

2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

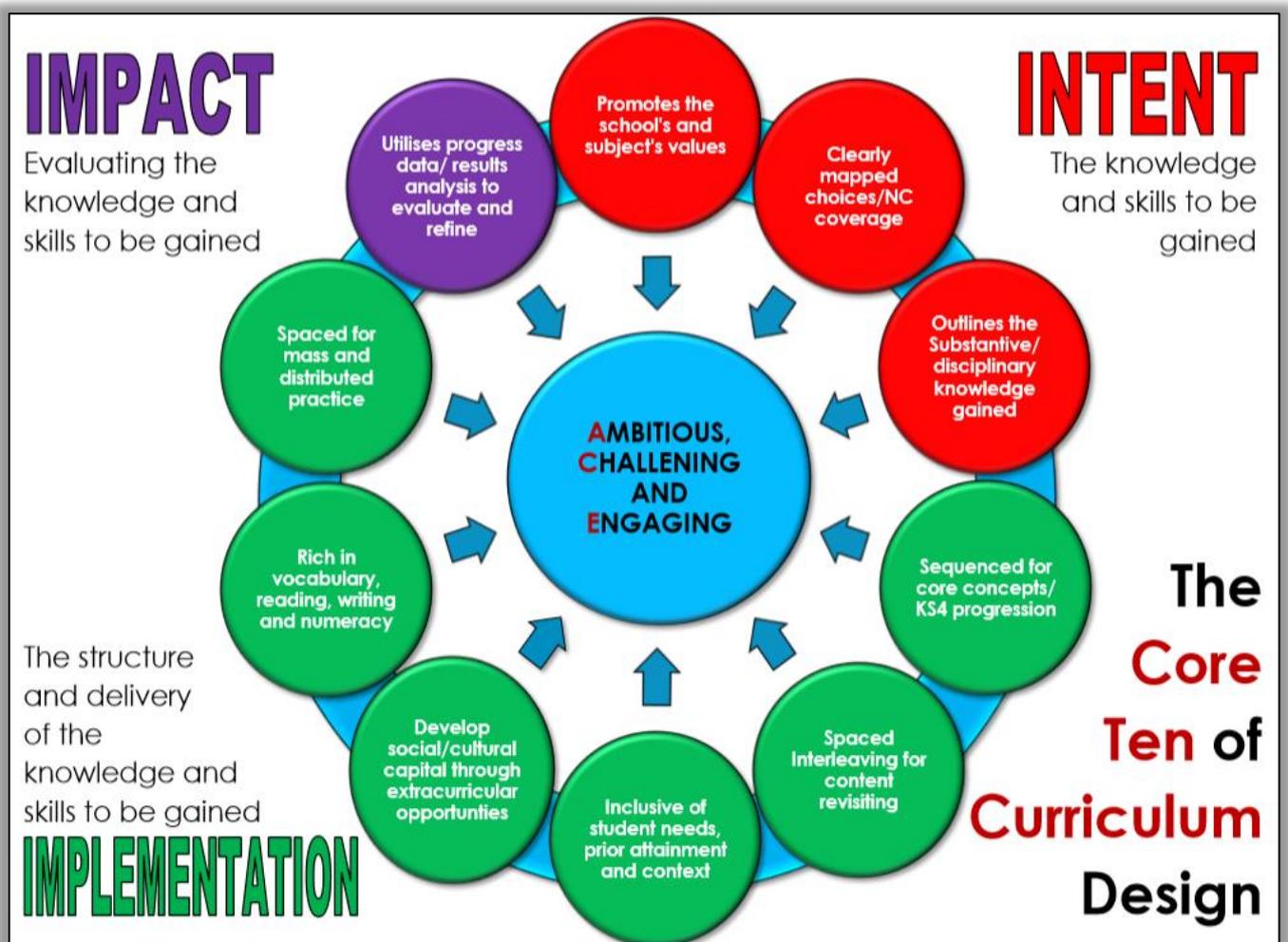
Key Stage 4

Subject: Religious Studies

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Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS4)

THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS4

IMPLEMENTATION – SEQUENCING AND PRACTICE

How are your topics sequenced below so as to ensure the following:

