

**Subject: Religious Education
Year 10 Half Term One**

Core skill focus

Year group: Year 10

Module title: GCSE RE Catholic Practices

Length of module: 7 weeks

Module intent / knowledge to be gained

Intent

The aim of this unit is to continue to enable students to understand the different practices that Catholic will undertake in their lives. Students will use the knowledge they gained about Catholic beliefs. It will enable to students to analyse how Catholics interpret their beliefs and how this affects how they practise their faith. This unit continues the academic skills needed at GCSE and develop them further and allows students to develop their extended writing ability in turn meaning that they are more confident as each lesson passes. Another intent of this unit is to build upon the knowledge of Catholic practices which was first taught during year 7 unit two. Students will already have the knowledge and recall of the topics but at this level they will need to not only understand and describe Catholic practices but to be able to analyse and evaluate each practise and its importance.

Knowledge

The knowledge of this unit will be built upon firstly the knowledge from year 7 that students have learnt about Catholic practices. Secondly,

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion.

KS4: This is unit two of four that students will complete to ensure knowledge for paper one:

Edexcel Catholic Christianity. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

Catholic Philosophy

- Catholic Philosophy
- Family and Relationship

Judaism

- Beliefs and teachings
- Practices

In this unit, students will continue to learn about the Catholic practices. In unit one students learn about the beliefs of Catholics now in this unit they take those beliefs and learn how they are used within practise.

students will be building upon the knowledge they have gained in this first two unit of GCSE which was Catholic beliefs. This builds upon that knowledge by allowing students to understand how the beliefs impact the practices they completed and how they completed them. Students will then move onto the first topic which is what is liturgical worship and the different ways in which Catholics can pray and worship. This is then followed up by the different ways in which Catholics pray and the different versions of prayers.

This is then followed up by Catholics taking their worship practically and learning about the Catholic pilgrimages. Each practise will build upon the last, allowing students to compare the different practices and the importance of each of them. The focus of this half term is the Catholic Mission and Social teaching. Students will learn, understand and be able to describe the different ways that Catholics live out their faith in the work that they do.

They will also evaluate the evangelisation work that is carried out around the world. There is a specific focus upon who CAFOD are and the work that CAFOD complete around the world.

Key words:
Catholic Practices – A way of showing devotion to God or to the Religion of Christianity.

Staff to follow the following principles when teaching SEN students

- Data rich seating plans with a full rational
- Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied.

<p>Sacrament - An outward sign of an inward gift, instituted by Christ, in order to give grace to a human being”</p> <p>Liturgical Worship – The structured form of worship. For example, mass on a Sunday is liturgical worship.</p> <p>Funeral Rite - A ceremony or group of ceremonies held in connection with the burial or cremation of a dead person.</p> <p>Prayer – A solemn request for help or expression of thanks addressed to God or another deity.</p> <p>CAFOD – Catholic Agency for Overseas Development.</p> <p>Evangelisation - To preach the gospel</p>		<ul style="list-style-type: none"> - Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place. - The use of knowledge organisers and homework to ensure learning is retained. <p>Gunning fox index to be applied to reading material to assess its suitability for students.</p>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p style="text-align: center;"><u>Lesson One – GCSE RE Recap</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Understand the structure and content of the RE GCSE • Recap to allow students to remember what they have learnt the previous year. <p>Learning Tasks: Recap tasks about how to answer exam style questions.</p> <p>Learning Tasks: Recap tasks on previous topics.</p> <p>Intention of Knowledge: Know and understand the nature, history and purpose of the Trinity as shown in the Nicene Creed and each person of the Trinity (AO1) Assess and analyse the importance of these beliefs for Christians (AO2)</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning. Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Students will be given different choices depending on their skill level.</p> <p>Differentiation will be made by outcomes.</p>	<p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p style="text-align: center;"><u>Lesson Two – Catholic Social Teaching</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What Catholic Social Teaching is and why it is important for Catholics. • How Catholics live their life by Catholic Social Teaching • The different ways in which Catholics can do this. <p>Learning Tasks: Students will research the different ways in which Catholics can practise this.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand what Catholic social teaching is and how it reflects the teaching to love thy neighbour (AO1) Know and understand how and why CAFOD seeks to help others (AO1) Assess and analyse how Catholic Social teaching influences the lives of individuals (AO2)</p> <p>Resources: https://www.youtube.com/watch?v=ELyLdMIFdzA</p> <p style="text-align: center;"><u>Lesson Three – Catholic Social Teaching and Reconciliation</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What Catholic Social Teaching is and why it is important for Catholics. • How Catholics live their life by Catholic Social Teaching • The different ways in which Catholics can do this. <p>Learning Tasks: Students will research the different ways in which Catholics can practise this.</p>	<p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Is Catholic Social teaching working? Use examples in the current environment to help your answer 2) If everyone followed Catholic Social teaching would the world be a better place? 3) The absence of war does not mean we have peace. What do you think this means? <p>Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students.</p>	<p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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	<p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand what Catholic social teaching is and how it reflects the teaching to love thy neighbour (AO1) Know and understand how and why CAFOD seeks to help others (AO1) Assess and analyse how Catholic Social teaching influences the lives of individuals (AO2)</p>		
2	<p><u>Lesson Four – Catholic Social Teaching and CAFOD</u> By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What Catholic Social Teaching is and why it is important for Catholics. • How Catholics live their life by Catholic Social Teaching • The different ways in which Catholics can do this. <p>Learning Tasks: Students will research the different ways in which Catholics can practise this.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand what Catholic social teaching is and how it reflects the teaching to love thy neighbour (AO1) Know and understand how and why CAFOD seeks to help others (AO1) Assess and analyse how Catholic Social teaching influences the lives of individuals (AO2)</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Every Catholic should provide support to CAFOD one way or another. Do you agree with this statement? 2) Why do you think CAOFD is doing more work within the UK? <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>For stretch and challenge students will have to try and</p>	<p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p style="text-align: center;"><u>Lesson Five - CAFOD</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the term CAFOD stands for • The work that CAFOD complete around the world and in the UK • The difference between long term and short term aid. <p>Learning Tasks: Students to write down the difference between long term and short term aid with examples.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand what Catholic social teaching is and how it reflects the teaching to love thy neighbour (AO1) Know and understand how and why CAFOD seeks to help others (AO1) Assess and analyse how Catholic Social teaching influences the lives of individuals (AO2)</p> <p>Resources: https://www.youtube.com/watch?v=kzDPkRbTlxY</p> <p style="text-align: center;"><u>Lesson Six – The Work of CAFOD</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the term CAFOD stands for • The work that CAFOD complete around the world and in the UK • The difference between long term and short term aid. <p>Learning Tasks: Students to write down the difference between long term and short term aid with examples.</p>	<p>provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Why is the work of CAOFD important and how does it continue the work of Jesus in the Bible? 	<p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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	<p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand what Catholic social teaching is and how it reflects the teaching to love thy neighbour (AO1) Know and understand how and why CAFOD seeks to help others (AO1) Assess and analyse how Catholic Social teaching influences the lives of individuals (AO2)</p>		
3	<p style="text-align: center;"><u>Lesson Seven – The Catholic Mission</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Catholic mission is • How it is carried out by Catholics around the world • Why Catholics evangelise • How it differs throughout history <p>Learning Tasks: Students to evaluate the best ways a Catholic can spread the teachings of Jesus and the Catholic Church.</p> <p>Learning Tasks: Students are to write down the different ways people will evangelise now compared to a hundred, thousand years ago.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the history and purpose of missionary and evangelical work (AO1) Know and understand the divergent ways the Christian faith is spread locally, nationally and globally (AO1)</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups.</p> <p>Differentiation by outcome when giving feedback on the exam question.</p> <p>Sentence starters there to help lower ability students.</p>	<p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p><u>Lesson Eight – The Catholic Mission the New Evangelism</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Catholic mission is • How it is carried out by Catholics around the world • Why Catholics evangelise • How it differs throughout history <p>Learning Tasks: Students to evaluate the best ways a Catholic can spread the teachings of Jesus and the Catholic Church.</p> <p>Learning Tasks: Students are to write down the different ways people will evangelise now compared to a hundred, thousand years ago.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the history and purpose of missionary and evangelical work (AO1) Know and understand the divergent ways the Christian faith is spread locally, nationally and globally (AO1)</p>		<p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
	<p><u>Lesson Nine – Catholic Mission and Individual Evangelism</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Catholic mission is • How it is carried out by Catholics around the world • Why Catholics evangelise • How it differs throughout history <p>Learning Tasks: Students to evaluate the best ways a Catholic can spread the teachings of Jesus and the Catholic Church.</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. 	<p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

