

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	3.2 Why do Christians believe that Jesus was God on Earth?						3.11 Why is there suffering?						3.7 The Buddha, how and why do his experiences and teachings have meaning?		

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
	3.7 The Buddha, how and why do his experiences and teachings have meaning?				3.1 What are the challenges of practising Islam in the UK?						

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
	3.6 What happens next?						3.3 How and why are Sikh teachings put into practice today?						Recall	

RS– Year 8 2023-2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	3.18 Religion and animal rights, what are the key beliefs and teachings?						3.8 What difference does it make to be an atheist or agnostic today?						3.10 Core and diverse Islam, what is universal and what is different?		

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	
	3.10 Core and diverse Islam, what is universal and what is different?				3.15 Is religion a cause of conflict or a power for peace?							

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
	3.12 Religion and human rights, do religions support or undermine rights in today's world?						3.18. Additional unit. What are the minority religions that I am likely to encounter?							Recall

Unit 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	SACRE 3.18 How Does Religion Impact Upon Family Life?												

Unit 2	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
	SACRE 3.14 What Does It Mean to Believe That Human Life Is Sacred? Health												

Unit 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
	3.17 It's My Life, What Should I Do With It? Social Justice													Recall

Year 10 Overview 2023.2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Theme B: Religion and Life										Theme D: Religion, Peace and Conflict				

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	
	Theme D: Religion, Peace and Conflict						Theme E: Religion, Crime and Punishment					

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40	
	Theme E: Religion, Crime and Punishment				Christianity: Beliefs and Teachings										

Year 11 Overview 2023.2024

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Christianity: Beliefs and Teachings							Christianity: Practices							I:BT

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	
	Islam: Beliefs and Teachings						Islam: Practices					

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40	
	I:P	Revision					Exams/ Leave								

Year 7: Religious Studies

Year 7 Overview

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	3.2 Why do Christians believe that Jesus was God on Earth?						3.11 Why is there suffering?						3.7 The Buddha, how and why do his experiences and teachings have meaning?		

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	
	3.7 The Buddha, how and why do his experiences and teachings have meaning?				3.1 What are the challenges of practising Islam in the UK?							

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
	3.6 What happens next?						3.3 How and why are Sikh teachings put into practice today?							Recall

Learning Chunk 1/6
6 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts
Peer learning

Subject Specific Knowledge:

Bible
Old Testament
New Testament
Interpretation
Trinity
Incarnation
Miracles

Christianity
Judaism
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1	SACRE 3.2 Why do Christians believe that Jesus was God on Earth?	Number of lessons	6
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK1	Why Is Religious Studies Important?	Consider why Religious Studies is important.	<ul style="list-style-type: none"> • Retrieval • Make everyone think • Quizzing
2 WK2	Is the Bible Important for Christians Today?	Consider the use of the Bible as a guide for living.	<ul style="list-style-type: none"> • Retrieval • Mind-mapping • Think, pair, share • Success criteria • Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
3 WK3	How Is the Bible Interpreted Differently by Christians? [LSQ: 15]	Consider the meanings of religious texts and how they are interpreted differently.	<ul style="list-style-type: none"> • Retrieval • Creativity • Quizzing
4 WK4	What Is the Trinity?	Consider Christian beliefs about the Trinity	<ul style="list-style-type: none"> • Retrieval. • Creativity • Note-taking
5 WK5	What Does the Bible Say	Consider what the Bible says about Jesus.	<ul style="list-style-type: none"> • Quizzing. • Think, pair, share

	About Jesus?		<ul style="list-style-type: none">• Success criteria• Make everyone think• Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
6 WK6	What Do The Miracles of Jesus Teach A Christian About God? [RC: 16]	Consider how the miracles of Jesus contribute to the Christian belief that he was God in human form (incarnate).	<ul style="list-style-type: none">• Retrieval• Quizzing• Make everyone think• Creativity

Learning Chunk 2/6
7 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts

Subject Specific Knowledge:

Moral evil
Natural evil
Global suffering
The Fall of Man
Job
The Parable of the Sheep and the Goats
Iblis
Karma

Christianity
Islam
Hinduism

2	SACRE 3.11 Why is there suffering?	Number of lessons	7
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK7	What Are the Different Causes and Types of Suffering?	Explore different causes and types of suffering	<ul style="list-style-type: none"> • Retrieval • Make everyone think • Class discussion • Think, pair, share • Success criteria • Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
2 WK8	How Do Christians Explain Suffering? The Fall of Man [WCF]	Explain a religious view of why humans suffer, refer to The Fall of Man.	<ul style="list-style-type: none"> • Retrieval • Creativity • No-opt out • Mind mapping • Success criteria • Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward • WCF
3 WK9	How Do Christians Explain Suffering? The Book of Job	Explain a religious view of why humans suffer, refer to the book of Job.	<ul style="list-style-type: none"> • Retrieval • Creativity • Think, pair, share • Class discussion • Success criteria • Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward •
4 WK10	How Do Christians Explain Suffering? The Parable of the Sheep and Goats	Explain a religious view of why humans suffer, refer to the Parable of the Sheep and Goats.	<ul style="list-style-type: none"> • Retrieval • Quizzing • Think, pair, share • Creativity • Success criteria • Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward •
5 WK11	How do Muslims Explain Suffering?	Explain a religious view of why humans suffer, refer to Iblis and free will.	<ul style="list-style-type: none"> • Retrieval • Quizzing • Think, pair, share • Success criteria

			<ul style="list-style-type: none"> Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
6 WK12	How Do Hindus Explain Suffering? Karma	Explain a religious view of why humans suffer, refer to karma.	<ul style="list-style-type: none"> Retrieval Creativity Think, pair, share Make everyone think Class discussion Success criteria Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
7 WK13	Synoptic/ Synoptic Application [KD: 16]	Review knowledge relating to Term 1.	<ul style="list-style-type: none"> Retrieval Quizzing Knowledge drop Feedback that moves forward

SACRE 3.7 The Buddha, how and why do his experiences and teachings have meaning?

Learning Chunk 3/6
6 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts
Peer learning

Subject Specific Knowledge:

Prince Siddhartha and the enlightenment
The Four Noble Truths
The Eightfold Path
Karma
The Five Precepts
Pali Canon
Worship

Buddhism

3	SACRE 3.7 The Buddha, how and why do his experiences and teachings have meaning?	Number of lessons	6
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK14	Why Did Prince Siddhartha Become The Buddha?	Engage with the meaning and impact of the life story of Siddhartha Gautama.	<ul style="list-style-type: none"> • Retrieval • Make everyone think • Class discussion • Quizzing • Class discussion • Success criteria • Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
2 WK15	What Is The Meaning Of The Buddha's Key Teachings?	Explore the dharma and the impact these have on Buddhists today e.g. The Four Noble Truths and the Eightfold Path.	<ul style="list-style-type: none"> • Retrieval • Make everyone think • Class discussion • Creativity • Experiential learning • Story telling
3 WK16	Does Belief In Karma Help Buddhists to be Good? [LSQ:18]	Explore Buddhist beliefs and what difference these ideas make to everyday life for Buddhists.	<ul style="list-style-type: none"> • Retrieval • Make everyone think • Think, pair, share • Experiential learning • Creativity • Quizzing
4 WK17	Do The Five Precepts Help Buddhists To Be Good?	Show how Buddhist teachings guide the making of moral decisions.	<ul style="list-style-type: none"> • Retrieval • Make everyone think • Class discussion • Think, pair, share • Quizzing
5 WK18	Can Anyone Achieve Enlightenment ?	Read and explore some stories or wise sayings from the Pali Canon.	<ul style="list-style-type: none"> • Retrieval • Make everyone think • Class discussion

			<ul style="list-style-type: none">• Success criteria• Story telling
6 WK19	How Do Buddhists Put Their Belief Into Action Through Worship? [MCQ:12]	Explore Buddhist symbols and artefacts used in worship.	<ul style="list-style-type: none">• Retrieval• Class discussion• Creativity• Make everyone think• Quizzing

Learning Chunk 4/6
7 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts
Peer learning

Subject Specific Knowledge:

Basic Islamic beliefs and practices
Prophet Muhammad
Emergence of sects
Dedication to faith
Influence of beliefs and teachings
Places of worship

Islam

4	3.1 What are the challenges of practising Islam in the UK?	Number of lessons	7
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK20	What Are The Basic Islamic Beliefs and Practices?	Consider the basic beliefs of Islam and how Muslims in Britain practise their faith.	<ul style="list-style-type: none"> • Retrieval • Make everyone think • Quizzing • No opt out • Class discussion • Think, pair, share
2 WK21	How Does The Prophet Muhammad Influence Muslims?	Examine how the life and teachings of the Prophet Muhammad influences Muslims in the UK.	<ul style="list-style-type: none"> • Retrieval • Quizzing • Story telling • Think, pair, share
3 WK22	How Did The Sects of Islam Emerge And Which Are Followed In The UK? [WCF]	Consider the nature of Islam in the UK.	<ul style="list-style-type: none"> • Retrieval • Class discussion • No opt out • Purposeful literacy development • WCF • Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward • Think, pair, share
4 WK23	How Do Muslims Show Dedication To Their Faith?	Consider how Muslims show dedication to their faith.	<ul style="list-style-type: none"> • Retrieval • Class discussion • Mindmapping • Think, pair, share • Setting the standards • Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
5 WK24	How Do Islamic Beliefs and Teachings Influence Behaviour?	Explore the Impact of following Islam.	<ul style="list-style-type: none"> • Retrieval • Think, pair, share • Quizzing • Class discussion • Setting the standards • Extended writing opportunity for: modelling, scaffolding, independent

			practice, metacognitive talk, feedback that moves forward
6 WK25	What is the Significance and Purpose of Islamic Places of Worship in the UK?	Explore the existence of Islamic places of worship in the UK	<ul style="list-style-type: none">● Retrieval● Think, pair, share● Role play
7 WK26	Synoptic and Application: Term 2 [16]	Review knowledge relating to Term 2	<ul style="list-style-type: none">● Retrieval● Quizzing● Knowledge drop● Feedback that moves forward

Learning Chunk 5/6
6 lessons

Pedagogical Approaches:

Retrieval
 Generative learning
 Modelling
 Scaffolding
 Independent practice
 Quizzing
 Metacognitive talk
 Cold calling
 Cold calling variations
 Think, pair, share
 Show me boards
 Whole class feedback
 Knowledge organisers
 Feedback that moves forward
 Note taking
 Success criteria
 Make everyone think
 Class discussion
 Giving a practical demonstration
 Pre-reading for complex texts
 Peer learning

Subject Specific Knowledge:

Afterlife
 Heaven
 Hell
 Purgatory
 Easter
 Literal/ Symbolic
 Reincarnation
 Karma
 Six Articles of Faith
 Paranormal experiences

 Christianity
 Islam
 Hinduism
 Atheism/ Humanism
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5	3.6 What Happens Next?	Number of lessons	7
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK27	What Happens Next?	Consider a range of reasons that people give for belief in life after death	<ul style="list-style-type: none"> ● Retrieval ● Class discussion ● Make everyone think ● Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
2 WK28	Why Do Christians Believe That There Is An Afterlife?	To understand the resurrection story of Jesus and its importance to Christians.	<ul style="list-style-type: none"> ● Retrieval ● Mind-mapping ● Feedback that moves forward
3 WK29	What Do Christians Believe About What Happens Next? [RC:16]	Examine and compare Christian beliefs about the afterlife.	<ul style="list-style-type: none"> ● Retrieval ● Class discussion ● Make everyone think ● Quizzing ● Feedback that moves forward
4 WK30	Hinduism and What Happens Next?	Examine Hindu beliefs about life after death.	<ul style="list-style-type: none"> ● Retrieval ● Class discussion ● Think, pair, share ● Knowledge flow chart
5 WK31	What Do Muslims Believe About	Examine Islamic views of life after death.	<ul style="list-style-type: none"> ● Retrieval ● Mind-mapping ● Think, pair, share

	What Happens Next?		<ul style="list-style-type: none">• Class discussion• Feedback that moves forward
6 WK32	Atheists And What Happens Next? [LSQ:15]	Examine atheist and Humanist beliefs about life after death.	<ul style="list-style-type: none">• Retrieval• Class discussion• Think, pair, share• Quizzing• Feedback that moves forward

SACRE 3.3 How and why are Sikh teachings put into practice today?

Learning Chunk 6/6
7 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts
Peer learning

Subject Specific Knowledge:

Keybeliefs
Guru
Sewa
Khalsa
Amritdhari Sikhs
SWAT

Sikhism
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6	3.3 How and why are Sikh teachings put into practice today?	Number of lessons	7
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK33	What Are The Key Beliefs of Sikhism?	Explore the key beliefs of Sikhism and their importance for Sikhs living in Britain today.	<ul style="list-style-type: none"> ● Retrieval ● Knowledge drop ● Quizzing ● Think, pair, share ● Class discussion ● Make everyone think
2 WK34	How Do Sikhs Put The Teachings of The Ten Gurus into Practice?	Explore examples of how the teachings of the Ten Gurus are put into practice through Sewa.	<ul style="list-style-type: none"> ● Retrieval ● Class discussion ● Make everyone think ● Think, pair, share ● Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
3 WK35	What Is The Khalsa and Why Is It Important? [LSQ:18]	Explore the Sikh concept of the Khalsa e.g. a family of soldier saints.	<ul style="list-style-type: none"> ● Retrieval ● Experiential learning ● Mind-mapping ● Quizzing ● Feedback that moves forward
4 WK36	How and Why Do Sikhs Put Their Beliefs into Action?	Explore why some Sikhs choose to become Amritdhari and what this means.	<ul style="list-style-type: none"> ● Retrieval ● Make everyone think ● No opt out ● Mind mapping ● Think, pair, share ● Class discussion ● Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
5 WK37	What Duties Does A Sikh Have?	Explore the three duties of Sikhs.	<ul style="list-style-type: none"> ● Retrieval ● Check for understanding ● Summarisation

	[WCF]		<ul style="list-style-type: none"> Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward WCF
6 WK38	How Do Sikhi Charitable Organisations Contribute To Society?	Examine how a Sikhi organisation contributes to modern British society.	<ul style="list-style-type: none"> WCF Retrieval Class discussion Make everyone think Say it again, better Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
7 WK39	Synoptic and Application: Term 3 [KD:20]	Review knowledge relating to Term 3.	<ul style="list-style-type: none"> Retrieval Quizzing Knowledge drop Feedback that moves forward
Recall WK40	Recall	Recall	Recall

Year 8: Religious Studies

Year 8 Overview

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	3.18 Religion and animal rights, what are the key beliefs and teachings?						3.8 What difference does it make to be an atheist or agnostic today?						3.10 Core and diverse Islam, what is universal and what is different?		

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	
	3.10 Core and diverse Islam, what is universal and what is different?				3.15 Is religion a cause of conflict or a power for peace?							

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
	3.12 Religion and human rights, do religions support or undermine rights in today's world?						3.18. Additional unit. What are the minority religions that I am likely to encounter?							Recall

SACRE 3.18 Religion and animal rights, what are the key beliefs and teachings?

Learning Chunk 1/6
6 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts
Peer learning

Subject Specific Knowledge:

Dominion
Stewardship
Religion and dietary requirements
Religion and the sanctity of life
Religion and animal ethics

Christianity
Islam
Hinduism
Judaism

1	SACRE 3.2 Why do Christians believe that Jesus was God on Earth?	Number of lessons	6
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK1	What Does Religion Teach About the Treatment and Use of Animals	Consider how religious beliefs about how we should treat animals guide people in making moral decisions relating to the use of animals.	<ul style="list-style-type: none"> • Retrieval • Make everyone think • Success criteria • Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward • Feedback that moves forward
2 WK2	What Does Religion Teach About the Use of Animals for Food?	Consider how religious beliefs about how we should treat animals guide people in making moral decisions relating to the use of animals for food.	<ul style="list-style-type: none"> • Retrieval • No opt out • Creativity • Quizzing • Peer learning
3 WK3	What Does Religion Teach About the Use of Animals for Companionship? [LSQ: 12]	Consider how religious beliefs about how we should treat animals guide people in making moral decisions relating to the use of animals for companionship.	<ul style="list-style-type: none"> • Retrieval • Make everyone think • Think, pair, share • Quizzing
4 WK4	What Does Religion Teach About the Use of Animals for Experimentation?	Consider how religious beliefs about how we should treat animals guide people in making moral decisions relating to the use of animals for experimentation.	<ul style="list-style-type: none"> • Retrieval • Make everyone think • No opt put • Note taking • Success criteria • Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward

5 WK5	What Does Religion Teach About the Use of Animals for Fur?	Consider how religious beliefs about how we should treat animals guide people in making moral decisions relating to the use of animals for fur.	<ul style="list-style-type: none"> ● Retrieval ● Make everyone think ● No opt out ● Success criteria ● Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
6 WK6	What Does Religion Teach About the Use of Animals for Public Display and Conservation? [RC: 16]	Consider how religious beliefs about how we should treat animals guide people in making moral decisions relating to the use of animals for public display and conservation.	<ul style="list-style-type: none"> ● Retrieval ● Think, pair, share ● Show me boards ● No opt out ● Make everyone think ● Success criteria ● Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward ● Retrieval circuit

Learning Chunk 2/6
7 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts
Peer learning

Subject Specific Knowledge:

Atheism
Agnosticism
Humanism
Meaning of life
Creation
Celebrations
Moral campaigns

Christianity
Humanism

2	3.8 What difference does it make to be an atheist or agnostic today?	Number of lessons	7
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK7	What Is the Impact of Atheism?	Explore the impact of atheism.	<ul style="list-style-type: none"> • Retrieval • Think, pair, share • Creativity
2 WK8	Who Are Humanists and What Do They Believe?	Explore the beliefs and practices of Humanism.	<ul style="list-style-type: none"> • Retrieval • Make everyone think • Quizzing • No opt out • Think, pair, share
3 WK9	How Do Humanists Find Meaning and Happiness in Life? [WCF]	Explore Humanist views of finding meaning and happiness in life.	<ul style="list-style-type: none"> • Retrieval • Make everyone think • Success criteria • Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward • Whole class feedback
4 WK10	How Do Humanists View the Creation of The Universe?	Compare and contrast the main Humanist views about creation with those of Christians.	<ul style="list-style-type: none"> • Retrieval • Quizzing • Think, pair, share

5 WK11	How Do Humanists Celebrate and Commemorate Life Events?	Consider how and why humanists celebrate and commemorate milestones.	<ul style="list-style-type: none"> ● Retrieval ● Success criteria ● Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
6 WK12	What Issues Concern Humanists?	Consider priority issues identified by Humanists UK.	<ul style="list-style-type: none"> ● Retrieval ● Quizzing ● Peer learning ● Success criteria ● Extended writing opportunity for: modelling, scaffolding, independent practice, metacognitive talk, feedback that moves forward
7 WK13	Synoptic and Application: Term 1 [KD: 16]	Review knowledge relating to Term 1.	<ul style="list-style-type: none"> ● Retrieval ● Quizzing ● Knowledge drop ● Feedback that moves forward

Learning Chunk 3/6
6 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts
Peer learning

Subject Specific Knowledge:

The Five Pillars of Islam
Six Articles of Faith
10 Obligatory Acts
Five Roots of Usul ad-Din
The nature of Allah
99 names of Allah
The Day of Judgement
Prophets: Ibrahim
Prophets: Isa

3	SACRE 3.10 Core and diverse Islam, what is universal and what is different?	Number of lessons	6
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK14	What Are The Similarities and Differences Between Sunni and Shia Muslims?	Explore key similarities and differences between the two main sects of Islam.	<ul style="list-style-type: none"> • Retrieval • Summarise the story so far • Use of knowledge organiser • Quizzing • Knowledge flow chart
2 WK15	What Do Muslims Believe About the Nature of Allah?	Explore Islamic beliefs about the nature of Allah and consider how these beliefs impact upon religious practices.	<ul style="list-style-type: none"> • Retrieval • Quizzing • Think, pair, share
3 WK16	What Do Muslims Believe About Angels?	Explore Islamic beliefs about the role of angels and consider how these impact upon ways of living.	<ul style="list-style-type: none"> • Retrieval • Think, pair, share • Quizzing • Experiential learning • Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice
4 WK17	What Do Muslims Believe About Holy Books? [RC:16]	Explore Islamic key beliefs relating to holy books.	<ul style="list-style-type: none"> • Retrieval • Quizzing • Think, pair, share • Mind-mapping • Feedback that moves forward

5 WK18	What Do Muslims Believe About Prophets? Ibrahim	Explore the importance and influence of the prophets within Islam.	<ul style="list-style-type: none"> ● Retrieval ● Think, pair, share ● Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice ● Experiential learning ● Creativity ● Quizzing
6 WK19	What Do Muslims Believe About Prophets? Jesus [WCF]	Explore the importance and influence of the prophets within Islam.	<ul style="list-style-type: none"> ● Retrieval ● No opt out ● Mini-boards ● Quizzing ● Summarisation ● Think, pair, share ● Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice ● Feedback that moves forwards

SACRE 3.15 Is religion a cause of conflict or a power for peace?