- key concepts are ordered and taught, so as to support progression to more challenging material
- content and concepts ordered to support progression from KS3 and to KS5
- topics are spaced between unrelated topics, to allow thinking time; then revisited and furthered
- mass practice (end of topic assessments) are used to evaluate the knowledge and skills gained
- distributed practice (mini assessments) are used where content/topics are reassessed in shortened versions, at later spaced out intervals

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Unit/Topic	Introduction to Christian Beliefs	Theme D: Religion, peace and conflict	Introduction to Islamic Beliefs and Practices	Theme A: Relationships and families	Further Christian Beliefs and Practices	Further Islamic Beliefs
	Specification/ Assessment Objective	Paper 1 Religions	Paper 2: Thematic Studies	Paper 1 Religions	Paper 2: Thematic Studies	Paper 1 Religions	Paper 1 Religions
	Powerful Knowledge	Introduction to the major religious tradition in British society as defined by the GCSE exam board.	To understand and evaluate how different people react to major world issues.	Introduction to a growing religious tradition in British society. Engaging with people from different religions	To understand and evaluate how different people react to major world issues.	Continued from previous Term 1	Continued from term 3
	Mass Practice	End of topic areas assessment with the following sections: <ul style="list-style-type: none"> • 1 – 2-mark questions: Short answer questions assessing knowledge. E.g. Name two parts of the Christian Trinity? • 4-5-mark questions: Explanation questions 	End of topic areas assessment with the following sections: <ul style="list-style-type: none"> • 1 – 2-mark questions: Short answer questions assessing knowledge. E.g. Which of these is not regarded as a WMD? A Nuclear weapon, B, Biological weapon, C, Chemical weapon, D, Gun 	End of topic areas assessment with the following sections: <ul style="list-style-type: none"> • 1 – 2-mark questions: Short answer questions assessing knowledge. E.g. Name two parts of the five pillars of Islam? • 4-5-mark questions: Explanation questions 	End of topic areas assessment with the following sections: <ul style="list-style-type: none"> • 1 – 2-mark questions: Short answer questions assessing knowledge. E.g. Name two reasons people get married? • 4-5-mark questions: Explanation questions 	End of topic areas assessment with the following sections: <ul style="list-style-type: none"> • 1 – 2-mark questions: Short answer questions assessing knowledge. E.g. Which one of the following is NOT part of the Christian Trinity? A) Father B) Sun C) Holy Spirit D) Jesus • 4-5-mark questions: Explanation questions focused on 	End of topic areas assessment with the following sections: <ul style="list-style-type: none"> • 1 – 2-mark questions: Short answer questions assessing knowledge. E.g. Name two prophets in Islam? • 4-5-mark questions: Explanation questions focused on