4	<p>Learning Tasks: Students are to write down the different ways people will evangelise now compared to a hundred, thousand years ago.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the history and purpose of missionary and evangelical work (AO1) Know and understand the divergent ways the Christian faith is spread locally, nationally and globally (AO1)</p>		
5	<p><u>Lesson Nine– Celebration of Knowledge</u> Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p><u>Lesson Ten – DIRT Feedback</u> Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	IRT feedback is to differ depending on each student and the work that they have completed.	Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.
6	<p><u>Lesson Eleven – Reteach Lesson</u> Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p><u>Lesson Twelve– Reteach lesson Two</u></p>	Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.	Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.

	<p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future.</p> <p>This should be the second half of the half term condensed into the main points you want the students to re learn.</p> <p>Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress.</p> <p>Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>
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**Subject: Religious Education
Year 10 Half Term Two**

Core skill focus

Year group: Year 10

Module title: GCSE RE Sources of Wisdom and Authority

Length of module: 6 weeks

Module intent / knowledge to be gained

Intent

The intent of this unit is to continue to build upon the work and knowledge that students have completed during their GCSE course. Students will be apply the skills they have learnt about beliefs, teaching and practices and adapt them to understand the Catholic sources of wisdom and authority. It is intended for students to find interest and excitement from gaining a deeper understand of the Bible, its historical context and how it has influenced modern Catholic Christianity today. It is important for students to be able to describe the structure of the Catholic Church which is already established during year 7 unit two. Students must be able to impress their previous knowledge and how it relates to the magisterium of the Catholic Church.

Knowledge

The GCSE syllabus followed is Unit A of Edexcel Catholic Christianity. This allows students to gain an in-depth knowledge of Catholic Christianity that includes, the beliefs, the practices, sources of wisdom and authority and forms of expressions

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion.

KS4: This is unit two of four that students will complete to ensure knowledge for paper one: **Edexcel Catholic Christianity**. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

Catholic Philosophy

- Catholic Philosophy
- Family and Relationship

Judaism

- Beliefs and teachings
- Practices

This is the final part of unit three before the students begin to learn about unit four. In the final part of this unit, students will learn about the Second Vatican Council and the major changes it brought about for Roman Catholics. There will also be a study upon what life was like for Catholics before the council and the historical context in which surrounds the council. There will

<p>The focus of this half term is the authority of the Catholic Church.</p> <p>Firstly, students will develop a knowledge of the Bible and the importance of the Bible still today. They will research into the history of the Bible and its literal accuracy of the time.</p> <p>Students will then move onto the Magisterium and develop a broad in depth knowledge of the Magisterium. This will mean that they are able to understand, describe and evaluate what the magisterium is and the structure of the Roman Catholic Church. This is the final part of unit three before the students begin to learn about unit four. In the final part of this unit, students will learn about the Second Vatican Council and the major changes it brought about for Roman Catholics. There will also be a study upon what life was like for Catholics before the council and the historical context in which surrounds the council. There will also be a final focus upon the four marks of the church which follows on from the magisterium teachings from last half term.</p> <p>This GCSE course will equip students to take their knowledge into KS4 and philosophy and ethics courses at college or sixth form.</p>	<p>also be a final focus upon the four marks of the church which follows on from the magisterium teachings from last half term.</p> <p>This GCSE course will equip students to take their knowledge into KS4 and philosophy and ethics courses at college or sixth form.</p>