Learning Chunk 4/6
7 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts
Peer learning

Subject Specific Knowledge:

Sacred writings: peace
Sacred writings: forgiveness
Sacred writings: conflict
Religion and tackling the causes of conflict
Religion and justice
Just War
.
Christianity
Islam
Buddhism

4	SACRE 3.15 Is religion a cause of conflict or a power for peace?	Number of lessons	7
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK20	Do Sacred Teachings and Writings Promote Peace?	Examine the importance and influence of sacred teachings and writings.	<ul style="list-style-type: none"> • Retrieval • Imaginative learning • Think, pair, share • Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice • Creativity
2 WK21	How Does Christianity Promote Peace Through Forgiveness?	Examine how Christianity promotes peace through forgiveness?	<ul style="list-style-type: none"> • Retrieval • Class discussion • make everyone think • No opt out • Think, pair, share • Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice
3 WK22	How Does Islam Promote Peace Through Forgiveness? [LSQ: 16]	Examine how Islam promotes peace through forgiveness?	<ul style="list-style-type: none"> • Retrieval • Class Discussion • No opt out Think, pair, share • Quizzing • Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice
4 WK23	How Does Religion Tackle the Causes of Conflict?	Examine how religion tackles the causes of conflict.	<ul style="list-style-type: none"> • Retrieval • Quizzing • Think, pair, share • Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice

5 WK24	Does Religion Ever Allow Conflict?	Explore when and why religions might support conflict.	<ul style="list-style-type: none">● Retrieval● Quizzing● Think, pair, share● Class discussion● Make everyone think● Summarisation● Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice
6 WK25	Is War Ever Just?	Examine the religious guidelines on the rules for a Just War.	<ul style="list-style-type: none">● Retrieval● Class discussion● No opt out● Make everyone think● Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice
7 WK26	Synoptic/ Synoptic Application	Review knowledge relating to Term 2.	<ul style="list-style-type: none">● Retrieval● Quizzing● Use of knowledge organisers● Knowledge drop● Feedback that moves forward

Learning Chunk 5/6
7 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts
Peer learning

Subject Specific Knowledge:

Human rights
Religious Freedom
Multi-faith society
Gender equality
Christian Aid
Islamic relief
The right to life

Christianity
Islam

5	SACRE 3.12 What Are The Minority Religions That I Am Likely To Encounter?	Number of lessons	7
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK27	Why do human rights matter to Christians?	Explore reasons why human rights matter to Christians.	<ul style="list-style-type: none"> • Retrieval • Class discussion • Group work • Think, pair, share • Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice
2 WK28	What Are The Advantages and Disadvantages Of Religious Freedom?	Explore the advantages and disadvantages of living in a country where there is religious freedom.	<ul style="list-style-type: none"> • Retrieval • Concept map • Think, pair, share • Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice
3 WK29	Does Christianity Support The Right To Gender Equality? [LSQ: 15]	Explore Christian beliefs and teachings related to gender equality.	<ul style="list-style-type: none"> • Retrieval • Class discussion • Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice • Quizzing • Feedback that moves forward
4 WK30	Does Islam Support The Right To Gender Equality?	Explore Islamic beliefs and teachings related to gender equality.	<ul style="list-style-type: none"> • Retrieval • Class discussion • Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice • Feedback that moves forward

5 WK31	How And Why Do Christian Organisations Support Human Rights?	Consider how and why Christian Aid puts beliefs about human rights, equality and freedom into action.	<ul style="list-style-type: none"> ● Retrieval ● Class discussion ● Group work ● Make everyone think ● Mind-mapping
6 WK32	How And Why Do Islamic Organisations Support Human Rights? [MQC:15]	Consider how and why Islamic Relief puts beliefs about human rights, equality and freedom into action.	<ul style="list-style-type: none"> ● Retrieval ● Class discussion ● Make everyone think ● Show me boards ● Quizzing ● Feedback that moves forward
7 WK33	Does Islam Support The Right To Life?	Examine how Islam guides people in making moral decisions in relation to the right to life.	<ul style="list-style-type: none"> ● Retrieval ● Class discussion ● Think, pair, sher

Learning Chunk 6/6
6 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts
Peer learning

Subject Specific Knowledge:

Spiritualism
Old Order Amish Mennonite Church
Jehovah's Witnesses
The Church of Latter Day Saints
Scientology

6	SACRE 3.18 What Are The Minority Religions That I Am Likely To Encounter?	Number of lessons	6
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK34	What Are The Core Beliefs And Practices of Spiritualism?	Consider the core beliefs and practices of Spiritualism.	<ul style="list-style-type: none"> • Retrieval • Class discussion • Knowledge flow-chart • Think, pair, share • Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice
2 WK35	What Are The Core Beliefs And Practices Of The Amish?	Consider the core beliefs and practices of the Amish	<ul style="list-style-type: none"> • Retrieval • Generative learning: imagining • Knowledge flow-chart
3 WK36	What Are The Core Beliefs And Practices Of Jehovah's Witnesses? [LSQ:18]	Consider the core beliefs and practices of Jehovah's Witnesses	<ul style="list-style-type: none"> • Retrieval • Class discussion • Group work • Knowledge flow-chart
4 WK37	What Are The Core Beliefs And Practices of The Church of Jesus Christ Of Latter-day Saints?	Consider the core beliefs and practices of the Church of Jesus Christ of Latter-day Saints.	<ul style="list-style-type: none"> • Retrieval • Pictorial note-taking • Quizzing • Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice • Feedback that moves forward
5 WK38	What Are The Core Beliefs And Practices	Consider the core beliefs and practices of the Church of Scientology.	<ul style="list-style-type: none"> • Retrieval • Quizzing • Class discussion

	of Scientology? [WCF]		<ul style="list-style-type: none"> • Extended writing question: opportunity for live modelling, scaffolding, metacognitive talk, independent practice • Whole class discussion • Feedback that moves forward • Feedback as actions
6 WK39	Synoptic And synoptic Application [KD: 20]	Review knowledge relating to Term 3.	<ul style="list-style-type: none"> • Retrieval • Quizzing • Use of knowledge organisers • Knowledge drop • Feedback that moves forward
7 WK40	Recall	Recall	Recall

Year 9 Religious Studies

Year 9 Overview

Unit 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	SACRE 3.18 How Does Religion Impact Upon Family Life?												

Unit 2	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
	SACRE 3.14 What Does It Mean to Believe That Human Life Is Sacred? Health												

Unit 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
	3.17 It's My Life, What Should I Do With It? Prejudice and Discrimination													
	Recall													

Unit 1: SACRE 3.18 How Does Religion Impact Upon Family Life?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Learning Chunk 1/3 13 lessons												
Pedagogical Approaches: Retrieval Generative learning Modelling Scaffolding Independent practice Quizzing Metacognitive talk Cold calling Cold calling variations Think, pair, share Show me boards Whole class feedback Knowledge organisers Feedback that moves forward Note taking Success criteria Make everyone think Class discussion Giving a practical demonstration Pre-reading for complex texts						Subject Specific Knowledge: Identity Culture Contemporary attitudes Marriage Divorce Procreation Family life Family choices Christianity Islam Hinduism Sikhism Judaism .						

Learning Chunk: 1	SACRE 3.18 How Does Religion Impact Upon Family Life?	Number of lessons	13
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK1	What Is the Impact of Our Origins?	Consider the impact of our origins.	Retrieval Class discussion Make everyone think No opt out Think, pair, share Success criteria Independent practice
2 WK2	What Are the Contemporary Attitudes Towards Relationships and Family Life?	Examine the contemporary attitudes towards relationships and family life.	Retrieval Class discussion Make everyone think No opt out Quizzing Think, pair, share
3 WK3	What Are the Christian Attitudes Towards Relationships and Dating? [LSQ] [18]	Consider Christian attitudes towards relationships and dating.	Retrieval Think, Pair, Share Success criteria Independent practice Quizzing
4 WK4	What Are the Christian Views Towards Marriage?	Consider Christian views towards marriage.	Retrieval Generative learning: imagining Think, pair, share Quizzing Giving a practical demonstration
5 WK5	What Are the Features of a Sikh Wedding?	Examine the features of a Sikh wedding.	Retrieval Generative learning: walkabout bingo Pre-reading for complex texts

			Generative learning: teaching Success criteria Independent practice Giving a practical demonstration
6 WK6	What Is Arranged Marriage and How Is It Viewed? [WCF]	Examine arranged marriage and how it is viewed.	Retrieval Think, pair, share Success criteria Independent practice Whole class feedback Feedback that moves forward
7 WK7	What Are the Christian Views Towards Divorce?	Consider Christian views towards divorce.	Retrieval Mind-mapping Think, pair, share Generative learning: drawing Success criteria Independent practice
8 WK8	What Are the Religious Views Towards Procreation?	Consider the religious views towards an alternative method of procreation.	Retrieval Think, pair, share Class discussion Success criteria Independent practice Feedback that moves forward
9 WK9	What Are the Features and Ethics Of A Religious Upbringing? [RC] [16]	Consider the features and ethics of a religious upbringing.	Retrieval Mind-mapping Think, pair, share Success criteria Independent practice Retrieval circuit Feedback that moves forward
10 WK10	How Do Religious Key Beliefs and Practices Unite Families?	Consider key beliefs and practices within religions and how they unite families.	Retrieval Quizzing Note-taking Giving a practical demonstration Success criteria