	<p>focused on explanation of a religious belief.</p> <p>E.g. explain two ways that the Resurrection is important to Christians?</p> <ul style="list-style-type: none"> • 12 Mark questions: Addressing statements on religious belief and how far Christians and they agree with it. <p>E.g. 'The Trinity means that Christianity is not monotheistic.' Evaluate this statement. In your answer, you: Should give reasoned arguments in support of the statement. Should give reasoned arguments to support a different point of view. Should refer to religious arguments. May refer to non-religious arguments Should reach a justified conclusion</p>	<ul style="list-style-type: none"> • 4-5-mark questions: Explanation questions focused on explanation of a religious belief. <p>E.g. Explain two contrasting beliefs about how to fight against an unfair society? In your answer you should refer to the main religious tradition of Great Britain and one or more other religious traditions.</p> <ul style="list-style-type: none"> • 12 Mark questions: Addressing statements on a belief or practice and expressing different beliefs. <p>E.g. 'Violence is never the answer'. Evaluate this statement. In your answer, you: Should give reasoned arguments in support of the statement. Should give reasoned arguments to support a different point of view.</p>	<p>focused on explanation of a religious belief.</p> <p>E.g. Explain two beliefs Muslims have about Muhammad's successor?</p> <ul style="list-style-type: none"> • 12 Mark questions: Addressing statements on religious belief and how far Muslims and they agree with it. <p>E.g. 'Salah is the most important of the five pillars' Evaluate this statement. In your answer, you: Should give reasoned arguments in support of the statement. Should give reasoned arguments to support a different point of view. Should refer to religious arguments. May refer to non-religious arguments Should reach a justified conclusion</p>	<p>focused on explanation of a religious belief.</p> <p>E.g. Explain two beliefs about the use of contraception?</p> <ul style="list-style-type: none"> • 12 Mark questions: Addressing statements on religious belief and how far people and they agree with it. <p>E.g. 'A husband is the head of the family' Evaluate this statement. In your answer, you: Should give reasoned arguments in support of the statement. Should give reasoned arguments to support a different point of view. Should refer to religious arguments. May refer to non-religious arguments Should reach a justified conclusion</p>	<p>Explanation questions focused on explanation of a religious belief.</p> <p>E.g. Explain two ways that Christians may choose to pray?</p> <ul style="list-style-type: none"> • 12 Mark questions: Addressing statements on religious belief and how far people and they agree with it. <p>E.g. 'Easter is more important than Christmas.' Evaluate this statement. In your answer, you: Should give reasoned arguments in support of the statement. Should give reasoned arguments to support a different point of view. Should refer to religious arguments. May refer to non-religious arguments Should reach a justified conclusion</p>	<p>explanation of a religious belief.</p> <p>E.g. Explain two beliefs Muslims have about life after death?</p> <ul style="list-style-type: none"> • 12 Mark questions: Addressing statements on religious belief and how far Muslims and they agree with it. <p>E.g. 'Muhammad is the most important prophet in Islam' Evaluate this statement. In your answer, you: Should give reasoned arguments in support of the statement. Should give reasoned arguments to support a different point of view. Should refer to religious arguments. May refer to non-religious arguments Should reach a justified conclusion</p>
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		Should refer to religious arguments. May refer to non-religious arguments Should reach a justified conclusion				
Distributed Practice	<ul style="list-style-type: none"> Knowledge recall: DNA activities designed to recap prior learning. This could include recall information from the lesson before, week before, topic before and year before. <p>E.g. key words tests, point quizzes etc.</p> <ul style="list-style-type: none"> Explain questions: Regular practice of using two PEE paragraphs to explain differing Christian beliefs. <p>E.g. Explain two Christian beliefs about miracles performed by Jesus.</p> <ul style="list-style-type: none"> Extended writing: Addressing statements on religious belief and how far 	<ul style="list-style-type: none"> Knowledge recall: DNA activities designed to recap prior learning. . This could include recall information from the lesson before, week before, topic before and year before. <ul style="list-style-type: none"> E.g. key words tests, point quizzes etc. <ul style="list-style-type: none"> Explain questions: Regular practice of using two PEE paragraphs to explain differing people's beliefs <p>E.g. Explain two examples of pacifist protest.</p> <ul style="list-style-type: none"> Extended writing: Addressing statements on religious belief and how far 	<ul style="list-style-type: none"> Knowledge recall: DNA activities designed to recap prior learning. . This could include recall information from the lesson before, week before, topic before and year before. . This could include recall information from the lesson before, week before, topic before and year before. <ul style="list-style-type: none"> E.g. key words tests, point quizzes etc. <ul style="list-style-type: none"> Explain questions: Regular practice of using two PEE paragraphs to explain differing Islamic beliefs 	<ul style="list-style-type: none"> Knowledge recall: DNA activities designed to recap prior learning. . This could include recall information from the lesson before, week before, topic before and year before. <ul style="list-style-type: none"> E.g. key words tests, point quizzes etc. <ul style="list-style-type: none"> Explain questions: Regular practice of using two PEE paragraphs to explain differing people's beliefs. <p>E.g. Explain different views on Divorce</p> <ul style="list-style-type: none"> Extended writing: Addressing statements on religious belief and how far people and they agree with it 	<ul style="list-style-type: none"> Knowledge recall: DNA activities designed to recap prior learning. . This could include recall information from the lesson before, week before, topic before and year before. <ul style="list-style-type: none"> E.g. key words tests, point quizzes etc. <ul style="list-style-type: none"> Explain questions: Regular practice of using two PEE paragraphs to explain differing Christian beliefs <p>E.g. Explain why Pentecost is remembered by Christians.</p> <ul style="list-style-type: none"> Extended writing: Addressing statements on religious belief 	<ul style="list-style-type: none"> Knowledge recall: DNA activities designed to recap prior learning. <p>E.g. key words tests, point quizzes etc.</p> <ul style="list-style-type: none"> Explain questions: Regular practice of using two PEE paragraphs to explain differing Islamic beliefs. <p>E.g. Explain why fasting is important to Muslims</p> <ul style="list-style-type: none"> Extended writing: Addressing statements on religious belief and how far people and they agree with it <ul style="list-style-type: none"> E.g. 'Muslim women must wear a Hijab'