<p>Key words:</p> <p>The Bible: The Bible is the Christian sacred text (book). It has two sections the Old and New Testament. The Old Testament is considered sacred to Jews and Christians and the New Testament is sacred only to Christians.</p> <p>Gospels: The first four books of the new testament are Matthew, Mark, Luke and John. These are referred to as the evangelists as they spread the word of God. The Gospels are the theological biographies of Jesus's life.</p> <p>Biblical Literalism: The view taken by some Christians, for example evangelicals, that every stories/teaching in the Bible are literally true. Therefore, historically and scientifically accurate.</p> <p>Liberal View of the Bible: The belief that the Bible was written by humans, however it was inspired by the word of God. This is the view often taken by Roman Catholics.</p> <p>Apostolic Succession: The belief that the tradition forms the apostles has been handed down in the Church through the Pope and the Bishops and gives them authority.</p> <p>Laity: Any Baptised Catholic. Vatican 2 referred to the laity as the people of God</p> <p>Dogma: Doctrines (teachings) which must be accepted by all Catholics.</p> <p>Second Vatican Council: Ecumenical council which took place between 1962 and 1965 to modernise the liturgy and practices of the Catholic Church.</p> <p>Four Marks of the Church: The definition of the Catholic Church since the council of Nicene which sated that the Church is One, Holy, Catholic and apostolic.</p>		<p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> - Data rich seating plans with a full rational - Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied. - Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place. - The use of knowledge organisers and homework to ensure learning is retained. <p>Gunning fox index to be applied to reading material to assess its suitability for students.</p>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
	<p>Lesson One – Introduction to the Bible</p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The historical context of the Bible • The structure of the Bible • The books within the Bible • Its importance now in modern society 	<p>Students will be given the following:</p> <p>Extra Time to write down the answers if needed.</p> <p>Pictures to aid their learning.</p>	<p>Knowledge Organiser –</p> <p>Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>1</p>	<p>Learning Tasks: Students are to complete a worksheet about the Bible and the books within the Bible.</p> <p>Learning Tasks: Students to evaluate the importance of the Bible today and complete an extended piece of writing on this.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature, history and purpose of the Bible Know and understand the significance of the Bible and why that people still follow the teachings of the Bible today. (AO1)</p> <p style="text-align: center;"><u>Lesson Two – The Bible</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The historical context of the Bible • The structure of the Bible • The books within the Bible • Its importance now in modern society <p>Learning Tasks: Students are to complete a worksheet about the Bible and the books within the Bible.</p> <p>Learning Tasks: Students to evaluate the importance of the Bible today and complete an extended piece of writing on this.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature, history and purpose of the Bible Know and understand the significance of the Bible and why that people still follow the teachings of the Bible today. (AO1)</p>	<p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Students will be given different choices depending on their skill level.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) The Bible should be taken literally. Do you agree with this statement? 2) Is the Bible a reliable source of information for Catholic? Explain why or why not <p>Differentiation will be made by outcomes.</p> <p>Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students.</p>	<p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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	<p style="text-align: center;"><u>Lesson Three – The Bible (2)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The historical context of the Bible • The structure of the Bible • The books within the Bible • Its importance now in modern society <p>Learning Tasks: Students are to complete a worksheet about the Bible and the books within the Bible.</p> <p>Learning Tasks: Students to evaluate the importance of the Bible today and complete an extended piece of writing on this.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature, history and purpose of the Bible Know and understand the significance of the Bible and why that people still follow the teachings of the Bible today. (AO1)</p> <p>Resources: https://www.youtube.com/watch?v=ak06MSETeo4</p>		
	<p style="text-align: center;"><u>Lesson Four – The New Testament</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The historical context of the Bible • The structure of the Bible • The books within the Bible • Its importance now in modern society <p>Learning Tasks: Students are to complete a worksheet about the Bible and the books within the Bible.</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p>	<p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>2</p>	<p>Learning Tasks: Students to evaluate the importance of the Bible today and complete an extended piece of writing on this.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature, history and purpose of the Bible Know and understand the significance of the Bible and why that people still follow the teachings of the Bible today. (AO1)</p> <p style="text-align: center;"><u>Lesson Five – The Bible and the Council of Trent</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The historical context of the Bible • The structure of the Bible • The books within the Bible • Its importance now in modern society <p>Learning Tasks: Students are to complete a worksheet about the Bible and the books within the Bible.</p> <p>Learning Tasks: Students to evaluate the importance of the Bible today and complete an extended piece of writing on this.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature, history and purpose of the Bible Know and understand the significance of the Bible and why that people still follow the teachings of the Bible today. (AO1)</p> <p style="text-align: center;"><u>Lesson Six - The Bible and the Council of Trent (2)</u></p>	<p>For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Create an account about the council of Trent and how it impact the creation of the Bible. <p>Lower ability students will be given images to support their work. Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students.</p>	<p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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	<p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The historical context of the Bible • The structure of the Bible • The books within the Bible • Its importance now in modern society <p>Learning Tasks: Students are to complete a worksheet about the Bible and the books within the Bible.</p> <p>Learning Tasks: Students to evaluate the importance of the Bible today and complete an extended piece of writing on this.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature, history and purpose of the Bible Know and understand the significance of the Bible and why that people still follow the teachings of the Bible today. (AO1)</p>		
	<p style="text-align: center;"><u>Lesson Seven – The Magisterium</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Magisterium is • Why it is important in the Catholic faith • The Impact that it has for believers <p>Learning Tasks: Students to create a description of the teachings of the Catholic Church.</p> <p>Learning Tasks: Students to watch a video and answer the questions on the worksheet.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge:</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p>	<p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>3</p>	<p>Know and understand the importance of the magisterium as an example and the authoritative source of moral teaching (AO1) Know and understand divergent understanding of natural law, virtue and conscience (AO1)</p> <p style="text-align: center;"><u>Lesson Eight – The Magisterium (2)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Magisterium is • Why it is important in the Catholic faith • The Impact that it has for believers <p>Learning Tasks: Students to create a description of the teachings of the Catholic Church.</p> <p>Learning Tasks: Students to watch a video and answer the questions on the worksheet.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge:</p> <p>Know and understand the importance of the magisterium as an example and the authoritative source of moral teaching (AO1) Know and understand divergent understanding of natural law, virtue and conscience (AO1)</p>	<p>Sentence starters there to help lower ability students.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Why is it important that there is a structure to the Catholic Church that continues the teachings of the apostles? 2) Should the Catholic Church be apostolic? What are the benefits? 	
	<p style="text-align: center;"><u>Lesson Nine – The Magisterium (3)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Magisterium is • Why it is important in the Catholic faith • The Impact that it has for believers 	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. 	<p>Knowledge Organiser – Students will learn key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>5</p>	<p style="text-align: center;"><u>Lesson Nine– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p style="text-align: center;"><u>Lesson Ten – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	<p>IRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Knowledge Organiser - Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>
<p>6</p>	<p style="text-align: center;"><u>Lesson Eleven – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Twelve– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

**Subject: Religious Education
Year 10 Half Term Three**

Core skill focus

Year group: Year 10

Module title: GCSE RE Sources of Wisdom and Authority

Length of module: 6 weeks

Module intent / knowledge to be gained

Intent:

The intent of this unit is to continue to build upon the work and knowledge that students have completed during their GCSE course. Students will be apply the skills they have learnt about beliefs, teaching and practices and adapt them to understand the Catholic sources of wisdom and authority. It is intended for students to find interest and excitement from gaining a deeper understand of the Bible, its historical context and how it has influenced modern Catholic Christianity today. It is important for students to be able to describe the structure of the Catholic Church which is already established during year 7 unit two. Students must be able to impress their previous knowledge and how it relates to the magisterium of the Catholic Church.

Knowledge:

The GCSE syllabus followed is Unit A of Edexcel Catholic Christianity. This allows students to gain an in-depth knowledge of Catholic Christianity that includes, the beliefs, the practices, sources of wisdom and authority and forms of expressions

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion.

KS4: This is unit two of four that students will complete to ensure knowledge for paper one:

Edexcel Catholic Christianity. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

Catholic Philosophy

- Catholic Philosophy
- Family and Relationship

Judaism

- Beliefs and teachings
- Practices

This is the final part of unit three before the students begin to learn about unit four. In the final part of this unit, students will learn about the Second Vatican Council and the major changes it brought about for Roman Catholics. There will also be a study upon what life was like for Catholics before the council and the historical context in which surrounds the council. There will

The focus of this half term is the authority of the Catholic Church.

Firstly, students will develop a knowledge of the Bible and the importance of the Bible still today. They will research into the history of the Bible and its literal accuracy of the time.

Students will then move onto the Magisterium and develop a broad in depth knowledge of the Magisterium. This will mean that they are able to understand, describe and evaluate what the magisterium is and the structure of the Roman Catholic Church. This is the final part of unit three before the students begin to learn about unit four. In the final part of this unit, students will learn about the Second Vatican Council and the major changes it brought about for Roman Catholics. There will also be a study upon what life was like for Catholics before the council and the historical context in which surrounds the council. There will also be a final focus upon the four marks of the church which follows on from the magisterium teachings from last half term.

This GCSE course will equip students to take their knowledge into KS4 and philosophy and ethics courses at college or sixth form.

The focus of this half term is the authority of the Catholic Church. This continues this half term with the primary focus on the Second Vatican Council and how the changes have changed the Roman Catholic Church since. Students should be

also be a final focus upon the four marks of the church which follows on from the magisterium teachings from last half term.

This GCSE course will equip students to take their knowledge into KS4 and philosophy and ethics courses at college or sixth form.

<p>able to describe the majority of changes and the different impact each change brought about. Students will also look at the importance of Mary and students should be able to develop an empathetic view on what Mary had to go through before, during and after the death of Jesus.</p>			
<p>Key words:</p> <p>The Bible: The Bible is the Christian sacred text (book). It has two sections the Old and New Testament. The Old Testament is considered sacred to Jews and Christians and the New Testament is sacred only to Christians.</p> <p>Gospels: The first four books of the new testament are Matthew, Mark, Luke and John. These are referred to as the evangelists as they spread the word of God. The Gospels are the theological biographies of Jesus's life.</p> <p>Biblical Literalism: The view taken by some Christians, for example evangelicals, that every stories/teachings in the Bible are literally true. Therefore, historically and scientifically accurate.</p> <p>Liberal View of the Bible: The belief that the Bible was written by humans, however it was inspired by the word of God. This is the view often taken by Roman Catholics.</p> <p>Apostolic Succession: The belief that the tradition from the apostles has been handed down in the Church through the Pope and the Bishops and gives them authority.</p> <p>Laity: Any Baptised Catholic. Vatican 2 referred to the laity as the people of God</p> <p>Dogma: Doctrines (teachings) which must be accepted by all Catholics.</p> <p>Second Vatican Council: Ecumenical council which took place between 1962 and 1965 to modernise the liturgy and practices of the Catholic Church.</p> <p>Four Marks of the Church: The definition of the Catholic Church since the council of Nicene which stated that the Church is One, Holy, Catholic and apostolic.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> - Data rich seating plans with a full rationale - Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied. - Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place. - The use of knowledge organisers and homework to ensure learning is retained. <p>Gunning fox index to be applied to reading material to assess its suitability for students.</p>		
<p>Week number</p>	<p>Learning activity / intention of knowledge</p>	<p>Stretch & Support activities</p>	<p>Homework</p>