			Independent practice Feedback that moves forward
11 WK11	What Does Religion Say About the Use of Physical Discipline Within the Home?	Examine how religious beliefs and teachings might guide parents when making moral decisions about discipline within the home.	Retrieval Think, pair, share Success criteria Independent practice
12 WK12	Why Do Some People Sacrifice Family Life for God? LSQ [15]	Examine the process of joining a religious order and the reasons why people choose to do it.	Retrieval Quizzing Think, pair, share Feedback that moves forward
13 WK13	Synoptic and Application: Term 1 KD [20]	Review knowledge and understanding relating to Term 1.	Retrieval Quizzing Knowledge drop Feedback that moves forward

Unit 2: SACRE 3.14 What Does It Mean to Believe That Human Life Is Sacred? Health

Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Learning Chunk 1/3 13 lessons												
Pedagogical Approaches: Retrieval Generative learning Modelling Scaffolding						Subject Specific Knowledge: The value of life Religion and alcohol Eucharist Alcoholics Anonymous						

Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts

Religion and shisha
Religion and tobacco
Religion and Illegal drugs
Religion and body modification
Religion and genetic medicine
Religion and organ donation
Faith healing
Religion and medical refusal

Christianity
Islam
Judaism
Hinduism
Sikhism
Buddhism

Learning Chunk: 2	SACRE 3.14 What Does It Mean to Believe That Human Life Is Sacred? Health	Number of lessons	13
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Lesson Number	Lesson Title	Learning Intentions	Lesson Structure
1 WK14	Is Human Life Valuable?	Consider views surrounding the value of human life	Retrieval Class discussion Think, pair, share Mind-mapping Make everyone think Success criteria Independent practice
2 WK15	What are the Christian beliefs and teachings about alcohol use?	Examine Christian beliefs and teachings about alcohol use.	Retrieval Knowledge drop Think, pair, share Experiential learning Success criteria Independent practice
3 WK16	What are the Islamic beliefs and teachings about alcohol use? [WCF]	Examine Islamic beliefs and teachings about the use of alcohol.	Retrieval Quizzing Think, pair, share Success criteria Independent practice Feedback that moves forward
4 WK17	Who are Alcoholics Anonymous and what do they do?	Examine the Alcoholic Anonymous programme, paying consideration to the religious and spiritual elements.	Retrieval make everybody think Think, pair, share Success criteria Independent practice
5 WK18	What are the Islamic beliefs	Examine Islamic beliefs and teachings about the use of tobacco and shisha.	Retrieval Quizzing

	and teachings about tobacco and shisha?		Make everybody think No opt out Knowledge drop Success criteria Independent practice
6 WK19	What are the religious attitudes to illegal drugs? [LSQ: 18]	Examine Christian beliefs and teachings towards the use of illegal drugs.	Retrieval Think, pair, share. Success criteria Independent practice Quizzing Feedback that moves forwards
7 WK20	How do religious beliefs and teachings influence views on body modification?	Consider Christian beliefs and teachings linked to the use of body modification.	Retrieval Quizzing Group work Make everybody think Think, pair, share No opt out Class discussion Success criteria Independent practice
8 WK21	How do religious beliefs and teachings influence views towards the use of sex selection?	Consider how religious beliefs and teachings influence views towards the use of sex selection.	Retrieval Class discussion Think, pair, share Success criteria Independent practice
9 WK22	How do religious beliefs and teachings influence views on saviour siblings? [RC: 16]	Consider how religious beliefs and teachings influence views on the use of 'saviour siblings'.	Retrieval Class discussion Make everyone think No opt out Think, pair, share Success criteria Independent practice Retrieval circuit
10	How do	Consider how religious beliefs and teachings influence views	Retrieval

WK23	religious beliefs and teachings influence views on organ donation and tissue donation?	on organ and tissue donation.	Group work Class discussion Make everyone think Think, pair, share Success criteria Independent practice
11 WK24	What is faith healing and why do some people believe in it?	Consider views surrounding faith healing.	Retrieval Think, pair, share Class discussion Success criteria Independent practice
12 WK25	How might religion influence medical decisions?	Consider how religious beliefs and practices might influence medical decisions.	Retrieval Class discussion Think, pair, share Make everyone think Success criteria Independent practice
13 WK26	Synoptic and application. Term 2 [KD: 20]	Review knowledge and understanding relating to Term 2.	Retrieval Knowledge organisers Knowledge drop Feedback that moves forward

GCSE KS4 Religious Studies A

Year 10 Overview

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Theme B: Religion and Life										Theme D: Religion, Peace and Conflict				

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
	Theme D: Religion, Peace and Conflict						Theme E: Religion, Crime and Punishment				

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
	Theme E: Religion, Crime and Punishment				Christianity: Beliefs and Teachings									

Theme B
30 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts

Subject Specific Knowledge:

The Origins of the Universe.
The Value of the World.
The Use and Abuse of the Environment.
Pollution.
The Use and Abuse of Animals.
The Origins of Human Life.
Abortion.
Euthanasia.
Death and the Afterlife.
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Religion and Life Learning Chunk 1	Origins of the Universe	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1) WK1	Recall: Origins of the Universe. [LSQ:10]	Recall knowledge relating to beliefs about the origins of the universe.	Retrieval. Knowledge drop. Think, pair, share. Generative learning: concept map. Low stakes quiz.
2) WK1	Content: Big Bang.	Consider the scientific theory of the Big Bang.	Retrieval. Knowledge drop. Low stakes quiz. Think, pair, share. Generative learning: quiz creation. Scaffolding. Metacognitive talk.
3) WK1	Content: Evolution.	Consider the scientific theory of the evolution.	Retrieval. Knowledge drop. Think, pair, share. Concept map. Generative learning: drawing. Scaffolding. Metacognitive talk.
4) WK2	Content: Christian Creation.	Outline a Christian theory of the outlines of the universe.	Retrieval. Recall. Knowledge drop. Think, pair, share. Scaffolding. Metacognitive talk.
5) WK2	Checkpoint: Including Christian Fundamentalism	Consider fundamentalist Christian views of creation. Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Think, pair, share. Scaffolding.

	[WCF:5]		
6) WK2	Content: Islam and Creation.	Understand Muslim beliefs and teachings about the origins of the universe.	Retrieval. Think, pair, share. Generative learning: self testing. Scaffolding. Metacognitive talk.
7) WK3	Content: Christianity and the Origins of Human Life.	Understand the religious beliefs about the origins of human life.	Retrieval. Think, pair, share. Generative learning: drawing.
8 WK3	Content: Islam and the Origins of Human Life. [MCQ:8]	Understand the religious beliefs about the origins of human life.	Retrieval. Think, pair, share. Knowledge drop. Mnd map. Scaffolding.. Metacognitive talk. Multiple choice quiz.
9 WK3	Synoptic: Origins of the Universe.	Review knowledge relating to beliefs and teachings about the origins of the universe.	Retrieval. Retrieval placemat. Self creation of knowledge organiser.
10 WK4	Recall: Responsive to all prior learning.	Apply my Religious Studies knowledge and reflect on my understanding.	Retrieval. Generative learning: self testing. Review

Religion and Life Learning Chunk 2	The Environment	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1 WK4	Recall: The Environment. [LSQ:10]	Recall knowledge relating to beliefs about the environment.	Retrieval. Think., pair, share. Low stakes quiz.
2 WK4	Content: Christianity and the Value of the World.	Consider how Christian beliefs on stewardship might influence Christian beliefs and actions.	Retrieval. Think, pair, share, Scaffolding. Metacognitive talk. Generative learning: summarisation.
3 WK5	Content: Islam and the Value of the World.	Consider Islamic beliefs about stewardship.	Retrieval. Think, pair, share. Generative learning: self explaining.
4 WK5	Content: The Use and Abuse of the Environment.	Understand religious beliefs about the use and abuse of the environment including its different types of energy and resources.	Retrieval. Knowledge drop. Think, pair, share. Scaffolding. Metacognitive talk.
5 WK5	Checkpoint:	Understand Christian beliefs about the use and abuse of the environment, including the use of natural resources.	Retrieval. Retrieval circuit. Think, pair, share.

	Including Christianity and Pollution. [WCF]	Analyse and evaluate aspects of religion and belief, including significance and influence.	Whole class feedback.
6 WK6	Content: Islam and Pollution.	Understand Muslim beliefs about the use and abuse of the environment, including the use of natural resources.	Retrieval. Knowledge drop. Cornell notetaking. Low stakes quiz. Think, pair, share.
7 WK6	Content: Christianity and the Use and Abuse of Animals.	Understand Christian beliefs about the use and abuse of animals. Understand Christian attitudes towards animal experimentation and the use of animals for food.	Retrieval. Think, pair, share. Generative learning: summarisation. Scaffolding. Metacognitive talk.
8 WK6	Content: Islam and the Use and Abuse of Animals. [KD: 12]	Understand Muslim beliefs about the use and abuse of animals. Understand Muslim attitudes towards animal experimentation and the use of animals for food.	Retrieval. Think, pair, share. Scaffolding. Metacognitive talk. Knowledge drop.
9 WK7	Synoptic: The Environment. [RC: 16]	Review knowledge relating to religion and the environment.	Retrieval. Retrieval circuit. Low stakes quiz. Self creation of knowledge organiser.
10 WK7	Recall:	Apply my Religious Studies knowledge and reflect on my understanding.	Retrieval. Generative learning: summarisation. Generative learning: concept map.

	Responsive to all prior learning.		Generative learning: self testing. Generative learning:flow chart. Cornell note taking. Generative learning:explaining. Review.
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Religion and Life Learning Chunk 3	Life and Death	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1 WK7	Recall: Life and Death.	Recall knowledge relating to beliefs about life and death .	Retrieval. Knowledge drop. Think, pair, share. Low stakes quiz.
2 WK8	Content: Christianity and Abortion.	Examine Christian attitudes towards abortion.	Retrieval. Think, pair, share. Scaffolding. Metacognitive talk. True/ false mini quiz.
3 WK8	Content: Islam and Abortion.	Examine Islamic attitudes towards abortion.	Retrieval. Think, pair, share. Knowledge flow chart. Scaffolding. Metacognitive talk. True/ false mini quiz.
4 WK8	Content: Christianity and Euthanasia.	Understand Christian teachings about euthanasia.	Retrieval. Think, pair, share. Scaffolding. Metacognitive talk. Generative learning: summarisation.
5 WK9	Checkpoint: Including Islam and Euthanasia. [WCF]	Examine Islamic teachings about euthanasia. Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Think, pair, share. Knowledge flow chart. Scaffolding.