	<p>Christians and they agree with it. E.g. 'Christians must go to church every Sunday'</p>	<p>people and they agree with it E.g. 'It is wrong to overthrow an unfair government'</p>	<ul style="list-style-type: none"> • Extended writing: Addressing statements on religious belief and how far people and they agree with it E.g. 'All Muslims must fast during Ramadan' 	<p>E.g. 'Divorce is a sin'</p>	<p>and how far people and they agree with it E.g. 'Lent is no longer relevant to Christians'</p>	
<p>What are the key concepts to be covered?</p>				<p>Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious belief and practise in a modern context.</p>		
<p>What prior knowledge, at KS3, are you assuming they have?</p>				<p>A basic understanding of religious beliefs and practices and why they are important to religious people. A basic knowledge of a PEE paragraph Being able to explain a different point of view as well as their own point of view. The expected knowledge at KS3 into KS4 will be differentiated from a baseline expected knowledge however due to the improved KS3 POS, the likely knowledge students will be enhanced in future cohorts.</p>		
<p>What knowledge do they need to have a successful start to Year 11?</p>				<p>A solid understanding of the knowledge covered in Year 10 and that different people within different religious traditions may interpret religious teachings in different ways. A solid understanding of the structure of the examination paper and types of questions that they will encounter and how to structure those answers. An ability to work independently and consistently complete homework to foster good 'homeworking' habits when it comes to Year 11 revision.</p>		
<p>How are topics spaced between unrelated topics?</p>				<p>Topics are arranged in a way so that the 'Paper 1' religion-based papers are interleaved with the 'Paper 2' applied ethical themes. This allows variety throughout the course. The skills and question types are consistent throughout all GCSE RS papers so similar writing structures and skills are used regardless of the knowledge content in each unit.</p>		

11	Unit/Topic	Theme B: Religion and Life	Theme E: Religion, crime and punishment	Islam Practices and Revision	Christian Practices and Revision
	Specification/ Assessment Objective	Paper 2: Thematic Studies	Paper 2: Thematic Studies	Paper 1 Religions	Paper 1 Religions
	Powerful Knowledge	To understand and evaluate how different people react to major world issues.	To understand and evaluate how different people react to major world issues.	Continued from Y10 Terms 1 and 5 Revision techniques solidifying the application of knowledge to examination questions	Continued from Y10 Terms 3 and 6 Revision techniques solidifying the application of knowledge to examination questions

