

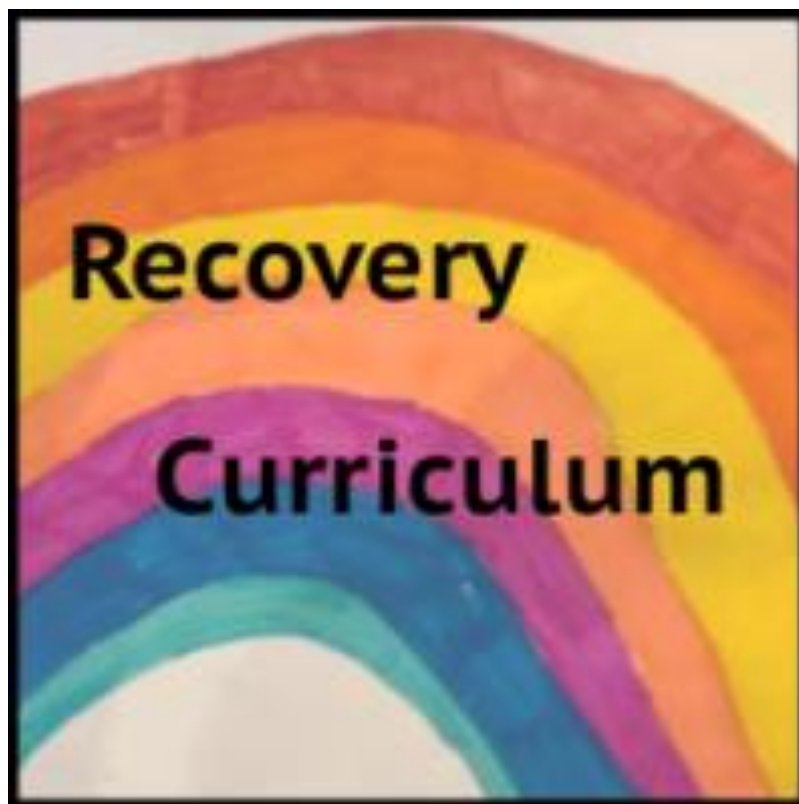
# RECOVERY CURRICULUM

Subject: GCSE RS

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Updated:



Subject:	GCSE RS	Teacher:	DRH
Year:	10 and 11	Class:	10 and 11
Unit title:	Introduction to Christianity / Religion and Life		
Duration:	As applicable during the GCSE course		

## Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.

Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?

To start/continue with the GCSE course as set out on the Curriculum intent and implementation documents.

To revise/catch up any missed progress.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Ambitious

- Critical analysis of challenging world views.
- Achieving the best results we can!

Brave

- Encountering challenging approaches to issues that they do not agree with.
- Being honest about topics they do not fully understand and attending intervention to catch up.

Kind

- Promoting mutual respect and kindness towards those different from ourselves.
- Recognising that this has been a difficult time and different people will have made different progress and many people may be behind with no fault of their own.

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

The applicable GCSE units

As linked to the exam specification units

Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

As required by the applicable GCSE units.

## Implementation

### GAPS

<b>Identification</b> – how are you going to identify the gaps in knowledge/skills?	<b>Triage</b> – how are you going to rank order these gaps in knowledge/skills and ‘fill’ them, in order of importance?
<p><b>Y11 - Baseline assessments on work completed last term.</b></p> <p><b>Y10 Baseline quiz from Islam and Christianity learned at KS3</b></p>	<ul style="list-style-type: none"> <li><b>Classroom learning skills</b></li> <li><b>Examination question skills</b></li> <li><b>Y11- Missed knowledge from content sent home during lockdown</b></li> </ul>

### KEY CONCEPTS

<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the traditional curriculum that has been planned?
<b>Answering ‘explain’ and ‘evaluate’ questions using PEE paragraphs.</b>	<p><b>Y10 – ensuring an ‘even playing field’ for the start of the GCSE course.</b></p> <p><b>Y11 – ensuring that all students have completed work set during lockdown.</b></p>

### WELLBEING

<b>Lockdown</b> – how will students share their experiences of lockdown?	<b>Social and Emotional</b> – how will student social and emotional health be supported?
<b>This will naturally affect the content currently being taught, in discussing how religious groups have reacted to the crisis. This relevant to the specification in relation to religious charities and different forms of worship.</b>	Staff to be aware of potential issues, especially caused by missed content in Y11. Staff to offer intervention and after school; catch up sessions and MS Teams seminars on a weekly basis starting in mid September

RE-ESTABLISH	
<b>Learning Skills</b> – how are you going to re-establish the skills for learning?	<b>Relationships</b> – how are you going to re-establish classroom relationships?
Initial focuses will be on ensuring examination skills and how to answer different types of exam questions	Ensure that teachers are available to support students through the rest of their course in order to make maximum progress.
OPPORTUNITIES	
<b>Discussion</b> – what are the discussion based opportunities?	<b>Group</b> – what are the group work based opportunities (while still ensuring social distancing)?
This is a natural part of discussion during GCSE RS topics.	To trial group projects using MS teams to prepare for class discussions. Creation of small group intervention session for Y11.

Delivery						
1	Number of lessons in cycle: 1	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	X	<b>Point based knowledge questions:</b>  <b>Y11: based on curriculum from Y10</b>  <b>Y10: based on KS3 work on Christianity and Islam.</b>	What	What do I need to know in order to be successful this year?
Blended (live and remote as independent study)			Why	To understand what we need to do to be successful at GCSE		
			How	Complete a survey and baseline test on GCSE skills and content.		
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		<ul style="list-style-type: none"> <li>Honesty survey – how much of the work did I get through.</li> </ul>	<ul style="list-style-type: none"> <li>RAG – What do I feel like understand from KS3/Y10.</li> </ul>	N/A		
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Full exam question: Y11 – based on all Y10 Content  Y10 – based on KS3 work	<b>Deep – to be marked by tutor</b>	Due next session		

		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
2	Number of lessons in cycle: as needed	Classroom (whole sequence completed)	N/A	What	What do I need to learn to catch up/ improve my GCSE grade
		Blended (live and remote as independent study)		Why	To maximise my success at GCSE
				How	Revision of missed knowledge and practise of examination skills.
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		Y11: Work from Y10 – This is an intervention session open to all but target towards those missing content.	- As required depending on content and skills which need addressing.	As required depending on content and skills which need addressing.	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
	Distributed practise through sessions allowing students to submit examination questions for teacher assessment.	Deep – individual teacher assessment for students. Individual progress reviews to be held with each student termly.	Weekly invites to be sent out and reviews targeting students based on their progress.		
				Synchronous (live)	
				Asynchronous (remote)	