6 WK9	Content: Sanctity and Quality of Life.	Examine religious views of the sanctity and quality of life.	Retrieval. Cornell notetaking. Think, pair, share. Scaffolding. Metacognitive talk.
7 WK9	Content: Christianity and Afterlife.	Understand Christian beliefs about death and afterlife.	Retrieval. Think, pair, share. Generative learning: self testing quiz. Scaffolding. Metacognitive talk.
8 WK10	Content: Islam and Afterlife. [MCQ:12]	Understand Islamic beliefs about death and afterlife.	Retrieval. Cornell notetaking. Think, pair, share. Scaffolding. Metacognitive talk. Multiple choice quiz.
9 WK10	Synoptic: Life and Death.	Review knowledge relating to beliefs and teachings about life and death.	Retrieval. Mini quiz. Self creation of knowledge organiser.
10 WK10	Recall: Responsive to all prior learning.	Apply my Religious Studies knowledge and reflect on my understanding.	Retrieval Quiz. Quiz creation . Review.

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Theme D
30 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts

Subject Specific Knowledge:

Violent protest and terrorism.
Reasons for war.
Nuclear war and weapons of mass destruction.
Just War.
Holy war.
Pacifism.
Religious responses to victims of war.

Religion, Peace and Conflict Learning Chunk 1	Violence	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1 WK11	Recall: Violence [LSQ:15]	Recall knowledge relating to beliefs about the use of violence.	Retrieval. Generative learning: note taking. Low stakes quiz.
2 WK11	Content: Violent Protest	Understand religious beliefs about violent protest.	Retrieval. Think, pair, share. Scaffolding. Metacognitive talk. Knowledge flow chart.
3 WK11	Content: The Impact of Violent Protest	Examine the impact of violent protest.	Retrieval. Think, pair, share. Scaffolding.
4 WK12	Content: Terrorism	Understand terrorism as a means of conflict.	Retrieval. Think, pair, share. Scaffolding. Metacognitive talk. Knowledge flow chart.
5 WK12	Checkpoint: Violence	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Think, pair, share. Scaffolding.

	[WCF]		
6 WK12	Content: The Problems Caused by Conflict.	Examine the problems caused by conflict.	Retrieval. Think, pair, share. Scaffolding. Metacognitive talk.
7 WK13	Content: Nuclear War and Weapons of Mass Destruction	Know about different weapons of mass destruction and their impact.	Retrieval. Think, pair, share. Scaffolding. Metacognitive talk. Generative learning: summarisation.
8 WK13	Content: Gender Based Violence [LSQ]	Examine the existence of gender based violence.	Retrieval. Think, pair, share. Scaffolding. Metacognitive talk. Generative learning: summarisation.
9 WK13	Synoptic: Violence	Review knowledge relating to religion and the use of violence.	Retrieval. Quiz. Generative learning: mind-map.
10 WK14	Recall: Responsive to all Prior Learning [MCQ]	Apply my Religious Studies knowledge and reflect on my understanding.	Retrieval. Multiple choice quiz. Review.



Religion, Peace and Conflict Learning Chunk 2	War	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1 WK14	Recall: War [WCF]	Recall knowledge relating to war.	Retrieval. Think, pair, share. Whole class feedback.
2 WK 14	Content: The Impact of War	Examine the Impact of War.	Retrieval. Think, pair, share. Generative learning: summarisation.
3 WK15	Content: Christianity and Just War	Explore Christian teachings on just war.	Retrieval. Think, pair, share. Note taking. Scaffolding. Metacognitive talk.
4 WK15	Content: Islam and Just War	Explore Muslim teachings on just war.	Retrieval. Think, pair, share. Scaffolding. Metacognitive talk.
5 WK15	Checkpoint: War	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Think, pair, share. Scaffolding.

	[WCF]		
6 WK16	Content: Islam and the Rules for War	Explore the Islamic teachings about the rules for war.	Retrieval Think, pair, share. Scaffolding. Metacognitive talk.
7 WK16	Content: Christianity: Holy War and Religion As A Cause Of Conflict	Explore Christian approaches to war and violence. Consider whether Christianity is a cause of war and violence.	Retrieval. Think, pair, share. Scaffolding: we/ you. Metacognitive talk. Quiz: true or false/ correct or develop.
8 WK16	Content: Islam and Holy War [KD]	Explore the Islamic rules of a holy war.	Retrieval. Think, pair, share. Scaffolding. Metacognitive talk.
9 WK17	Synoptic: War [WCF]	Review knowledge relating to religion and war.	Retrieval. Generative learning: knowledge flow chart. Quiz. Exam question – whole class feedback.
10 WK17	Recall: Responsive to all prior learning	Apply my Religious Studies knowledge and reflect on my understanding.	Retrieval. Quiz: higher or lower. Generative learning: concept map. Review.

Religion, Peace and Conflict. Learning Chunk 3	Peace	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall: Peace [LSQ]	Recall knowledge relating to beliefs about the use of pacifism. Explore Christian beliefs about pacifism.	Retrieval. Knowledge drop. Low stakes quiz.
2	Content: A Modern Christian Peacemaker	Explore the work of a Christian peacemaker.	Retrieval. Quiz: true or false. Scaffolding. Metacognitive talk.
3	Content: Islam and Pacifism	Explore Muslim beliefs about pacifism.	Retrieval. Metacognitive talk – how to mark and feedback.
4	Content: Muslim Peace Fellowship	Explore the work of an Islamic peace organisation	Retrieval. Quiz: true or false. Generative learning: teaching. Think, pair, share. Scaffolding: we/ you Metacognitive talk.
5	Checkpoint: Peace [WCF]	Explore the work of a modern Islamic peacemaker. Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Think, pair, share. Scaffolding.

6	Content: Passive Resistance	Consider the nature and effectiveness of passive resistance. Examine religious views towards passive resistance.	Retrieval. Think, pair, share. Generative learning: summarisation.
7	Content: Christian Responses To Victims Of War	Understand the work of a present-day Christian organisation that helps victims of war.	Retrieval. Generative learning: self testing. Generative learning. Scaffolding: we/you. Metacognitive talk.
8	Content: Islamic Responses to Victims of War [KD]	Understand the work of a present-day Islamic organisation that helps victims of war.	Retrieval. Think, pair, share. Generative learning: summarisation. Scaffolding. Metacognitive talk. Knowledge drop.
9	Synoptic: Peace	Review knowledge relating to religion and peace.	Retrieval. Quizing. Revision cards.
10	Recall: Responsive to All Prior Learning.	Apply my Religious Studies knowledge and reflect on my understanding.	Retrieval. Review

Theme E
30 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts

Subject Specific Knowledge:

Reasons for crime.
Lawbreakers and different types of crime.
Suffering and causing suffering to others.
Aims of punishment.
The treatment of criminals: prisons, corporal punishment and community service.
Forgiveness
The death penalty.

Religion, Crime and Punishment Learning Chunk 1	Crime	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall: Religion, Crime and Punishment [LSQ]	Recall knowledge relating crime and punishment.	Retrieval. Show me boards. Probing questions. Low stakes quiz.
2	Content: Reasons for Crime	Know and understand reasons why some people commit crime. Know and understand religious responses to reasons why people commit crime.	Retrieval. Think, pair, share. Metacognitive talk.
3	Content: Christian Attitudes to Lawbreakers and Different Types of Crime	Understand and analyse religious attitudes to lawbreakers and different types of crime.	Retrieval. Elaborate. Think, Pair, Share. Metacognitive talk.
4	Content: Muslim Attitudes to Lawbreakers and Different Types of Crime	Understand and analyse religious attitudes to lawbreakers and different types of crime.	Retrieval. Show me boards. Think, pair, share. Scaffolding. Metacognitive talk. Modelling.

5	Checkpoint: Crime [WCF]	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Think, pair, share. Scaffolding. Independent practice.
6	Content: Christian Attitudes to Suffering and Causing Suffering to Others	Know and understand Christian attitudes to suffering. Understanding what Christian should do if they cause suffering.	Retrieval. Think, pair, share. Metacognitive talk.
7	Content: Muslim Attitudes to Suffering and Causing Suffering to Others	Know and understand Muslim attitudes to suffering. Understanding what Muslims should do if they cause suffering.	Retrieval. Think, pair, share. Metacognitive talk.
8	Ccheckpoint: Religion and Tackling the Causes of Crime [KD]	Know and understand how religious groups try to tackle the causes of crime.	Retrieval. Think, pair, share. Knowledge organiser. Knowledge drop.
9	Snoptic: Crime [WCF]	Review knowledge relating to beliefs and teachings about religion and crime.	Retrieval. Live modelling. Independent practice. Whole class feedback.
10	Recall: Responsive to All Prior Learning	Apply my Religious Studies knowledge and reflect on my understanding.	Retrieval. Elaborate. Review.

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Religion, Crime and Punishment Learning Chunk 2	Punishment	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall: Punishment [KD]	Recall knowledge relating to punishment.	Retrieval. Think, pair, share. Knowledge drop.
2	Content: Aims of Punishment	Understand the aims of punishment.	Retrieval. Think, pair, share. Probing questions. Scaffolding. Live modelling.
3	Content: Christian Attitudes Towards the Aims of Punishment	Understand Christian attitudes towards the aims of punishment.	Retrieval. Summarisation. Independent practice.
4	Content: Muslims Attitudes Towards the Aims of Punishment	Understand Muslim attitudes towards the aims of punishment.	Retrieval. True/ False. Think, pair, share. Probing questions. Modelling.
5	Checkpoint: Punishment	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Independent practice. Whole class feedback.

	[WCF]		
6	Content: The Death Penalty	Understand non-religious views about the death penalty.	Retrieval. Think, pair, share. Independent Practice.
7	Content: Christianity and Capital Punishment	Understand Christian views about the death penalty.	Retrieval. Think, pair, share. Scaffolding.
8	Content: Islam and the Death Penalty [RM]	Understand Muslim views about the death penalty.	Retrieval. Think, pair, share. Retrieval Circuit
9	Synoptic: Punishment [KD]	Review knowledge relating to beliefs and teachings about religion and punishment.	Retrieval. Knowledge drop.
10	Recall: Responsive to All Prior Learning	Apply my Religious Studies knowledge and reflect on my understanding.	Retrieval. Quizing. Note taking.