	<p>Mass Practice</p>	<p>End of topic areas assessment with the following sections:</p> <ul style="list-style-type: none"> • 1 – 2-mark questions: Short answer questions assessing knowledge. E.g. Describe vivisection? • 4-5-mark questions: Explanation questions focused on explanation of a religious belief. E.g. Explain two different beliefs about stewardship? • 12 Mark questions: Addressing statements on religious belief and how far Christians and they agree with it. E.g. 'Euthanasia should be illegal in every country.' Evaluate this statement. In your answer, you: Should give reasoned arguments in support of the statement. Should give reasoned arguments to support a different point of view. Should refer to religious arguments. May refer to non-religious arguments Should reach a justified conclusion 	<p>Full examination Papers</p> <p>Question level analysis will take place to inform future teaching and revision strategies.</p>	<p>Full examination Papers</p> <p>Question level analysis will take place to inform future teaching and revision strategies.</p>	<p>Full examination Papers</p> <p>Question level analysis will take place to inform future teaching and revision strategies.</p>
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<p>Distributed Practice</p>	<ul style="list-style-type: none"> • Knowledge recall: DNA activities designed to recap prior learning. This could include recall information from the lesson before, week before, topic before and year before. • E.g. key words tests, point quizzes etc. • Explain questions: Regular practice of using two PEE paragraphs to explain differing Christian beliefs. E.g. Explain two beliefs about Vivisection. • Extended writing: Addressing statements on religious belief and how far Christians and they agree with it. • E.g. 'This life is more important than the next' 	<ul style="list-style-type: none"> • Knowledge recall: DNA activities designed to recap prior learning. This could include recall information from the lesson before, week before, topic before and year before. • E.g. key words tests, point quizzes etc. • Explain questions: Regular practice of using two PEE paragraphs to explain differing Christian beliefs. E.g. Explain the purpose of prison. • Extended writing: Addressing statements on religious belief and how far Christians and they agree with it. • E.g. 'Everyone deserves a second chance' 	<ul style="list-style-type: none"> • Knowledge recall: DNA activities designed to recap prior learning. This could include recall information from the lesson before, week before, topic before and year before. • E.g. key words tests, point quizzes etc. • Explain questions: Regular practice of using two PEE paragraphs to explain differing Christian beliefs. E.g. Explain what happens in the aqiqah? • Extended writing: Addressing statements on religious belief and how far Christians and they agree with it. • E.g. 'All people are born to be Muslims' 	<ul style="list-style-type: none"> • Knowledge recall: DNA activities designed to recap prior learning. This could include recall information from the lesson before, week before, topic before and year before. • E.g. key words tests, point quizzes etc. • Explain questions: Regular practice of using two PEE paragraphs to explain differing Christian beliefs. E.g. Explain two Christian beliefs about prayer • Extended writing: Addressing statements on religious belief and how far Christians and they agree with it. E.g. 'Christians must aim to go to heaven'
<p>What are the key concepts to be covered?</p>	<p>Accurately describing religious, philosophical, ethical beliefs and practises. Explaining own and other people's beliefs and practises. Evaluating key aspects of religious belief and practise in a modern context.</p>			
<p>What knowledge do they need to have a successful start to Year KS5?</p>	<p>A good understanding of the content covered at GCSE An appreciation of the diversity of thought both within and outside of religious traditions. An ability to reach an explained justified conclusion. An ability to flexibly argue from more than one point of view.</p>			

How are topics spaced between unrelated topics?	The topics have been arranged in order to allow the last two terms to be used for re-cap of the religious knowledge, historically this has proved a weakness in previous cohorts and to allow three terms where full examination papers can be adapted for mass practise. This should enable students to feel confident in their final examinations. Accommodation for 'the forgetting curve' will be addressed in both distributed and mass practice by referring to previous units in both teaching and assessment where appropriate.
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IMPLEMENTATION – STUDENT NEEDS AND SUPPORT

How is student learning supported below so as to ensure the following:

- extracurricular/career opportunities which develop social and cultural capital
- key vocabulary, reading, writing and numeracy opportunities
- support for SEND and students with Low Prior Attainment, as well as challenge for students with High Prior Attainment

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
10	Social/ Cultural Capital	<p>Introduction to Christian Beliefs</p> <p>Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources. Visit to a church. Speakers could be invited into the academy as part of this programme.</p> <p>E.g. John 1:1 – In the Beginning was the word...</p>	<p>Theme D: Religion, peace and conflict</p> <p>Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources</p> <p>E.g. Thomas Aquinas' Just War Theory Clips from Gandhi</p>	<p>Introduction to Islamic Beliefs and Practices</p> <p>Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources. Visit to a mosque. Speakers could be invited into the academy as part of this programme.</p> <p>E.g. Shahadah - "There no god but Allah, Muhammad is the messenger of Allah"</p>	<p>Theme A: Relationships and families</p> <p>Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources</p> <p>E.g. 1 Corinthians 6:9 - Do you not know that your bodies are temples of the Holy Spirit, who is in you...</p>	<p>Further Christian Beliefs and Practices</p> <p>Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources</p> <p>AS exemplified in term 1</p>	<p>Further Islamic Beliefs</p> <p>Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources</p> <p>AS exemplified in term 3</p>