<p>1</p>	<p><u>Lesson One - Introduction to the Second Vatican Council</u> By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The second Vatican council and its importance • The changes brought about the council • The impact of those changes • Why changes were brought about • Has it had the impact Catholics thought it would <p>Learning Tasks: Students to create a list of the changes brought about by the Second Vatican Council. Learning Tasks: Students to watch a historical video of the importance of the council and complete the worksheet on the changes. Learning Tasks: Students to evaluate how impactful the changes have been in an extended piece of writing. Learning Tasks: Students will attempt an exam style question for practise. Intention of Knowledge: Know and understand the nature and importance of the Second Vatican Council (AO1) Analyse and assess the significance of the Second Vatican council for Catholics (A02)</p> <p><u>Lesson Two – The Second Vatican Council (2)</u> By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The second Vatican council and its importance • The changes brought about the council • The impact of those changes • Why changes were brought about 	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning. Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Students will be given different choices depending on their skill level.</p> <p>Differentiation will be made by outcomes.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) The Second Vatican Council actually turned some Catholics away from their faith. Why do you think this is? 2) The Second Vatican Council did not manage to change the decline in numbers. Do you agree with this statement? 3) Define the impact that the Second Vatican Council brought about 	<p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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	<ul style="list-style-type: none"> • Has it had the impact Catholics thought it would <p>Learning Tasks: Students to create a list of the changes brought about by the Second Vatican Council.</p> <p>Learning Tasks: Students to watch a historical video of the importance of the council and complete the worksheet on the changes.</p> <p>Learning Tasks: Students to evaluate how impactful the changes have been in an extended piece of writing.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the Second Vatican Council (AO1) Analyse and assess the significance of the Second Vatican council for Catholics (A02)</p> <p style="text-align: center;"><u>Lesson Three – The Second Vatican Council (3)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The second Vatican council and its importance • The changes brought about the council • The impact of those changes • Why changes were brought about • Has it had the impact Catholics thought it would <p>Learning Tasks: Students to create a list of the changes brought about by the Second Vatican Council.</p> <p>Learning Tasks: Students to watch a historical video of the importance of the council and complete the worksheet on the changes.</p>	<p>Extension recap questions will be on the board for higher ability students.</p> <p>Structure led answers for weaker English writing students.</p> <p>For stretch and challenge students will have to try and provide more than one reason for each answer.</p> <p>Differentiation will also be made by outcomes.</p> <p>Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) The Second Vatican Council actually turned some Catholics away from their faith. Why do you think this is? 2) The Second Vatican Council did not manage to change the decline in numbers. Do you agree with this statement? 	
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	<p>Learning Tasks: Students to evaluate how impactful the changes have been in an extended piece of writing.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the Second Vatican Council (AO1) Analyse and assess the significance of the Second Vatican council for Catholics (A02)</p>	<p>3) Define the impact that the Second Vatican Council brought about</p> <p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes.</p>	
	<p><u>Lesson Four – The Different Aspects of the Second Vatican Council</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The second Vatican council and its importance • The changes brought about the council • The impact of those changes • Why changes were brought about • Has it had the impact Catholics thought it would 	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p>	<p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>2</p>	<p>Learning Tasks: Students to create a list of the changes brought about by the Second Vatican Council.</p> <p>Learning Tasks: Students to watch a historical video of the importance of the council and complete the worksheet on the changes.</p> <p>Learning Tasks: Students to evaluate how impactful the changes have been in an extended piece of writing.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the Second Vatican Council (AO1) Analyse and assess the significance of the Second Vatican council for Catholics (A02)</p> <p><u>Lesson Five – The Lasting Effect of the Second Vatican Council</u> By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The second Vatican council and its importance • The changes brought about the council • The impact of those changes • Why changes were brought about • Has it had the impact Catholics thought it would <p>Learning Tasks: Students to create a list of the changes brought about by the Second Vatican Council.</p> <p>Learning Tasks: Students to watch a historical video of the importance of the council and complete the worksheet on the changes.</p> <p>Learning Tasks: Students to evaluate how impactful the changes have been in an extended piece of writing.</p>	<p>For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p> <p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>For stretch and challenge students will have to try and</p>	<p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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	<p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the Second Vatican Council (AO1) Analyse and assess the significance of the Second Vatican council for Catholics (A02)</p> <p><u>Lesson Six - The History of the Second Vatican Council</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The second Vatican council and its importance • The changes brought about the council • The impact of those changes • Why changes were brought about • Has it had the impact Catholics thought it would <p>Learning Tasks: Students to create a list of the changes brought about by the Second Vatican Council.</p> <p>Learning Tasks: Students to watch a historical video of the importance of the council and complete the worksheet on the changes.</p> <p>Learning Tasks: Students to evaluate how impactful the changes have been in an extended piece of writing.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the Second Vatican Council (AO1) Analyse and assess the significance of the Second Vatican council for Catholics (A02)</p>	<p>provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p>	
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<p>3</p>	<p style="text-align: center;"><u>Lesson Seven - The Four Marks of the Church</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Each mark of the Church • Why each mark is important I their own way • What each mark means for Catholics • The historical context of the four marks of the Church <p>Learning Task: Students to describe each of the four marks of the church.</p> <p>Learning Task: Students to watch videos and complete questions on the historical context on the marks and their importance.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the 4 marks of the Church (AO1) Know and understand the divergent ways the 4 marks can be understood within Christianity</p> <p style="text-align: center;"><u>Lesson Eight - The Four Marks of the Church (2)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Each mark of the Church • Why each mark is important I their own way • What each mark means for Catholics • The historical context of the four marks of the Church <p>Learning Task: Students to describe each of the four marks of the church.</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Define the most important of the marks and create an extended writing piece defending your thesis. 2) The four marks of the church make up the most important practices and beliefs. Do you agree with this statement? <p>Sentence starters there to help lower ability students.</p>	<p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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	<p>Learning Task: Students to watch videos and complete questions on the historical context on the marks and their importance.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the 4 marks of the Church (AO1) Know and understand the divergent ways the 4 marks can be understood within Christianity</p> <p style="text-align: center;"><u>Lesson Nine – The Four Marks of the Church (3)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Each mark of the Church • Why each mark is important I their own way • What each mark means for Catholics • The historical context of the four marks of the Church <p>Learning Task: Students to describe each of the four marks of the church.</p> <p>Learning Task: Students to watch videos and complete questions on the historical context on the marks and their importance.</p> <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature and importance of the 4 marks of the Church (AO1) Know and understand the divergent ways the 4 marks can be understood within Christianity</p>	<p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Define the most important of the marks and create an extended writing piece defending your thesis. 2) The four marks of the church make up the most important practices and beliefs. Do you agree with this statement? 	<p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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<p>4</p>	<p style="text-align: center;"><u>Lesson Ten - The Church as the Body of Christ</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Church as the body of Christ is • Why it is important for Catholics <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature and significance of the Church as the Body of Christ and the People of God (AO1) Know and understand the divergent Christian attitudes to Church as the Body of Christ and the People of God (AO1)</p> <p style="text-align: center;"><u>Lesson Eleven – The Church as the Body of Christ (2)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Church as the body of Christ is • Why it is important for Catholics <p>Learning Tasks: Students will attempt an exam style question for practise.</p> <p>Intention of Knowledge: Know and understand the nature and significance of the Church as the Body of Christ and the People of God (AO1) Know and understand the divergent Christian attitudes to Church as the Body of Christ and the People of God (AO1)</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p> <p>Sentence starters there to help lower ability students.</p>	<p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Knowledge Organiser – Students will learn the key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
<p>5</p>	<p style="text-align: center;"><u>Lesson Twleve– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as</p>	<p>IRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Knowledge Organiser - Students will be tested on all of the key words for this week. They have learnt each stage individually now</p>