Religion, Crime and Punishment Learning Chunk 3	Forgiveness	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall: Forgiveness [KD]	Recall knowledge relating to forgiveness.	Retrieval. Knowledge drop.
2	Content: Religious Attitudes Towards the Treatment of Criminals	Consider religious beliefs and attitudes to the treatment of criminals.	Retrieval. Think, pair share. Metacognitive talk. Independent practice.
3	Content: Christianity and the Introduction of Sin	Understand Christian beliefs and teachings about the introduction of sin.	Retrieval. Generative learning: drawing. Think, pair, share.
4	Content: The Role of Jesus in Forgiveness	Understand Christian beliefs and teachings about the role of Jesus in forgiveness.	Think, pair, share. Live modelling. Independent practice. Generative learning: self testing.
5	Checkpoint:	Analyse and evaluate aspects of religion and belief,	Retrieval.

	Forgiveness [WCF]	including significance and influence.	Note taking. Mind mapping.
6	Content: Christian Attitudes to Forgiveness	Understand Christian beliefs, teachings and attitudes about forgiveness.	Elaborate. Think, pair, share. Probing questions. Independent practice.
7	Content: Muslim Attitudes to Forgiveness	Understand Muslim beliefs, teachings and attitudes about forgiveness.	Retrieval. Think, pair, share. Scaffolding. Tru or false.
8.	Content: Muhammad and Forgiveness [LSQ]	Consider how the prophet Muhammad promoted forgiveness.	Retrieval. Generative learning: self testing. Generative learning: summarise, illustrate, explain. Quizzing.
9.	Synoptic: Forgiveness [MCQ]	Review knowledge relating to religion and forgiveness.	Retrieval. Quizzing.
10.	Recall: Responsive to All Prior Learning	Apply my Religious Studies knowledge and reflect on my understanding	Recall. Knowledge drop. Review.

Christianity: Beliefs And Teachings

Christianity: Beliefs And Teachings 30 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts

Subject Specific Knowledge:

The nature of God.
The Trinity.
Creation.
The incarnation.
The crucifixion, resurrection and ascension of Jesus.
The afterlife and judgement.
Heaven and hell.
Sin and salvation.
Christ in salvation.

Christianity: Beliefs and Teachings Learning Chunk: 1	Beliefs and Teachings About God	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall: Beliefs and Teachings About God. LSQ [15]	Recall knowledge relating to Christian beliefs and teachings about God.	Retrieval. Knowledge drop. Think, pair, share. Generative learning: explaining. Low stakes quiz.
2	Content: Christianity	Understand Christianity as a world faith.	Retrieval. Knowledge drop: cops and robbers. Quizzing. Think, pair, share. Mind mapping.
3	Content: The Design Argument	Consider the Design Argument in relation to the existence of God.	Retrieval. Knowledge drop. Think, pair, share. Generative learning: self-testing.
4	Content: Omnipotent, benevolent, Just	Examine the nature of God and how it influences Christians.	Retrieval. Knowledge drop. Think, pair, share. Generative learning: explaining. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
5	Checkpoint: Beliefs and Teachings About God WCF [24]	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Think, pair, share. Independent practice. Whole class feedback.
6	Content:	Consider how faith in God can be beneficial to believers.	Retrieval.

	The Impact of Belief in God.		Retrieval circuit. Think, pair, share. Mind mapping. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
7	Content: Different Christian Beliefs About Creation	Understand the link between creation and the Trinity.	Retrieval. Knowledge drop: cops and robbers. Think, pair, share. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
8	Content: The Trinity RC [16]	Understand and analyse the concepts of the Oneness of God and the Trinity.	Retrieval. Knowledge drop. Think, pair, share. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
9	Synoptic: Beliefs and Teachings About God WCF [12]	Review knowledge relating to beliefs and teachings about God.	Retrieval Quizzing. Independent practice. Whole class feedback.
10	Recall: Responsive To All Prior Learning MCQ [20]	Select, organise and integrate relevant knowledge.	Retrieval. MCQ. Mind mapping. Note taking. Self-quizzing.

Christianity: Beliefs and Teachings Learning Chunk: 2	Beliefs and Teachings About Jesus	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall: Beliefs and Teachings About Jesus LSQ [10]	Recall knowledge relating to Christian beliefs and teachings about Jesus.	Retrieval. Knowledge drop: cops and robbers. Show me boards. Think, pair, share. Mind mapping. Quizzing.
2	Content: The Existence of Jesus	Consider religious and non-religious arguments about the existence of Jesus.	Retrieval. Knowledge drop. Think, pair, share. Generative learning: self-explaining.
3	Content: The Incarnation and Jesus, the Son of God	Understand the importance of Christian beliefs about incarnation.	Retrieval. Think, pair, share. Self-testing. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
4	Content: The Last Days of Jesus' Life: Crucifixion	Understand the importance and impact of the crucifixion.	Retrieval. Think, pair, share. Generative learning: draw-it. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
5	Checkpoint: Beliefs and Teachings About Jesus	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Retrieval circuit. Independent practice. Whole class feedback.

	[WCF] [18]		
6	Content: The Resurrection and Ascension	Understand the meaning and significance of the resurrection and ascension.	Retrieval. Think, pair, share. Summarisation. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
7	Content: Resurrection and Life After Death	Understand the meaning, importance and influence of different Christian beliefs about resurrection and life after death.	Retrieval. Elaborate. Note taking. Think, pair, share. Generative learning: self-testing .
8	Content: The Role of Christ in Salvation RC [16]	Understand the role of Jesus' crucifixion and resurrection in salvation and atonement.	Retrieval. Retrieval circuit. Generative learning: summarisation. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
9	Synoptic: Beliefs and Teachings About Jesus WCF [12]	Review knowledge relating to beliefs and teachings about Jesus.	Retrieval. Independent practice.
10	Recall: Responsive to All Prior Learning MCQ [16]	Apply my religious studies knowledge and reflect on my understanding.	Retrieval. Multiple choice quiz. Mind-mapping. Note-taking. Generative learning: self-testing.

Christianity: Beliefs and Teachings Learning Chunk: 3	Beliefs and Teachings About Afterlife	Number of lessons	10
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Lesson	Type of Lesson	Learning Intentions	Lesson Structure
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number	(Recall, Content, Checkpoint, Synoptic)		
1	Recall: Beliefs and Teachings About Afterlife KD [10]	Recall knowledge relating to Christian beliefs and teachings about afterlife.	Retrieval. Knowledge drop. Show me boards. Think, pair, share.
2	Content: The Afterlife and Judgement	Understand different Christian beliefs about the afterlife and judgement.	Retrieval. Think, pair, share. Generative learning: self-testing. Mind-mapping. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
3	Content: Heaven and Hell	Gain knowledge of the Christian concepts of heaven and hell.	Retrieval. Knowledge drop: list-it. Think, pair, share. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice. Generative learning: draw-it.
4	Content: Sin and Salvation	Understand Christian beliefs about the origin and nature of sin, including original sin.	Retrieval. Quizzing. Mind-mapping. Note-taking. Think, pair, share. Scaffolding.
5	Checkpoint: Beliefs and Teachings About Afterlife WCF [19]	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Quizzing: true or false. Independent practice.
6	Content: Sacred Writings Linked With	Understand Christian sacred writings and teachings linked to the topic of sin and salvation.	Retrieval. Knowledge drop: cops and robbers. Think, pair, share. Generative learning: teach it.

	Sin and Salvation. Bible.		Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
7	Content: Sacred Writings Linked With Sin and Salvation. Creeds.	Understand Christian sacred writings and teachings linked to the topic of sin and salvation.	Retrieval. Knowledge drop. Summarisation. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
8	Content: Religion, Evil and Suffering LSQ [10]	Understand Christian responses to evil and suffering.	Retrieval. Knowledge drop – cops and robbers. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice. Low stakes quiz.
9	Synoptic: Beliefs and Teachings About Afterlife WCF [24]	Review knowledge relating to Christian beliefs and teachings about afterlife.	Retrieval. Show me boards. Independent practice. Whole class feedback.
10	Recall: Responsive To All Prior Learning	Apply my religious studies knowledge and reflect on my understanding.	Retrieval. Elaborate. Mind-mapping. Note-taking. Self-testing. Flash cards.

GCSE KS4 Religious Studies A

Year 11 Overview

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Christianity: Beliefs and Teachings							Christianity: Practices							I:BT
Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26				
	Islam: Beliefs and Teachings							Islam: Practices							
Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40	
	I:P	Revision					Exams/ Leave								

Christianity: Beliefs And Teachings

Christianity: Beliefs And Teachings
30 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts

Subject Specific Knowledge:

The nature of God.
The Trinity.
Creation.
The incarnation.
The crucifixion, resurrection and ascension of Jesus.
The afterlife and judgement.
Heaven and hell.
Sin and salvation.
Christ in salvation.

Christianity: Beliefs and Teachings Learning Chunk: 1	Beliefs and Teachings About God	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1 WK1	Recall: Beliefs and Teachings About God. LSQ [15]	Recall knowledge relating to Christian beliefs and teachings about God.	Retrieval. Knowledge drop. Think, pair, share. Generative learning: explaining. Low stakes quiz.
2 WK1	Content: Christianity	Understand Christianity as a world faith.	Retrieval. Knowledge drop: cops and robbers. Quizzing. Think, pair, share. Mind mapping.
3 WK1	Content: The Design Argument	Consider the Design Argument in relation to the existence of God.	Retrieval. Knowledge drop. Think, pair, share. Generative learning: self-testing.
4 WK1	Content: Omnipotent, benevolent, Just	Examine the nature of God and how it influences Christians.	Retrieval. Knowledge drop. Think, pair, share. Generative learning: explaining. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
5 WK2	Checkpoint: Beliefs and Teachings About God WCF [24]	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Think, pair, share. Independent practice. Whole class feedback.

6 WK2	Content: The Impact of Belief in God.	Consider how faith in God can be beneficial to believers.	Retrieval. Retrieval circuit. Think, pair, share. Mind mapping. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
7 WK2	Content: Different Christian Beliefs About Creation	Understand the link between creation and the Trinity.	Retrieval. Knowledge drop: cops and robbers. Think, pair, share. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
8 WK2	Content: The Trinity RC [16]	Understand and analyse the concepts of the Oneness of God and the Trinity.	Retrieval. Knowledge drop. Think, pair, share. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
9 WK3	Synoptic: Beliefs and Teachings About God WCF [12]	Review knowledge relating to beliefs and teachings about God.	Retrieval Quizzing. Independent practice. Whole class feedback.
10 WK3	Recall: Responsive To All Prior Learning MCQ [20]	Select, organise and integrate relevant knowledge.	Retrieval. MCQ. Mind mapping. Note taking. Self-quizzing.