	<p>Tier 2/3 Vocabulary</p>	<p>Theist, Atheist, Agnostic, Trinity, Creation, Miracles Monotheism, Polytheism, Design Argument, First Cause, Evolution, Imminent, Transcendent, Omnipotent, Omnibenevolent, Omniscient, Omnipresent Interpret, Revelation, Bible, Catholic, Orthodox, Protestant, Christ, Messiah, Church, Evil, Suffering, Heaven, Hell, Holy Spirit Incarnation, Law, Lord's Prayer, The Oneness of God, Original sin, The Son of God, Worship, Word,</p>	<p>Conflict, Forgiveness, Holy War, Justice, Just War, Nuclear deterrence, Pacifism, Peace, Peace-making, Protest, Reconciliation, Retaliation, Terrorism, Victims of war, Violence, War, Weapons of Mass Destruction</p>	<p>5 Pillars, Shahadah, Salat, Zakat, Sawm, Hajj, Qur'an, Arabic, Kabba, Makkah, Medina Hadith, Rak'a, Khalifah, Sunni, Shia, Ablution (wudu), Adam, prophets, Allah, Arafat, Authority, Beneficence, Fairness, Fasting, The five roots of Usul ad-Din, Friday prayer/Jumma, Tawhid (the Oneness of God), imamate, prophethood, Giving alms, Greater, jihad, The imamate, Immanence, Jibril, Mika'il, Ibrahim, Jihad, The Ka'ba, Lesser jihad, Mercy, Mina, Mosque, Movements (rak'ahs), Recitations, Muzdalifah, Muhammad, Six articles of faith</p>	<p>Cohabitation, Compassion, Contraception, Divorce, Extended family, Family planning, Gender discrimination, Gender equality, Gender prejudice, Heterosexuality, Homosexuality, Nuclear family, Polygamy, Procreation, Remarriage, Vows</p>	<p>Christmas, Easter, Baptism, Confirmation, Old Testament, New Testament, Crucifix, Ichthus, Prayer, Fundamentalist, Conservative, Liberal, St Paul, Atonement, Believers' baptism Ascension, (CAFOD) Christian Aid Tearfund Street pastors, Eucharist/Holy Communion, Evangelism, Food banks, Grace, Informal prayer, Iona, Judgement, Just, Liturgical worship, Lourdes, Sacrament, Reconciliation, Mission, Non-liturgical worship/informal worship, Persecution Pilgrimage, Private worship, Salvation, Set prayers, Sin</p>	<p>Night of Power, Ramdan, Eid ul-Fitr, Eid ul-Adha, Call to Prayer, Aqiqah, Predestination Adalat/justice, Akhirah (life after death), Angels, Day of Judgement, The Gospel, Heaven, Hell, Human accountability, Human freedom, Human responsibility, Khums, The Psalms, The Scrolls of Abraham, The Torah</p>
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	Reading	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate. E.G. fundamental in both mass and distributed practice E.g. Creation stories	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate. E.G. fundamental in both mass and distributed practice E.g. Accounts of the bombing of Dresden.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate. E.G. fundamental in both mass and distributed practice E.g. Accounts of Muhammad's first recitation of the Qur'an.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate. E.G. fundamental in both mass and distributed practice E.g. a study of the Christian marriage service.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate. E.G. fundamental in both mass and distributed practice E.g. a study of resources produced by charities such as CAFOD and Tearfund.	Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate. E.G. fundamental in both mass and distributed practice E.g. Accounts of the 'Night of Power'.
	Writing	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions. E.G. fundamental in both mass and distributed practice E.g. Practise in forming PEE paragraphs using scriptural evidence.	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions. E.G. fundamental in both mass and distributed practice E.g. Practise in forming PEE paragraphs using non scriptural evidence.	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions. E.G. fundamental in both mass and distributed practice E.g. Practise in forming two PEE paragraphs using scriptural evidence to form a response to a 5-mark question.	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions. E.G. fundamental in both mass and distributed practice E.g. Practise in forming two PEE paragraphs using non scriptural evidence to form a response to a 4-mark question.	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions. E.G. fundamental in both mass and distributed practice E.g. Practise in forming a PEE Paragraph to express an opinion about a religious opinion.	Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions. E.G. fundamental in both mass and distributed practice E.g. Practise in forming a three PEE Paragraphs evaluating different opinions on a religious issue.