	<p>twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p style="text-align: center;"><u>Lesson Thirteen – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>		<p>they must try and learn all the words.</p>
<p style="text-align: center;">6</p>	<p style="text-align: center;"><u>Lesson Fourteen – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Fifteen– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

**Subject: Religious Education
Year 10 Half Term Four**

Core skill focus

Year group: Year 10

Module title: Forms of Expression

Length of module: 6 weeks

Module intent / knowledge to be gained

Intent

The intent of this unit is to continue to build upon the work and knowledge that students have completed during their GCSE course. It is intended for students to be able to take the information they have learn in lessons and use it practically moving forward. For example, the aim is for students to be able to look at church architecture around their city and the world and understand and be able to describe why it has been built the way it has. They will also be able to identify different features of the Catholic church and its use. It is important for students to be able to identify the learning they have done at GCSE and recall this learning as it will give them the foundations to understand the different features of a church. For example, the practices completed within the Catholic church will have an impact on the design and architecture of that church.

Knowledge

The focus of this half term is around the Catholic Church its architecture and its sacred objects. This is called Catholic forms of expression. The first aim of knowledge this half term is for

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion.

KS4: This is unit two of four that students will complete to ensure knowledge for paper one:

Edexcel Catholic Christianity. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

Catholic Philosophy

- Catholic Philosophy
- Family and Relationship

Judaism

- Beliefs and teachings
- Practices

This is the final unit of learning for paper one. Students will develop their knowledge of the way Catholics express their belief of different aspects of their religion in different ways. They will build upon the knowledge of Catholic beliefs in unit one and also unit two Catholic practices as this final unit builds upon both of them. Students will use knowledge from the previous units to

<p>students to be able to describe the different features inside and outside of a Catholic church. They will be given a number of different beliefs about how a church is designed, the importance of the design. They will be given the knowledge to be able to find and describe the main features if shown an image. They will also be able to understand how each individual design feature fits together to create the Catholic church's we see today.</p> <p>Secondly, students will the look at the internal features. They will learn about each individual feature, how it is used within a Catholic mass or practise and the symbolism or nature of each feature. Their knowledge will continue with importance of understanding the different sacred objects inside a Catholic Church and be able to describe why each one is sacred and its role.</p>	<p>help understand the nature and purpose of Catholic artwork and its importance to belief and worship.</p> <p>This GCSE course will equip students to take their knowledge into KS4 and philosophy and ethics courses at college or sixth form.</p>
<p>Key words:</p> <p>Altar – Table used to consecrate the Host into the Body and Blood of Christ during Mass.</p> <p>Sanctuary – Area of the Church containing the Alter, Tabernacle, Font and Lectern. Consider the most scared are of the church</p> <p>Water Stoop – Bowl containing blessed water used by the Laity to bless themselves upon entering a Church.</p> <p>Sacred Vessels (objects): Objects used during Liturgy, i.e., Chalice.</p> <p>Tabernacle – Meaning ‘dwelling place’, where the consecrated Hosts are kept.</p> <p>Crucifix – A cross with the image of Jesus on it.</p> <p>Font – Vessel that holds the water for the Sacrament of baptism.</p> <p>Lectern – Stand that Word of God is proclaimed from during Mass.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> - Data rich seating plans with a full rational - Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied. - Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place. - The use of knowledge organisers and homework to ensure learning is retained. <p>Gunning fox index to be applied to reading material to assess its suitability for students.</p>

Chalice – Sacred vessel that contains the consecrated wine – the Blood of Christ.
Frescos - A technique of mural painting executed upon freshly laid, or wet lime plaster. In the Catholic tradition Frescos have been used to depict biblical scenes in churches, such as the Michael Angelo’s Final Judgement.
Passion Play - religious drama that focuses on the final week of Jesus life, His death and Resurrection.
Renaissance Art- Art from 1300 AD to 1700 AD that focuses of themes from the Bible, such as Leonardo Da Vinci’s Last Supper.
Hunger Cloths: Cloths used to cover altars that contain images and stories from the Bible. These are very popular in the developing world.
Plainchant – A form a praying trough singing without music.

Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p align="center"><u>Lesson One – The Catholic Church</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The design and architecture of the Catholic Church • The meaning behind the architecture of a Catholic Church <p>Learning Tasks: Students to analyse different forms of Catholic architecture</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Know and understand the common and divergent forms of architecture, design and decoration of Catholic churches (AO1) Assess and analyse how these reflect belief (AO2)</p> <p align="center"><u>Lesson Two – External Features of a Catholic Church</u></p> <p>By the end of this lesson the students will have the following knowledge:</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning. Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) All Church’s should be cruciform to honour the death of Jesus. Do you agree with this statement? 2) Should worship always take place in Church? 	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<ul style="list-style-type: none"> • The design and architecture of the Catholic Church • The meaning behind the architecture of a Catholic Church <p>Learning Tasks: Students to analyse different forms of Catholic architecture</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Know and understand the common and divergent forms of architecture, design and decoration of Catholic churches (AO1) Assess and analyse how these reflect belief (AO2)</p> <p style="text-align: center;"><u>Lesson Three – The Nature of Church Design</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The design and architecture of the Catholic Church • The meaning behind the architecture of a Catholic Church <p>Learning Tasks: Students to analyse different forms of Catholic architecture</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Know and understand the common and divergent forms of architecture, design and decoration of Catholic churches (AO1) Assess and analyse how these reflect belief (AO2)</p>	<p>Does it make it less special?</p> <p>Students will be given different choices depending on their skill level.</p> <p>Differentiation will be made by outcomes.</p> <p>Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students. For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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<p>2</p>	<p style="text-align: center;"><u>Lesson Four – Catholic Church Features</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The design and architecture of the Catholic Church • The meaning behind the architecture of a Catholic Church <p>Learning Tasks: Students to analyse different forms of Catholic architecture</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Learning Tasks: Outline 5 features found in a Catholic Church</p> <p>Learning Tasks: Explain the importance of 5 features found in a Catholic Church</p> <p>Learning Tasks: Evaluate which of the 5 features would be considered the most important feature in a Catholic Church</p> <p>Intention of Knowledge: Know and understand the common and divergent forms of architecture, design and decoration of Catholic churches (AO1) Assess and analyse how these reflect belief (AO2)</p> <p style="text-align: center;"><u>Lesson Five – Catholic Church Features (2)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The design and architecture of the Catholic Church • The meaning behind the architecture of a Catholic Church <p>Learning Tasks: Students to analyse different forms of Catholic architecture</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Learning Tasks: Outline 5 features found in a Catholic Church</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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Learning Tasks: Explain the importance of 5 features found in a Catholic Church

Learning Tasks: Evaluate which of the 5 features would be considered the most important feature in a Catholic Church

Intention of Knowledge:

Know and understand the common and divergent forms of architecture, design and decoration of Catholic churches (AO1)

Assess and analyse how these reflect belief (AO2)

Lesson Six – Catholic Church Features (3)

By the end of this lesson the students will have the following knowledge:

- The design and architecture of the Catholic Church
- The meaning behind the architecture of a Catholic Church

Learning Tasks: Students to analyse different forms of Catholic architecture

Learning Tasks: Students to complete an exam style question as practise.