Christianity: Beliefs and Teachings Learning Chunk: 2	Beliefs and Teachings About Jesus	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1 WK3	Recall: Beliefs and Teachings About Jesus LSQ [10]	Recall knowledge relating to Christian beliefs and teachings about Jesus.	Retrieval. Knowledge drop: cops and robbers. Show me boards. Think, pair, share. Mind mapping. Quizzing.
2 WK3	Content: The Existence of Jesus	Consider religious and non-religious arguments about the existence of Jesus.	Retrieval. Knowledge drop. Think, pair, share. Generative learning: self-explaining.
3 WK4	Content: The Incarnation and Jesus, the Son of God	Understand the importance of Christian beliefs about incarnation.	Retrieval. Think, pair, share. Self-testing. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
4 WK4	Content: The Last Days of Jesus' Life: Crucifixion	Understand the importance and impact of the crucifixion.	Retrieval. Think, pair, share. Generative learning: draw-it. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
5 WK4	Checkpoint: Beliefs and Teachings About Jesus	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Retrieval circuit. Independent practice. Whole class feedback.

	[WCF] [18]		
6 WK4	Content: The Resurrection and Ascension	Understand the meaning and significance of the resurrection and ascension.	Retrieval. Think, pair, share. Summarisation. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
7 WK5	Content: Resurrection and Life After Death	Understand the meaning, importance and influence of different Christian beliefs about resurrection and life after death.	Retrieval. Elaborate. Note taking. Think, pair, share. Generative learning: self-testing .
8 WK5	Content: The Role of Christ in Salvation RC [16]	Understand the role of Jesus' crucifixion and resurrection in salvation and atonement.	Retrieval. Retrieval circuit. Generative learning: summarisation. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
9 WK5	Synoptic: Beliefs and Teachings About Jesus WCF [12]	Review knowledge relating to beliefs and teachings about Jesus.	Retrieval. Independent practice.
10 WK5	Recall: Responsive to All Prior Learning MCQ [16]	Apply my religious studies knowledge and reflect on my understanding.	Retrieval. Multiple choice quiz. Mind-mapping. Note-taking. Generative learning: self-testing.

Christianity: Beliefs and Teachings Learning Chunk: 3	Beliefs and Teachings About Afterlife	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1 WK6	Recall: Beliefs and Teachings About Afterlife KD [10]	Recall knowledge relating to Christian beliefs and teachings about afterlife.	Retrieval. Knowledge drop. Show me boards. Think, pair, share.
2 WK6	Content: The Afterlife and Judgement	Understand different Christian beliefs about the afterlife and judgement.	Retrieval. Think, pair, share. Generative learning: self-testing. Mind-mapping. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
3 WK6	Content: Heaven and Hell	Gain knowledge of the Christian concepts of heaven and hell.	Retrieval. Knowledge drop: list-it. Think, pair, share. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice. Generative learning: draw-it.
4 WK6	Content: Sin and Salvation	Understand Christian beliefs about the origin and nature of sin, including original sin.	Retrieval. Quizzing. Mind-mapping. Note-taking. Think, pair, share. Scaffolding.
5 WK7	Checkpoint: Beliefs and Teachings About Afterlife WCF [19]	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Quizzing: true or false. Independent practice.

6 WK7	Content: Sacred Writings Linked With Sin and Salvation. Bible.	Understand Christian sacred writings and teachings linked to the topic of sin and salvation.	Retrieval. Knowledge drop: cops and robbers. Think, pair, share. Generative learning: teach it. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
7 WK7	Content: Sacred Writings Linked With Sin and Salvation. Creeds.	Understand Christian sacred writings and teachings linked to the topic of sin and salvation.	Retrieval. Knowledge drop. Summarisation. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice.
8 WK7	Content: Religion, Evil and Suffering LSQ [10]	Understand Christian responses to evil and suffering.	Retrieval. Knowledge drop – cops and robbers. Exam question opportunities: scaffolding, live modelling, metacognitive talk, guided practice, independent practice. Low stakes quiz.
9 WK8	Synoptic: Beliefs and Teachings About Afterlife WCF [24]	Review knowledge relating to Christian beliefs and teachings about afterlife.	Retrieval. Show me boards. Independent practice. Whole class feedback.
10 WK8	Recall: Responsive To All Prior Learning	Apply my religious studies knowledge and reflect on my understanding.	Retrieval. Elaborate. Mind-mapping. Note-taking. Self-testing. Flash cards.

Christianity: Practices

Christianity: Practices
30 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts

Subject Specific Knowledge:

Worship.
Prayer.
Baptism.
Holy Communion.
Pilgrimage.
Celebrating festivals.
Food banks.
Street pastors.
Mission.
Evangelism.
Church growth.
The importance of the worldwide church.
Christian persecution.
The Church's response to world poverty.

Christianity: Practices Learning Chunk: 1	Demonstrating Beliefs	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1 WK8	Recall: Demonstrating Beliefs. [LSQ] [20]	Recall knowledge relating to demonstrating beliefs. Understand the importance of worship and the difference between liturgical, non-liturgical and private worship.	Retrieval. Knowledge drop. Cornell note taking. Think, pair, share. Low stakes quiz. Generative learning: self explaining.
2 WK8	Content: The Nature and Purpose of Prayer.	Understand the nature and use of prayer, including The Lord's Prayer, and its significance.	Retrieval. Knowledge drop. Mind map.
3 WK9	Content: The Role of the Sacraments in Christian Life.	To understand how sacraments are celebrated in the Roman Catholic Church and the Church of England.	Retrieval Multiple choice quiz. Think, pair, share. Spot the mistakes.
4 WK9	Content: Infant Baptism.	Understand the meaning, role and significance of infant baptism.	Retrieval. Think, pair, share. True or false quiz. Flash cards.
5 WK9	Checkpoint: Demonstrating Beliefs.	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Think, pair, share. Structure the approach to answer a GCSE question, providing scaffolding assistance.

	[WCF] [15]		Whole class feedback.
6 WK9	Content: Believers Baptism.	Understand the meaning, role and significance of believers baptism.	Retrieval. Think, pair, share. Cornell note taking. Generative learning: flow chart.
7 WK10	Content: Celebrating Holy Communion.	Understand the different ways in which Christians celebrate and understand Holy Communion.	Retrieval. Knowledge drop. Think, pair, share. Generative learning: imagining. Scaffolding.
8 WK10	Content: Holy Communion [RC] [16]	Understand the sacrament of Holy Communion and its importance for Christians.	Retrieval. Think, pair, share. Knowledge drop. Cornell note taking. Scaffolding.
9 WK10	Synoptic: Demonstrating Beliefs [WCF: 10]	Review knowledge relating to demonstrating religious beliefs.	Retrieval. Quizzing. Structure the approach to answer a GCSE question, providing scaffolding assistance. Whole class feedback.
10 WK10	Recall: Responsive to all prior learning.	Apply my Religious Studies knowledge and reflect on my understanding.	Retrieval. True or false. Mind-mapping. Note-taking. Self-testing. Flash cards.

Christianity: Practices Learning Chunk: 2	Beliefs into Action	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1 WK11	Recall: Beliefs into Action [LSQ] [18]	Recall knowledge relating to beliefs into action.	Retrieval. Think, pair, share. Knowledge drop. Low stakes quiz.
2 WK11	Content: Pilgrimage	Understand the role and importance of Christian pilgrimage, including the contrasting examples of pilgrimages to Lourdes and Iona.	Retrieval. Think, pair, share. Mind-map.
3 WK11	Content: Christmas	Understand the role and importance of festivals including how and why Christians celebrate Christmas.	Retrieval. Elaborate. Think, pair, share. Generative learning: self-testing.
4 WK11	Content: Easter	Understand the role and importance of festivals including how and why Christians celebrate Easter.	Retrieval. Cornell note taking. Think, pair, share. Generative learning: note taking. Structure the approach to answer a GCSE question, providing scaffolding assistance.
5 WK12	Checkpoint: Beliefs into Action	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Think, pair, share. Whole class feedback. Structure the approach to answer a GCSE question.

	[WCF] [12]		
6 WK12	Content: How The Church Provides Support For Families	Consider an example of how churches provide support for families.	Retrieval. Think, pair, share. Generative learning: explaining.
7 WK12	Content: How The Church Provides Support For The Local Community – Foodbanks	Understand what help the Church provides for local communities e.g. foodbanks.	Retrieval. Generative learning: quiz. Generative learning: self-testing. Think, pair, share.
8 WK12	Content: How The Church Provides Support For The Local Community – Street Pastors [MCQ] [12]	Understand what help the Church provides for local communities e.g. Street Pastors.	Retrieval. Generative learning: imagining. Think, pair, share. Spot the mistakes. Multiple choice quiz.
9 WK13	Synoptic: Beliefs into Action [WCF]	Review knowledge relating to beliefs into action.	Retrieval. Whole class feedback. Structure the approach to answer a GCSE question.

10 WK13	Recall: Responsive To All Prior Learning	Apply my Religious Studies knowledge and reflect on my understanding.	Retrieval. Generative learning: quizzing. Mind-mapping. Note-taking. Self-testing. Flash cards.

Christianity: Practices Learning Chunk: 3	Spreading Belief	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1 WK13	Recall: Spreading Belief [LSQ] [14]	Recall knowledge related to spreading belief.	Retrieval. Think, pair, share. Redrafting. Low stakes quiz.
2 WK13	Content: Church Growth	Understand where and how Christianity is spreading worldwide and strategies used to encourage Church growth.	Retrieval. Knowledge drop. Think, pair, share.
3 WK14	Content: The Ethics of Evangelism	Consider the ethics of Christian evangelism.	Retrieval. Knowledge drop. Multiple choice quiz. Think, pair, share. Pre-reading for complex texts. Structure the approach to answer a GCSE question.
4 WK14	Content: Christian Persecution	Understand how Christian churches respond to persecution.	Retrieval. Knowledge drop. Cornell note taking.
5 WK14	Checkpoint: Spreading Belief	Understand the role of the Church in working for reconciliation. Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval. Knowledge drop. Think, pair, share. Structure the approach to answer a GCSE question.