<p>Numeracy</p>	<p>Interaction with dates, chronology, sorting and organising concepts, statistical data.</p> <p>E.g. Explicitly highlighted on power-points throughout individual sessions</p> <p>E.g. sorting out the chronology of the 7 days in the creation story.</p>	<p>Interaction with dates, chronology, sorting and organising concepts, statistical data.</p> <p>E.g. Explicitly highlighted on power-points throughout individual sessions</p> <p>E.g. Interaction with dates of conflicts from around the world.</p>	<p>Interaction with dates, chronology, sorting and organising concepts, statistical data.</p> <p>E.g. Explicitly highlighted on power-points throughout individual sessions</p> <p>E.g. Organising the correct process in Salah.</p>	<p>Interaction with dates, chronology, sorting and organising concepts, statistical data.</p> <p>E.g. Explicitly highlighted on power-points throughout individual sessions</p> <p>E.g. interpreting statistical data about marriage and divorce</p>	<p>Interaction with dates, chronology, sorting and organising concepts, statistical data.</p> <p>E.g. Explicitly highlighted on power-points throughout individual sessions</p>	<p>Interaction with dates, chronology, sorting and organising concepts, statistical data.</p> <p>E.g. Explicitly highlighted on power-points throughout individual sessions</p>
<p>How does the PoS support students with SEND needs?</p>	<p>Differentiated resources as needed, such key texts re-written into simpler language. Use of key words and help boxes and worksheets to aid scaffolding towards developing extended written answers. Regular checks for understanding in DNA activities</p> <p>Use of I –we- you, modelling checking for understanding new skills and concepts. During term 1 identification of SEND access issues for examination to ensure that these students are provided with the correct support in sessions that they will utilise in exams.</p>					
<p>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</p>	<p>Lower Prior Attainment students will benefit from the varying support appropriate for different SEND issues. Interleaving of skills referring to prior attained knowledge will improve retention over the course and assist in accelerating progress.</p> <p>Higher Prior Attainment students must have an appropriate challenging extension for every task. This means accessing higher level knowledge in either greater depth to further understanding and skills as well as greater breadth in knowledge or examples used. Potential to drop down GCSE, AS/A2 material.</p>					
<p>How does the PoS offer contextual content appropriate to Amington students?</p>	<p>Islam has been chosen as it is the second largest religious tradition in modern British society. It also fits the specialisms of the current teaching staff. There has been some base-laying work done in KS3 about Islam in a modern British Context – this should ensure that in our local context our students will be able to engage with some of the issues that Muslims face in Britain today.</p>					

11	Social/ Cultural Capital	<p>Theme B: Religion and Life Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources</p> <p>E.g. The classic sanctity of life argument</p> <p>Clips from the film Juno</p>	<p>Theme E: Religion, crime and punishment Religious Texts, Stories, Poetry, Culturally art, relevant film clips and video resources</p> <p>E.g. Matthew 25: Parable of the Sheep and Goats Clips from The Green Mile</p>	<p>Islam Practices and Revision As Y10 terms 1 and 4</p>	<p>Christian Practices and Revision As Y10 terms 3 and 6</p>
	Tier 2/3 Vocabulary	<p>Abortion, Afterlife Animal experimentation, Awe and Wonder, Big Bang Theory, Death, Dominion, Environment, Euthanasia, Evolution, Natural resources, Pollution, Quality of life, Responsibility, Sanctity of life, Scientific, Stewardship,</p>	<p>Addiction, Community service, Corporal punishment, Crime, Death penalty, Deterrence, Evil intentions, Forgiveness, Greed, Hate crime, Prison, Law, Mental illness, Murder, Poverty, Principle of utility, Reformation, Retribution, Sanctity of life, Theft, Unjust law, Upbringing.</p>	<p>As Y10 terms 1 and 4</p>	<p>As Y10 terms 3 and 6</p>
	Reading	<p>Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.</p> <p>E.G. fundamental in both mass and distributed practice</p> <p>E.g. examining poetry inspired by creation.</p>	<p>Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.</p> <p>E.G. fundamental in both mass and distributed practice</p> <p>E.g. reading testimonies given by reformed offenders.</p>	<p>Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.</p> <p>E.G. fundamental in both mass and distributed practice</p>	<p>Textbook/worksheet resources. Religious texts, poetry reflections, viewpoints, news articles as appropriate.</p> <p>E.G. fundamental in both mass and distributed practice</p>

