

RE Curriculum Overview – Year 11

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>Area of study 1. A study of Christianity: Sources of Wisdom and authority.</p>	<ul style="list-style-type: none"> Know and understand the structure, origins and development of the Bible. Be able to evaluate divergent understandings of the content and importance of Biblical texts. Understand how Catholics (with the magisterium) interpret scripture Understand different interpretation of the authority of scripture as literal word of 	<p>Analysing and interpreting text</p> <p>Empathising with other perspectives, different from our own</p> <p>Comparing different viewpoints</p> <p>Effective discussion in pairs, including listening to others points of views.</p> <p>Understanding importance of good literacy to present ideas coherently e.g. PEEL</p> <p>Using the sources accurately to support arguments e.g. Bible, Torah, Talmud, 13 Principles</p>	<p>Written assessment at the end of the unit</p> <p>Peer assessment in class</p> <p>Self-assessment in class</p> <p>Mini keyword assessments</p> <p>Annotating previous student work using mark schemes</p>	<p>Answer exam questions; 3m, 4m, 5m, and 12m</p> <p>Green pen class assessments</p> <p>Watch a YouTube Clip to consolidate learning</p> <p>Further reading on each topic provided e.g. from another textbook or revision guide</p>	<p>SERVIAM to our neighbours and the wider world of God's creation.</p> <p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> Dignity of God's people Community and participation Dignity in work Solidarity Personal Cultural Social History Geography English Journalist Teacher Chaplin Charity officer 	<p>Supports study at A level with concepts of God,</p>

	<p>God and revealed word of God.</p> <ul style="list-style-type: none">• Be able to evaluate different understandings of the role of scripture in the life of the teaching authority of a range of Christian denominations.• Consider debates about tradition and practise amongst Christian denominations such as the debates about women priests (and bishops)• Know and understand the work of the Second Vatican Council including key documents.• Know and understand the				<ul style="list-style-type: none">○ Solicitor○ Youth worker○ Policy officer○ Social work○ HR officer	
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	<p>nature and significance of the Church as the Body of Christ and the People of God.</p> <ul style="list-style-type: none"> Know and be able to explain the four marks of the church as expressed in the Nicene Creed. 					
Autumn Term 2						
<p>Area of study 1. A study of Christianity: Sources of Wisdom and authority. (CONTINUED.)</p>	<ul style="list-style-type: none"> Know and understand the role of Mary for Catholics, the way Mary joined with Christ in the work of salvation, as a disciple and a model of faith and charity. Be able to explain and evaluate different sources of moral authority for Christians such as natural law, conscience and virtue. 	<p>Analysing and interpreting text</p> <p>Empathising with other perspectives, different from our own</p> <p>Comparing different viewpoints</p> <p>Effective discussion in pairs, including listening to others points of views.</p> <p>Understanding importance of good literacy to present ideas coherently e.g. PEEL</p> <p>Using the sources accurately to support arguments e.g. CCC, Bible etc</p>	<p>Written assessment at the end of the unit</p> <p>Peer assessment in class</p> <p>Self-assessment in class</p> <p>Mini keyword assessments</p> <p>Annotating previous student work using mark schemes</p>	<p>Answer exam questions; 3m, 4m, 5m, and 12m</p> <p>Green pen class assessments</p> <p>Watch a YouTube Clip to consolidate learning</p> <p>Further reading on each topic provided e.g. from another textbook or revision guide</p>	<p>SERVIAM to our neighbours and the wider world of God's creation.</p> <p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> Dignity of God's people Community and participation Dignity in work Solidarity Personal Cultural Social History Geography 	<p>Supports teaching at A level in Ethics.</p>

					<ul style="list-style-type: none"> ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	
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Spring Term 1

<p>Area of Study 1: study of Catholic Christianity. Section 4: Forms of expression and ways of life.</p>	<ul style="list-style-type: none"> • Know, understand and consider the varieties of architectural design in the Catholic tradition and how they reflect belief and contribute to worship • Be able to evaluate these concepts using catholic and non catholic Christian points of view. • Know and understand the significance of different internal features 	<p>Analysing and interpreting text</p> <p style="text-align: center;">Empathising with other perspectives, different from our own</p> <p>Comparing different viewpoints</p> <p style="text-align: center;">Effective discussion in pairs, including listening to others points of views.</p> <p style="text-align: center;">Understanding importance of good literacy to present ideas coherently e.g. PEEL</p> <p>Using the sources accurately to support arguments e.g. CCC, Bible etc</p>	<p>Written assessment at the end of the unit</p> <p>Peer assessment in class</p> <p>Self-assessment in class</p> <p>Mini keyword assessments</p> <p>Annotating previous student work using mark schemes</p>	<p>Answer exam questions; 3m, 4m, 5m, and 12m</p> <p>Green pen class assessments</p> <p>Watch a YouTube Clip to consolidate learning</p> <p>Further reading on each topic provided e.g. from another textbook or revision guide</p>	<p>SERVIAM to our neighbours and the wider world of God's creation.</p> <p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> ○ Dignity of God's people ○ Community and participation ○ Dignity in work ○ Solidarity ○ Personal ○ Cultural ○ Social ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin 	<p>Supports the learning at A level salvation, Augustine and Aquinas</p>
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	<p>of a Catholic church</p> <ul style="list-style-type: none"> • Know and understand the meaning and significance of sacred objects within Catholicism and how these can support and deepen faith. • Know and understand the meaning and use of a variety of paintings and other art works, including sculptures in the Christian tradition, such as icons and Michelangelo (last judgement and creation, pieta) statues of BVM. 				<ul style="list-style-type: none"> ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	
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Spring Term 2