Learning Tasks: Outline 5 features found in a Catholic Church

Learning Tasks: Explain the importance of 5 features found in a Catholic Church

Learning Tasks: Evaluate which of the 5 features would be considered the most important feature in a Catholic Church

Intention of Knowledge:

Know and understand the common and divergent forms of architecture, design and decoration of Catholic churches (AO1)

Assess and analyse how these reflect belief (AO2)

Stretch and Challenge:

- 1) Jesus would rather money be spent on the poor, rather than the Church building. Write your own extended writing response to this statement.

<p>3</p>	<p style="text-align: center;"><u>Lesson Seven – Sacred Objects</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • How sacred objects are defined • The different types of sacred objects for Catholics • The importance of sacred objects for Catholics <p>Learning Tasks: Students will complete a worksheet on the different types of sacred objects.</p> <p>Learning Tasks: Students will evaluate the importance of each sacred object with an extended writing piece.</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Identify a range of Sacred Objects and that are used for Catholic worship and explain their significance. Know and understand the internal features of the Catholic church (AO1) Assess and analyse the importance of the internal features of a Catholic church (AO2)</p> <p style="text-align: center;"><u>Lesson Eight – Sacred Objects (2)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • How sacred objects are defined • The different types of sacred objects for Catholics • The importance of sacred objects for Catholics <p>Learning Tasks: Students will complete a worksheet on the different types of sacred objects.</p> <p>Learning Tasks: Students will evaluate the importance of each sacred object with an extended writing piece.</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Define the importance of each sacred object and its historical context as to why it is deemed as sacred. This should be an extended writing piece. <p>Sentence starters there to help lower ability students.</p> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. 	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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	<p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Identify a range of Sacred Objects and that are used for Catholic worship and explain their significance. Know and understand the internal features of the Catholic church (AO1) Assess and analyse the importance of the internal features of a Catholic church (AO2)</p> <p style="text-align: center;"><u>Lesson Nine – Sacred Objects (3)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • How sacred objects are defined • The different types of sacred objects for Catholics • The importance of sacred objects for Catholics <p>Learning Tasks: Students will complete a worksheet on the different types of sacred objects.</p> <p>Learning Tasks: Students will evaluate the importance of each sacred object with an extended writing piece.</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Identify a range of Sacred Objects and that are used for Catholic worship and explain their significance. Know and understand the internal features of the Catholic church (AO1) Assess and analyse the importance of the internal features of a Catholic church (AO2)</p>	<p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p> <p>Sentence starters there to help lower ability students.</p>	
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4	<p style="text-align: center;"><u>Lesson Ten – Exam Practise</u></p> <p>Students are to engage in a range of different techniques and exam questions to prepare for their exam.</p> <p style="text-align: center;"><u>Lesson Eleven – Exam Practise</u></p> <p>Students are to engage in a range of different techniques and exam questions to prepare for their exam.</p> <p style="text-align: center;"><u>Lesson Twelve – Exam Practise</u></p> <p>Students are to engage in a range of different techniques and exam questions to prepare for their exam.</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
5	<p style="text-align: center;"><u>Lesson Thirteen– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p style="text-align: center;"><u>Lesson Fourteen – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	<p>IRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
6	<p style="text-align: center;"><u>Lesson Fifteen – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p style="text-align: center;"><u>Lesson Sixteen– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future.</p> <p>This should be the second half of the half term condensed into the main points you want the students to re learn.</p> <p>Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress.</p> <p>Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser –</p> <p>Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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**Subject: Religious Education
Year 10 Half Term Five**

Core skill focus

Year group: Year 10

Module title: Forms of Expression

Length of module: 6 weeks

Module intent / knowledge to be gained

Intent

The intent of this unit is to continue to build upon the work and knowledge that students have completed during their GCSE course. It is intended for students to be able to take the information they have learn in lessons and use it practically moving forward. For example, the aim is for students to be able to look at church architecture around their city and the world and understand and be able to describe why it has been built the way it has. They will also be able to identify different features of the Catholic church and its use. It is important for students to be able to identify the learning they have done at GCSE and recall this learning as it will give them the foundations to understand the different features of a church. For example, the practices completed within the Catholic church will have an impact on the design and architecture of that church.

Knowledge

The focus of this half term is around the Catholic Church its architecture and its sacred objects. This is called Catholic forms of expression. The first aim of knowledge this half term is for

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion.

KS4: This is unit two of four that students will complete to ensure knowledge for paper one:

Edexcel Catholic Christianity. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

Catholic Philosophy

- Catholic Philosophy
- Family and Relationship

Judaism

- Beliefs and teachings
- Practices

This is the final unit of learning for paper one. Students will develop their knowledge of the way Catholics express their belief of different aspects of their religion in different ways. They will build upon the knowledge of Catholic beliefs in unit one and also unit two Catholic practices as this final unit builds upon both of them. Students will use knowledge from the previous units to

<p>students to be able to describe the different features inside and outside of a Catholic church. They will be given a number of different beliefs about how a church is designed, the importance of the design. They will be given the knowledge to be able to find and describe the main features if shown an image. They will also be able to understand how each individual design feature fits together to create the Catholic church's we see today.</p> <p>Secondly, students will look at the internal features. They will learn about each individual feature, how it is used within a Catholic mass or practise and the symbolism or nature of each feature. Their knowledge will continue with importance of understanding the different sacred objects inside a Catholic Church and be able to describe why each one is sacred and its role. Students will develop their knowledge further in this unit by examining the different types of art work and its meaning. This will ensure students are using such skills as, analysing, evaluating and describing.</p>	<p>help understand the nature and purpose of Catholic artwork and its importance to belief and worship.</p> <p>This GCSE course will equip students to take their knowledge into KS4 and philosophy and ethics courses at college or sixth form.</p>
<p>Key words:</p> <p>Altar – Table used to consecrate the Host into the Body and Blood of Christ during Mass.</p> <p>Sanctuary – Area of the Church containing the Alter, Tabernacle, Font and Lectern. Consider the most sacred are of the church</p> <p>Water Stoop – Bowl containing blessed water used by the Laity to bless themselves upon entering a Church.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> - Data rich seating plans with a full rationale - Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied. - Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not

