start (and finish content) Catholic Christianity Paper 1, Section 3 – <b>Catholic Sources of Wisdom &amp; Authority.</b></p>	<p>(skills as above) Interleaving all content from previous unit of study in this week. Interleaving at start of lessons will focus on Catholic Beliefs &amp; Teachings and Practices thereafter.</p>	<p><b>End of topic Test for Catholic Practices Friday 8<sup>th</sup> December.</b></p> <p><b>W/B 11/1 Keyword Test for Catholic Sources of Wisdom &amp; Authority.</b></p>
Yr 10 Spring 2	<p>w/b 22/2 (1 WEEK – 3 LESSONS) 2 lessons on how to answer part d exam questions effectively. 1 lesson; end of topic test.</p> <p>w/b 1/3, w/b 8/3, w/b 15/3, (3 WEEKS = 9 lessons, topic 1-5 of the topic) Start Catholic Christianity Paper 1, Section 4 <b>Forms of Expression &amp; Ways of Life.</b></p> <p>w/b 22/3, w/b 29/3 (2 WEEKS = 5 lessons; hols on Thurs) Revision lessons on all of Catholic Paper 1.</p>	<p><i>-Outline</i> <i>-Explain (knowledge &amp; understanding)</i> <i>-Use of sources of wisdom &amp; authority</i> <i>-Evaluate</i></p> <p>Interleaving content from all previous 3 sections of the Catholic Christianity Paper in pre for their Mock Exams after Easter.</p>	<p><b>End of topic Test for Sources of Wisdom &amp; Authority Friday 26<sup>th</sup> February.</b></p> <p><b>W/B 1/3 Keyword Test for Catholic Forms of Expressions &amp; Ways of Life.</b></p> <p><b>Comprehensive Keyword Test (during revision at teacher’s discretion).</b></p> <p><b>Interleaving ‘Mixed Test’ in blue books on Thursday 1<sup>st</sup></b></p>

			April (as part of revision).
Yr 10 Summer 1	<p>w/b 3/5, w/b 10/5, (2 WEEKS = 6 lessons) Finish off Catholic Christianity Paper 1 - Section 4 <b>Forms of Expression &amp; Ways of Life.</b></p> <p>w/b 17/5, w/b 24/5 (2 WEEKS -6 lessons) Start Judaism Paper 2, Section 1 – <b>Jewish Beliefs &amp; Teachings</b> (2 WEEKS = 6 lessons)</p>	<p>-Outline -Explain (knowledge &amp; understanding) -Use of sources of wisdom &amp; authority -Evaluate</p> <p>Interleaving at the start of every lesson through a re-call task based on previous studies.</p>	<p><b>Yr10 Mock Exams start 19/4 and 26/4.</b></p> <p>w/b 17/5 Keyword Test for Judaism Beliefs &amp; Teachings.</p> <p><b>End of Topic Test for Catholic Christianity Forms of Expression &amp; Ways of Life Friday 28<sup>th</sup> May.</b></p>
Yr 10 Summer 2	<p>w/b 7/6, w/b 14/6, w/b 21/6, w/b 28/5, w/b 5/7 (4 WEEKS = 12 lessons) Finish Judaism Paper 2 Section 1 – <b>Jewish Beliefs &amp; Teachings</b></p>	(skills as above)	<p><b>End of Topic Test for Judaism Beliefs &amp; Teachings Friday 9<sup>th</sup> July.</b></p> <p>Interleaving 'mixed' test in blue book on Friday 18<sup>th</sup> June.</p>
Yr 11 Autumn 1 (2020-2021)	<p>w/b 1/9, w/b 7/9, w/b 14/9 (3 WEEKS – 9 lessons) Re-cap/Review/Interleave <b>Judaism Beliefs and Teachings</b> (section 1 of Judaism Paper)</p> <p>w/b 21/9, w/b 28/9 (2 WEEKS – 6 lessons ) Start <b>Judaism Practices</b> (Section 2 of Judaism Paper)</p> <p>w/b 5/10 (1 WEEK plus any other lesson time we see students in between exams- 3 lessons) Revision of <b>Catholic Christianity</b> in prep for Mock Exams.</p>	<p>-Outline -Explain (knowledge &amp; understanding) -Use of sources of wisdom &amp; authority -Evaluate</p> <p>Interleaving at the start of every lesson through a re-call task for Catholic Christianity all 4 sections of the paper).</p>	<p><b>Judaism Beliefs &amp; Teachings End of Topic Test Friday 18<sup>th</sup> Sept. 2020.</b></p> <p>w/b 21/9 keyword test for Judaism Practices.</p> <p><b>Yr11 Mock Exams start 12/10 and 19/10.</b></p>
Yr 11 Autumn 2	<p>w/b 2/11 to w/e 6/12 (5 WEEKS – 15 lessons) to finish <b>Judaism Practices.</b></p> <p>w/b 7/12 , w/b 14/12 (2 WEEKS- 6 lessons) <b>Interleaving Catholic Christianity &amp; Judaism</b> content with a focus on part (d) evaluation questions.</p>	<p>(all skills as above)</p> <p>-Evaluation – use of supporting evidence and appraisal of evidence used. All interleaved content.</p> <p>-Interleaving key terms/concepts within the 2</p>	<p><b>Judaism Practices End of Topic Test Friday 6<sup>th</sup> November.</b></p> <p>Interleaving 'Mixed Test' in blue books on Friday 11<sup>th</sup> Dec.</p> <p>Comprehensive keyword tests (Date TBC)</p>

		weeks.	
Yr 11 Spring 1	w/b 4/1, w/b 11/1, w/b 18/1, w/b 25/1 (4 WEEKS) Start Paper 3 <b><i>Philosophy Arguments for the Existence of God</i></b>	(all skills as above)  All interleaving content at the start of lessons will focus on Judaism Beliefs & Teachings and Practices in prep for PPE's at the start of Feb.	w/b 4/1 keyword test for Arguments for the Existence of God.  <b>Yr11 PPE's start on w/b 1/8 and run into w/b 8/2.</b>
Yr 11 Spring 2	w/b 22/2, w/b 1/3, (2 WEEKS- 6 lessons) Finish <b><i>Philosophy Arguments of the Existence of God.</i></b>  w/b 8/3, w/b 15/3, w/b 22/3, w/b 29/3 (4 WEEKS -12 lessons) Start <b><i>Ethics Family Life &amp; Relationships.</i></b>	(all skills as above)  Interleaving at the start of lessons will focus on previous unit of study – Philosophy.	<b>End of topic Test for Arguments for the Existence of God Friday 5<sup>th</sup> March.</b>  w/b 8/3 keyword test for Ethics Family Life & Relationships.  Interleaving 'Mixed Test' in blue books on Friday 26 <sup>th</sup> March.
Yr 11 Summer 1	w/b 19/4, 26/4 (2 WEEKS) Finish <b><i>Ethics Family Life &amp; Relationships.</i></b>  <b>ALL CONTENT FINISHED BY END OF W/B 26<sup>TH</sup> APRIL.</b>	(all skills as above)  Continued interleaving at the start of lessons.	<b>End of topic Test for Ethics Family Life and Relationships Friday 30<sup>th</sup> April.</b>