	[WCF] [8]		Whole class feedback.
6 WK14	Content: Christian Responses to World Poverty	Understand the Church's response to world poverty.	Retrieval. Think, pair, share. True or false quiz. Structure the approach to answer a GCSE question.
7 WK15	Content: CAFOD	Examine the work of CAFOD.	Retrieval. Think, pair, share. Generative learning: peer teaching.
8 WK15	Content: Tearfund [LSQ] [12]	Examine the work of Tearfund.	Retrieval. Spot the mistakes. Low stakes quiz.
9 WK15	Synoptic: Beliefs into Action [WCF] [9]	Review knowledge relating to beliefs into action.	Retrieval. Structure the approach to answer a GCSE question. Whole class feedback.
10 WK15	Recall: Responsive to all Prior Learning	Apply my Religious Studies knowledge and reflect on my understanding.	Retrieval. Mind-mapping. Note-taking. Self-testing. Flash cards.

Islam: Beliefs and Teachings

Islam: Beliefs and Teachings 30 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts

Subject Specific Knowledge:

Supremacy of Allah.
The nature of Allah.
Key beliefs of Sunni and Shia.
Angels.
Predestination.
Life after death.
Prophethood.
Adam.
Ibrahim.
Muhammad and the Imamate.
Holy books.

Islam: Beliefs and Teachings Learning Chunk: 1	Beliefs and Teachings About God	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall: Beliefs and Teachings About God. [LSQ] [10}	Recall knowledge relating to Islamic beliefs about God	Retrieval. Knowledge drop. Self -testing Low stakes quiz.
2.	Content: The Nature of Allah	Understand Muslim beliefs about the nature of Allah.	Retrieval. Think, pair, share. Quizzing.
3.	Content: Respect to Allah	Examine the various ways in which Muslims show respect to Allah including the reasoning behind Islamic dress.	Retrieval Think, pair, share. Note-taking.
4.	Content: Key Beliefs of Sunni and Shia	Know the origins and key beliefs of Sunni and Shia Islam.	Retrieval. Think, pair, share. Knowledge-drop flow chart.
5.	Checkpoint: Beliefs and	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval Knowledge drop.

	Teachings About God		Structure the approach to answer a GCSE question. Whole class feedback.
6.	Content: The Six Articles of Faith	Understand the six beliefs of Sunni Islam.	Retrieval. Elaborate. Think, pair, share.
7.	Content: The Five Roots of Faith	Understand the five roots of Usul ad-Din of Shi'a Islam.	Retrieval Think, pair, share.
8.	Content: God's Law [MCQ] [25]	Examine the origins and importance of Sharia law.	Retrieval Knowledge drop Quizzing
9.	Synoptic: Beliefs and Teachings About God [WCF] [12]	Review knowledge relating to beliefs and teachings about God.	Retrieval Quizzing Structure the approach to answer a GCSE question WCF
10.	Recall: Responsive to all prior learning.	Apply my Religious Studies knowledge and reflect on my understanding.	Retrieval. Mind-mapping. Note-taking. Self-testing. Flash cards.

Islam: Beliefs and Teachings Learning Chunk: 2	Islamic Key Beliefs	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall: Islamic Key Beliefs [KD] [12]	Recall knowledge relating to key Islamic beliefs.	Retrieval. Note-taking Knowledge drop
2	Content: Qur'an	Discover greater detail about what the Qur'an is and how it influences daily practices.	Retrieval Self-testing
3	Content: Malaikah	Understand Muslim beliefs about angels.	Retrieval Think, pair, share Self-testing Blank knowledge organiser
4	Content: Al-Qadr	Understand Muslim beliefs about predestination and human freedom and how these beliefs relate to the Day of Judgement.	Retrieval Think, pair, share Note-taking
5	Checkpoint: Islamic key Beliefs	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval Structure the approach to answer a GCSE question

	[WCF] [17]		
6	Content: Akhirah [KD] [24]	Examine the nature of judgement, paradise and hell as seen in the Qur'an. Understand the importance of human responsibility and accountability for Muslims.	Retrieval Knowledge drop Think, pair, share Knowledge flow chart
7	Content: Lesser Jihad	Examine the nature and importance of Lesser Jihad.	Retrieval Blank knowledge organiser Quizzing: true or false
8	Content: Greater Jihad [LSQ] [22]	Examine the nature and importance of Greater Jihad.	Retrieval Blank knowledge organiser Think, pair, share Quizzing
9	Synoptic: Islamic Key Beliefs [WCF] [12]	Review knowledge relating to Islamic key beliefs.	Retrieval. Mind-mapping. Note-taking. Self-testing. Flash cards. Structure the approach to answer a GCSE question WCF
10	Recall: Responsive to all prior learning.	Apply my Religious Studies knowledge and reflect on my understanding.	Retrieval. Mind-mapping. Note-taking. Self-testing. Flash cards.

Islam: Beliefs and Teachings Learning Chunk: 3	Sources of Authority	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall: Sources of Authority [LSQ] [12]	Recall knowledge relating to Islamic sources of authority	Retrieval Mind-map LSQ
2	Content: Prophethood and Adam	Understand the concept of prophethood (Risalah). Understand the role and importance of Adam as a prophet.	Retrieval Note-taking Think, pair, share Knowledge flow chart
3	Content: Prophethood and Ibrahim	Understand the role and importance of Ibrahim as a prophet. Know how Muslims remember Ibrahim through their actions today.	Retrieval Think, pair, share Self-testing Quizzing
4	Content: Prophethood and Isa	Understand the role and importance of Jesus as a prophet.	Retrieval Think, pair, share Quizzing
5	Checkpoint: Sources of Authority	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval Structure the approach to answer a GCSE question WCF

	[WCF] [19]		
6	Content: Prophethood and Muhammad	Understand the role and importance of Muhammad as a prophet.	Retrieval Think, pair, share Blank knowledge organiser Quizzing
7	Content: The Imamate	Examine the role and significance of the imamate in Shi'a Islam.	Retrieval Self-testing Think, pair, share
8	Content: Kutub [RC] [16]	Understand how the Qur'an was revealed and why it has authority in Islam. Know about the Torah, Psalms, the Gospel and the Scrolls of Ibrahim.	Retrieval Retrieval circuit Think, pair, share
9	Synoptic: [WCF] [9]	Review knowledge relating to sources of authority.	Retrieval Elaborate Structure the approach to answer a GCSE question WCF
10	Recall: Responsive to all prior learning.	Apply my Religious Studies knowledge and reflect on my understanding	Retrieval Mind-mapping. Note-taking. Self-testing. Flash cards.

Islam: Practices

Islam: Practices
30 lessons

Pedagogical Approaches:

Retrieval
Generative learning
Modelling
Scaffolding
Independent practice
Quizzing
Metacognitive talk
Cold calling
Cold calling variations
Think, pair, share
Show me boards
Whole class feedback
Knowledge organisers
Feedback that moves forward
Note taking
Success criteria
Make everyone think
Class discussion
Giving a practical demonstration
Pre-reading for complex texts

Subject Specific Knowledge:

The Five Pillars of Islam
The Ten Obligatory Acts
Shahadah
Salah
Sawm
Zakah
Hajj
Jihad
Id-ul-Fitr
Id-ul-Adha
Ashura

Islam: Practices Learning Chunk: 1	Beliefs into Practice	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall: Beliefs into Practice [LSQ] [13]	Recall knowledge relating to beliefs into practice.	Retrieval Mind-mapping LSQ
2	Content: Five Pillars of Islam	To understand the meaning of each of the Five Pillars of Islam and consider how they influence a Muslim's life.	Retrieval Think, pair, share Elaborate
3	Content: The Ten Obligatory Acts	To understand how the ten obligatory acts are practiced by Shi'a Muslims.	Retrieval Structure the approach to answer a GCSE question
4	Content: Shahadah	Examine the importance of shahadah.	Retrieval Self-testing Structure the approach to answer a GCSE question
5	Checkpoint: Beliefs into	Checkpoint Including Content: Salah (The Daily Prayers)	Retrieval Structure the approach to answer a GCSE question

	Practice Including salah [WCF] [6]		WCF
6	Content: Swam	Examine the importance of sawm and the Night of Power.	Retrieval Mind-mapping
7	Content: Hajj	Examine the nature and importance of Hajj.	Retrieval Elaborate Quizzing
8	Content: Zakah	Explore how and why zakah is given.	Retrieval Knowledge drop Think, pair, share Mind-mapping
9	Synoptic: Beliefs into Practice [WCF] [24]	Review knowledge relating to beliefs into practice.	Knowledge drop Structure the approach to answer a GCSE question WCF
10	Recall: Responsive to all prior learning.	Apply my Religious Studies knowledge and reflect on my understanding	Retrieval. Mind-mapping. Note-taking. Self-testing. Flash cards.

Islam: Practices Learning Chunk: 2	Celebrations and Commemorations	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall: Celebrations and Commemorations [LSQ] [18]	Recall knowledge relating to celebrations and Commemorations.	Knowledge drop Think, pair, share Quizzing
2	Content: The Night of Power	Examine Islamic beliefs and teachings about Laylat al-Qadr.	Retrieval Mind-mapping
3	Content: Id-ul-Fitr	Examine the origin and meaning of Id-ul-Fitr.	Retrieval Quizzing Summarisation
4	Content: Id-il-Adha	Examine the origin and meaning of Id-ul-Adha.	Retrieval Summarisation
5	Checkpoint: Celebrations and Commemorati	Analyse and evaluate aspects of religion and belief, including significance and influence.	Retrieval Structure the approach to answer a GCSE question WCF

	ons [WCF] [19]		
6	Content: Ashura	To understand the importance of Ashura for Muslims.	Retrieval Think, pair, share Self-testing
7	Content: Islam and Birth Ceremonies	Examine the Islamic birth rituals.	Retrieval Note-taking Knowledge flow-chart
8	Content: Islam and Death Rituals [LSQ] [20]	Examine the Islamic death rituals	Retrieval Note-taking Quizzing
9	Synoptic: Celebrations and Commemorati ons [WCF] [24]	Review knowledge relating to celebrations and Commemorations.	Retrieval Elaborate Structure the approach to answer a GCSE question WCF
10	Recall: Responsive to all prior learning.	Apply my Religious Studies knowledge and reflect on my understanding	Retrieval Mind-mapping. Note-taking. Self-testing. Flash cards.