<p>Sacred Vessels (objects): Objects used during Liturgy, i.e., Chalice. Tabernacle – Meaning ‘dwelling place’, where the consecrated Hosts are kept. Crucifix – A cross with the image of Jesus on it. Font – Vessel that holds the water for the Sacrament of baptism. Lectern – Stand that Word of God is proclaimed from during Mass. Chalice – Sacred vessel that contains the consecrated wine – the Blood of Christ. Frescos - A technique of mural painting executed upon freshly laid, or wet lime plaster. In the Catholic tradition Frescos have been used to depict biblical scenes in churches, such as the Michael Angelo’s Final Judgement. Passion Play - religious drama that focuses on the final week of Jesus life, His death and Resurrection. Renaissance Art- Art from 1300 AD to 1700 AD that focuses of themes from the Bible, such as Leonardo Da Vinci’s Last Supper. Hunger Cloths: Cloths used to cover altars that contain images and stories from the Bible. These are very popular in the developing world. Plainchant – A form a praying trough singing without music.</p>		<p>being retained and retrieved. Re-teaching must take place.</p> <ul style="list-style-type: none"> - The use of knowledge organisers and homework to ensure learning is retained. <p>Gunning fox index to be applied to reading material to assess its suitability for students.</p>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
	<p>Lesson One – Artwork in Catholicism</p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Different types of Catholic artwork • The significance of Catholic artwork • The purpose of Catholic artwork • The ability to evaluate different types of Catholic artwork. <p>Learning Tasks: Students will be given different types of artwork and they will evaluate the meaning of each of the pieces of artwork. They will also compare and contrast the meaning of each piece of artwork.</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning. Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Compare and contrast two of the same pieces of artwork. However, 	<p>Knowledge Organiser – Students will learn the first five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>1</p>	<p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Describe at least 3 different forms of artistic expression used in the Catholic Church Explain why artwork is so important to Catholics Know and understand the meaning and significance of artwork in Catholicism (AO1) Assess and analyse the divergent ways art is used to express belief (AO2)</p> <p style="text-align: center;"><u>Lesson Two – Artwork in Catholicism (2)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Different types of Catholic artwork • The significance of Catholic artwork • The purpose of Catholic artwork • The ability to evaluate different types of Catholic artwork. <p>Learning Tasks: Students will be given different types of artwork and they will evaluate the meaning of each of the pieces of artwork. They will also compare and contrast the meaning of each piece of artwork.</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Describe at least 3 different forms of artistic expression used in the Catholic Church Explain why artwork is so important to Catholics</p>	<p>you must discuss how they share the same meaning but are different at the same time.</p> <p>Students will be given different choices depending on their skill level.</p> <p>Differentiation will be made by outcomes.</p> <p>Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students. For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p>	<p>Relevant Exam Question</p>
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	<p>Know and understand the meaning and significance of artwork in Catholicism (AO1) Assess and analyse the divergent ways art is used to express belief (AO2)</p> <p style="text-align: center;"><u>Lesson Three – Artwork in Catholicism (3)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Different types of Catholic artwork • The significance of Catholic artwork • The purpose of Catholic artwork • The ability to evaluate different types of Catholic artwork. <p>Learning Tasks: Students will be given different types of artwork and they will evaluate the meaning of each of the pieces of artwork. They will also compare and contrast the meaning of each piece of artwork.</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Describe at least 3 different forms of artistic expression used in the Catholic Church Explain why artwork is so important to Catholics Know and understand the meaning and significance of artwork in Catholicism (AO1) Assess and analyse the divergent ways art is used to express belief (AO2)</p>	<p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Analyse why it was important for Catholics to use artwork to describe the stories within the Bible 2) Artwork should not be allowed as it enables people to interpret the word of God how they would like. Do you agree with this statement? 	
	<p style="text-align: center;"><u>Lesson Four – Sculptures and Statues</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What are sculptures and statues 	<p>Students will be given the following: Extra Time to write down the answers if needed.</p>	

<p>2</p>	<ul style="list-style-type: none"> • The difference between the two of them • The purpose of sculptures and statues in Catholic Christianity <p>Learning Tasks: Students to complete a worksheet about the differences between the two and the purpose for Catholics</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Describe at least 3 different types of statues and sculpture Explain why sculptures and statues are important Know the meaning and significance of sculpture and statues (AO1) Know the meaning and significance of drama (AO1)</p> <p style="text-align: center;"><u>Lesson Five – Sculptures and Statues (2)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What are sculptures and statues • The difference between the two of them • The purpose of sculptures and statues in Catholic Christianity <p>Learning Tasks: Students to complete a worksheet about the differences between the two and the purpose for Catholics</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Describe at least 3 different types of statues and sculpture Explain why sculptures and statues are important Know the meaning and significance of sculpture and statues (AO1)</p>	<p>Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Should sculptures of Jesus Christ be more culturally correct? 	<p>Knowledge Organiser - Students will learn the second line of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Relevant Exam Question</p>
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	<p>Know the meaning and significance of drama (AO1)</p> <p><u>Lesson Six – Sculptures and Statues (3)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What are sculptures and statues • The difference between the two of them • The purpose of sculptures and statues in Catholic Christianity <p>Learning Tasks: Students to complete a worksheet about the differences between the two and the purpose for Catholics</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Describe at least 3 different types of statues and sculpture Explain why sculptures and statues are important Know the meaning and significance of sculpture and statues (AO1) Know the meaning and significance of drama (AO1)</p>		
	<p><u>Lesson Seven – Symbolism and Imagery</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What is symbolism and Imagery • What is symbolism and Imagery in Christianity <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Describe how various symbols are used in a Catholic church Explain Why symbolism is important to Catholics</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups.</p>	<p>Knowledge Organiser - Students will learn the third row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>3</p>	<p>Why symbolism is an important way to communicate theological ideas Know the meaning and significance of sculpture and statues (AO1) Know the meaning and significance of drama (AO1)</p> <p style="text-align: center;"><u>Lesson Eight – Symbolism and Imagery (2)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What is symbolism and Imagery • What is symbolism and Imagery in Christianity <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Describe how various symbols are used in a Catholic church Explain Why symbolism is important to Catholics Why symbolism is an important way to communicate theological ideas Know the meaning and significance of sculpture and statues (AO1) Know the meaning and significance of drama (AO1)</p> <p style="text-align: center;"><u>Lesson Nine – Symbolism and Imagery (3)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What is symbolism and Imagery • What is symbolism and Imagery in Christianity <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Describe how various symbols are used in a Catholic church</p>	<p>Differentiation by outcome when giving feedback on the exam question.</p> <p>Sentence starters there to help lower ability students.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Should Catholic Christianity have images of Jesus? 	
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	<p>Explain Why symbolism is important to Catholics Why symbolism is an important way to communicate theological ideas Know the meaning and significance of sculpture and statues (AO1) Know the meaning and significance of drama (AO1)</p>		
4	<p style="text-align: center;"><u>Lesson Ten – Exam Practise</u></p> <p>Students are to engage in a range of different techniques and exam questions to prepare for their exam.</p> <p style="text-align: center;"><u>Lesson Eleven – Exam Practise</u></p> <p>Students are to engage in a range of different techniques and exam questions to prepare for their exam.</p> <p style="text-align: center;"><u>Lesson Twelve – Exam Practise</u></p> <p>Students are to engage in a range of different techniques and exam questions to prepare for their exam.</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p>	<p>Knowledge Organiser - Students will learn the fourth row of five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Relevant Exam Question</p>
5	<p style="text-align: center;"><u>Lesson Thirteen– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p style="text-align: center;"><u>Lesson Fourteen – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	<p>IRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Knowledge Organiser - Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>
	<p style="text-align: center;"><u>Lesson Fifteen – Reteach Lesson</u></p>	<p>Knowledge organisers can be used to aid any students who feel</p>	<p>Knowledge Organiser – Students will be tested on all of the key</p>

<p>6</p>	<p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Sixteen– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>
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**Subject: Religious Education
Year 10 Half Term Six**

Core skill focus

Year group: Year 10

Module title: Forms of Expression

Length of module: 6 weeks

Module intent / knowledge to be gained

Intent

The intent of this unit is to continue to build upon the work and knowledge that students have completed during their GCSE course. It is intended for students to be able to take the information they have learn in lessons and use it practically moving forward. For example, the aim is for students to be able to look at church architecture around their city and the world and understand and be able to describe why it has been built the way it has. They will also be able to identify different features of the Catholic church and its use. It is important for students to be able to identify the learning they have done at GCSE and recall this learning as it will give them the foundations to understand the different features of a church. For example, the practices completed within the Catholic church will have an impact on the design and architecture of that church.

Knowledge

The focus of this half term is around the Catholic Church its architecture and its sacred objects. This is called Catholic forms of expression. The first aim of knowledge this half term is for

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion.