Area of Study 1: study of Catholic Christianity. Section 4: Forms of expression and ways of life.	<ul style="list-style-type: none"> • Be able to evaluate the attraction or distraction of such art works 	Analysing and interpreting text Empathising with other perspectives, different from our own	Written assessment at the end of the unit	Answer exam questions; 3m, 4m, 5m, and 12m Green pen class assessments	SERVIAM to our neighbours and the wider world of God's creation.	Supports A level learning about the attributes of God and
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	<p>using catholic and non Catholic Christian points of view.</p> <ul style="list-style-type: none"> • Be able to make links from the visual to Christian beliefs about God, such as the creator of all, the judge of all. • Know and understand a range of Christian symbols such as the cross, fish, crucifix, alpha and omega and why they are important for Catholics. 	<p>Comparing different viewpoints</p> <p>Effective discussion in pairs, including listening to others points of views.</p> <p>Understanding importance of good literacy to present ideas coherently e.g. PEEL</p> <p>Using the sources accurately to support arguments e.g. CCC, Bible etc</p>	<p>Peer assessment in class</p> <p>Self-assessment in class</p> <p>Mini keyword assessments.</p> <p>Annotating previous student work using mark schemes</p>	<p>Watch a YouTube Clip to consolidate learning</p> <p>Further reading on each topic provided e.g. from another textbook or revision guide</p>	<p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> ○ Dignity of God's people ○ Community and participation ○ Dignity in work ○ Solidarity ○ Personal ○ Cultural ○ Social ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	<p>speaking about God.</p>
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Summer Term 1

<p>Area of Study 1: study of Catholic Christianity. Section 4: Forms of expression and ways of life.</p> <p>REVISION.</p>	<ul style="list-style-type: none"> • Know and understand the importance for Catholics of drama such as mystery plays and passion plays. 	<ul style="list-style-type: none"> • Using 'mind map' revision techniques • Using discourse markers effectively, for example 'Firstly...secondly...' in PEEL paragraphs • Using quotes and sources effectively to support answers 	<p>Written assessment at the end of the unit</p> <p>Peer assessment in class</p> <p>Self-assessment in class</p>	<p>Answer exam questions; 3m, 4m, 5m, and 12m</p> <p>Green pen class assessments</p> <p>Watch a YouTube Clip to consolidate learning</p>	<p>SERVIAM to our neighbours and the wider world of God's creation.</p> <p>That we are called to be witnesses to the truth</p>	<p>Supports A level teaching and learning about Marx and Webber, alienation and liberation.</p>
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	<ul style="list-style-type: none"> Be able to evaluate a variety of points of view effectively concerning the use of drama as a distraction from the word of God or a support to believers. 	<ul style="list-style-type: none"> Reflecting on previous students papers to see their strengths and weaknesses. Using assessment criteria and examiners reports to understand how to gain the best marks Evaluating divergent points of view accurately and effectively Use past exams papers effectively Use model answers effectively Use techniques such a P.E.E. and P.E.E.L to appropriately structure their work 	<p>Mini keyword assessments.</p> <p>Annotating previous student work using mark schemes</p>	<p>Further reading on each topic provided e.g. from another textbook or revision guide</p>	<ul style="list-style-type: none"> Dignity of God's people Community and participation Dignity in work Solidarity Personal Cultural Social History Geography English Journalist Teacher Chaplin Charity officer Solicitor Youth worker Policy officer Social work HR officer 	
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Summer Term 2

<p>Area of Study 1: study of Catholic Christianity. Section 4: Forms of expression and ways of life. (CONTINUED)</p>	<ul style="list-style-type: none"> Know and understand different types and styles of sacred music and how it is used in worship to support belief. <p>Evaluate effectively the impact and effectiveness of music</p>	<p>Analysing and interpreting text</p> <p>Empathising with other perspectives, different from our own</p> <p>Comparing different viewpoints</p> <p>Effective discussion in pairs, including listening to others points of views.</p>	<p>Written assessment at the end of the unit</p> <p>Peer assessment in class</p> <p>Self-assessment in class</p> <p>Mini keyword assessments.</p>	<p>Answer exam questions; 3m, 4m, 5m, and 12m</p> <p>Green pen class assessments</p> <p>Watch a YouTube Clip to consolidate learning</p> <p>Further reading on each topic provided e.g. from another</p>	<p>SERVIAM to our neighbours and the wider world of God's creation.</p> <p>That we are called to be witnesses to the truth</p> <ul style="list-style-type: none"> Dignity of God's people Community and participation 	
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<p>Revision for Summer Examinations</p>	<p>to deepen faith and understanding in the lives of believers.</p> <p>A variety of revision techniques:</p> <ul style="list-style-type: none"> -Consolidate -Memorise -Practise 	<p>Understanding importance of good literacy to present ideas coherently e.g. PEEL</p> <p>Using the sources accurately to support arguments e.g. CCC, Bible etc</p>	<p>Annotating previous student work using mark schemes</p>	<p>textbook or revision guide</p>	<ul style="list-style-type: none"> ○ Dignity in work ○ Solidarity ○ Personal ○ Cultural ○ Social ○ History ○ Geography ○ English ○ Journalist ○ Teacher ○ Chaplin ○ Charity officer ○ Solicitor ○ Youth worker ○ Policy officer ○ Social work ○ HR officer 	
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