Writing	<p>Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions.</p> <p>E.G. fundamental in both mass and distributed practice</p> <p>E.g. Practice of answering full exam questions using PEE Paragraphs – focus on evaluation.</p>	<p>Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions.</p> <p>E.G. fundamental in both mass and distributed practice</p> <p>E.g. Practice of answering full exam questions using PEE Paragraphs – focus on evaluation.</p>	<p>Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions.</p> <p>E.G. fundamental in both mass and distributed practice</p> <p>E.g. Practice of answering full exam questions using PEE Paragraphs – focus on evaluation.</p>	<p>Written replies describing and explaining key knowledge. Writing to persuade and evaluate others of different viewpoints. Practice examination style questions.</p> <p>E.G. fundamental in both mass and distributed practice</p> <p>E.g. Practice of answering full exam questions using PEE Paragraphs – focus on evaluation.</p>
Numeracy	<p>Interaction with dates, chronology, sorting and organising concepts, statistical data.</p> <p>E.g. Explicitly highlighted on power-points throughout individual sessions</p> <p>E.g. interpreting statistical data on climate change.</p>	<p>Interaction with dates, chronology, sorting and organising concepts, statistical data.</p> <p>E.g. Explicitly highlighted on power-points throughout individual sessions</p> <p>E.g. interpreting statistical data on legal punishment.</p>	<p>Interaction with dates, chronology, sorting and organising concepts, statistical data.</p> <p>E.g. Explicitly highlighted on power-points throughout individual sessions</p>	<p>Interaction with dates, chronology, sorting and organising concepts, statistical data.</p> <p>E.g. Explicitly highlighted on power-points throughout individual sessions</p>
How does the PoS support students with SEND needs?	<p>Differentiated resources as needed, such key texts re-written into simpler language. Use of key words and help boxes and worksheets to aid scaffolding towards developing extended written answers. Regular checks for understanding in DNA activities.</p> <p>Use of I –we- you, modelling checking for understanding new skills and concepts.</p>			
How does the PoS support students with low prior attainment/challenge those with high prior attainment?	<p>Lower Prior Attainment students will benefit from the varying support appropriate for different SEND issues. Interleaving of skills referring to prior attained knowledge will improve retention over the course and assist in accelerating progress.</p> <p>Higher Prior Attainment students must have an appropriate challenging extension for every task. This means accessing higher level knowledge in either greater depth to further understanding and skills as well as greater breadth in knowledge or examples used. Potential to drop down GCSE, AS/A2 material.</p>			

<p>How does the PoS offer contextual content appropriate to Amington students?</p>	<p>The themes selected have been chosen above textual studies as they are more engaging for our students. The selected themes also have levels of overlap with both each other and the religions units – this should make the sheer amount of knowledge used in revision an easier workload.</p>
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How does the Implementation Plan meet the ACE curriculum design?

<p>Ambitious</p>	<p>Students are encouraged to gain a deep understanding of religious and philosophical examples to maximise their examination performance.</p>
<p>Challenging</p>	<p>Students are challenged to empathise with views other than their own and critically evaluate their own ideas.</p>
<p>Engaging</p>	<p>The course content has been chosen to include issues relevant to students own understanding about the world.</p>

What are the current strengths of the Implementation Plan?

- Captures the spirit of the ACE Curriculum design.
- Supported by knowledgeable and enthusiastic staff.
- Excellent elaboration of the document provided by the CL.

What specific actions have to be taken in response to the above? Please consider:

- Core concept changes;
 - Space interleaving changes;
 - Modifications to ensure an ACE curriculum design;
 - CPD for teachers in your subject area;
 - Additional research you have to consider as part of this review.
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- Engage with the SENCO to incorporate possible suggestions for SEND students identified in the cohort.
 - Focus on the gathering of resources to bring the PoS to fruition