KS4: This is unit two of four that students will complete to ensure knowledge for paper one:

Edexcel Catholic Christianity. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

Catholic Philosophy

- Catholic Philosophy
- Family and Relationship

Judaism

- Beliefs and teachings
- Practices

This is the final unit of learning for paper one. Students will develop their knowledge of the way Catholics express their belief of different aspects of their religion in different ways. They will build upon the knowledge of Catholic beliefs in unit one and also unit two Catholic practices as this final unit builds upon both of them. Students will use knowledge from the previous units to

students to be able to describe the different features inside and outside of a Catholic church. They will be given a number of different beliefs about how a church is designed, the importance of the design. They will be given the knowledge to be able to find and describe the main features if shown an image. They will also be able to understand how each individual design feature fits together to create the Catholic church's we see today.

Secondly, students will look at the internal features. They will learn about each individual feature, how it is used within a Catholic mass or practise and the symbolism or nature of each feature. Their knowledge will continue with importance of understanding the different sacred objects inside a Catholic Church and be able to describe why each one is sacred and its role. Students will develop their knowledge further in this unit by examining the different types of art work and its meaning. This will ensure students are using such skills as, analysing, evaluating and describing. Building on from the previous two units, students are now gaining knowledge about how Catholics have used drama and music to influence people during its history. This will be both a historical understand and a modern understanding.

help understand the nature and purpose of Catholic artwork and its importance to belief and worship.

This GCSE course will equip students to take their knowledge into KS4 and philosophy and ethics courses at college or sixth form.

Key words:

Altar – Table used to consecrate the Host into the Body and Blood of Christ during Mass.

Sanctuary – Area of the Church containing the Alter, Tabernacle, Font and Lectern. Consider the most sacred are of the church

Water Stoop – Bowl containing blessed water used by the Laity to bless themselves upon entering a Church.

Sacred Vessels (objects): Objects used during Liturgy, i.e., Chalice.

Tabernacle – Meaning ‘dwelling place’, where the consecrated Hosts are kept.

Crucifix – A cross with the image of Jesus on it.

Font – Vessel that holds the water for the Sacrament of baptism.

Lectern – Stand that Word of God is proclaimed from during Mass.

Chalice – Sacred vessel that contains the consecrated wine – the Blood of Christ.

Frescos - A technique of mural painting executed upon freshly laid, or wet lime plaster. In the Catholic tradition Frescos have been used to depict biblical scenes in churches, such as the Michael Angelo’s Final Judgement.

Passion Play - religious drama that focuses on the final week of Jesus life, His death and Resurrection.

Renaissance Art- Art from 1300 AD to 1700 AD that focuses of themes from the Bible, such as Leonardo Da Vinci’s Last Supper.

Hunger Cloths: Cloths used to cover altars that contain images and stories from the Bible. These are very popular in the developing world.

Plainchant – A form a praying trough singing without music.

Staff to follow the following principles when teaching SEN students

- Data rich seating plans with a full rational
- Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied.
- Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place.
- The use of knowledge organisers and homework to ensure learning is retained.

Gunning fox index to be applied to reading material to assess its suitability for students.

Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
	<p style="text-align: center;">Lesson One – Drama</p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The reasons passion/Mystery plays are used to day • The importance of drama for Catholics • Could drama ever be considered an act of worship 	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>1</p>	<p>Learning Tasks: Students to research into the different types of drama during Christian history and write down the importance it played at each time. Learning Tasks: Students to create their own drama script for a piece of Christian history. Learning Tasks: Students to complete an exam style question as practise. Intention of Knowledge: Know the meaning and significance of sculpture and statues (AO1) Know the meaning and significance of drama (AO1)</p> <p style="text-align: center;"><u>Lesson Two – Drama (2)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The reasons passion/Mystery plays are used to day • The importance of drama for Catholics • Could drama ever be considered an act of worship <p>Learning Tasks: Students to research into the different types of drama during Christian history and write down the importance it played at each time. Learning Tasks: Students to create their own drama script for a piece of Christian history. Learning Tasks: Students to complete an exam style question as practise. Intention of Knowledge: Know the meaning and significance of sculpture and statues (AO1) Know the meaning and significance of drama (AO1)</p>	<p>Students with any dyslexia will be given the opportunity of an overlay. Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Drama is a better way of understanding the Bible than reading it. Do you agree with this statement? 2) Drama however does allow for mis-interpretation. What are your thoughts on this statement. Write an extended writing response. <p>Students will be given different choices depending on their skill level.</p> <p>Differentiation will be made by outcomes.</p> <p>Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students.</p>	
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	<p style="text-align: center;"><u>Lesson Three – Drama (3)</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The reasons passion/Mystery plays are used to day • The importance of drama for Catholics • Could drama ever be considered an act of worship <p>Learning Tasks: Students to research into the different types of drama during Christian history and write down the importance it played at each time.</p> <p>Learning Tasks: Students to create their own drama script for a piece of Christian history.</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Know the meaning and significance of sculpture and statues (AO1) Know the meaning and significance of drama (AO1)</p>	<p>For stretch and challenge students will have to try and provide more than one reason for each answer.</p> <p>Differentiation will also be made by outcomes.</p> <p>Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p>	
2	<p style="text-align: center;"><u>Lesson Four – Music in Worship</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The different types of music used in worship • The importance of music for Catholics during worship • How necessary music is during worship <p>Learning Tasks: Students to listen and watch the different types of music used in worship and evaluate which would be the best for worship in their opinion.</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge:</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>For stretch and challenge students will have to try and provide more than one reason for each answer.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p>Know the meaning and significance of sculpture and statues (AO1) Know the meaning and significance of drama (AO1)</p> <p style="text-align: center;"><u>Lesson Five – Music in Worship (2)</u></p> <p>knowledge:</p> <ul style="list-style-type: none"> • The different types of music used in worship • The importance of music for Catholics during worship • How necessary music is during worship <p>Learning Tasks: Students to listen and watch the different types of music used in worship and evaluate which would be the best for worship in their opinion.</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Know the meaning and significance of sculpture and statues (AO1) Know the meaning and significance of drama (AO1)</p> <p style="text-align: center;"><u>Lesson Six – Music in Worship (3)</u></p> <p>knowledge:</p> <ul style="list-style-type: none"> • The different types of music used in worship • The importance of music for Catholics during worship • How necessary music is during worship <p>Learning Tasks: Students to listen and watch the different types of music used in worship and evaluate which would be the best for worship in their opinion.</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p>	<p>Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Why could music be the best way to attract younger people to the Church today? 2) Artists should take responsibility in promoting Religion through music. Do you agree with this statement? 	
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	<p>Intention of Knowledge: Know the meaning and significance of sculpture and statues (AO1) Know the meaning and significance of drama (AO1)</p>		
3	<p style="text-align: center;"><u>Lesson Ten – Exam Practise</u> Students are to engage in a range of different techniques and exam questions to prepare for their exam.</p> <p style="text-align: center;"><u>Lesson Eleven – Exam Practise</u> Students are to engage in a range of different techniques and exam questions to prepare for their exam.</p> <p style="text-align: center;"><u>Lesson Twelve – Exam Practise</u> Students are to engage in a range of different techniques and exam questions to prepare for their exam.</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
4	<p style="text-align: center;"><u>Lesson Ten – Exam Practise</u> Students are to engage in a range of different techniques and exam questions to prepare for their exam.</p> <p style="text-align: center;"><u>Lesson Eleven – Exam Practise</u> Students are to engage in a range of different techniques and exam questions to prepare for their exam.</p> <p style="text-align: center;"><u>Lesson Twelve – Exam Practise</u> Students are to engage in a range of different techniques and exam questions to prepare for their exam.</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Relevant Exam Question</p>

<p>5</p>	<p><u>Lesson Thirteen– Celebration of Knowledge</u> Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p><u>Lesson Fourteen – DIRT Feedback</u> Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	<p>IRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
<p>6</p>	<p><u>Lesson Fifteen – Reteach Lesson</u> Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p><u>Lesson Sixteen– Reteach lesson Two</u> Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p> <p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>