

Recovery Curriculum Overview for Year 7

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>What faiths are in my community?</p> <p>(6-8 lessons, including assessment preparation lesson, assessment lesson and feedback lesson).</p> <p>The aim of this unit is to introduce students to key religious terminology and address a couple of misconceptions.</p> <ul style="list-style-type: none"> - Correct terminology for holy books, places of worship, etc - of the six major world religions. - Starting to identify the similarities and differences between religions. - The difference between cultural and religious. - Addressing the misconception of how many Muslims live in the UK/Leeds. - Starting to explain why Leeds is a multi-faith society, the benefits to living in a multi-faith society and the potential problems. 	<p>Can you follow your religious duty at Cockburn?</p> <p>(10-12 lessons, including assessment preparation lesson, assessment lesson and feedback lesson).</p> <p>The aim of this unit is to make religion relevant to students. In this thematic unit, students explore different key beliefs/ ways people practice their religion, linking them to Cockburn.</p> <ul style="list-style-type: none"> - Key word lesson – to ensure students are using correct religious terminology e.g. Salah. - Five pillars of Islam, what they are/ involve/ which pillar is the hardest to follow at Cockburn/ how could Cockburn support a Muslim to follow the five pillars. - 5K's, what they are. Should a Sikh be able to carry the kirpan at Cockburn? How a Sikh may face discrimination. - Kosher food laws – Can my Jewish friend eat school dinners? Looking at if an Orthodox Jew could eat at MacDonald's? - Muslim food laws – Can my Muslim friend eat school dinners at Cockburn. - Linking the serving of fish on a Friday to the crucifixion. - Rules of Shabbat – why a Jewish student couldn't do their homework on a Saturday. 		<p>What is The Old Testament?</p> <p>(10-12 lessons, including assessment preparation lesson, assessment lesson and feedback lesson).</p> <p>The aim of this unit is for student to gain an understanding of the Old Testament. This includes knowing and understanding some of the key concepts/narratives/knowledge and also linking it the influence it has on Christians and Jews and wider culture today</p> <ul style="list-style-type: none"> -Key word lesson to make sure students know and use religious terminology correctly e.g. Old/New Testament, Tanakh -Why the Bible is important, why is it so influential for so many people today -The Creation story-What happens in this narrative? What is its message? Is it literal or metaphorical? -Key narratives and their meaning and influence e.g. Cain and Abel, Abraham, Moses - Interpretation skills when reading sacred texts 	<p>What is The New Testament?</p> <p>10-12 lessons, including assessment preparation lesson, assessment lesson and feedback lesson).</p> <p>This unit follows on from the previous unit and gets students to explore, analyse, understand and evaluate key selected parts of the New Testament (NT) Is with the previous units the aim is for students to know and understand the key concepts/knowledge and narratives. The majority of these involve looking at some of the most influential portions of the gospels so that students gain knowledge and understanding of the text but also reflect and evaluate how these narratives influence Christian, and wider cultural, beliefs and practices today. This prepares students for GCSE RS which takes a deeper look into the beliefs and practices of Christianity.</p> <ul style="list-style-type: none"> -Key word lesson to make sure students know and use religious terminology correctly -How the OT and NT are different, why it is only Christians who use the NT -An exploration of the key events in the life of Jesus in the gospels, including his birth, miracles, parables and the passion story - Lesson learning the skills needed to write about the NT in a scholarly fashion 	
<p>*Recovery: Essential Knowledge from KS2 previous term that needs revisiting. (only valid for NC subjects)</p>						
<p>Assessment:</p>	<p>Section 1 - 20 basic one mark questions testing key religious terminology e.g. what is the Jewish place of worship called?</p> <p>Section 2 – 24 marks testing students learning from religion and learning about religion. Students explain and evaluate.</p>	<p>Two sections. One section tests knowledge from the first unit. One section tests knowledge from this unit.</p> <p>Both sections test learning from religion and learning about religion.</p> <p>Both sections are out of 24 marks.</p>		<p>3 short answer questions checking students recall of key knowledge. Longer written question checking their knowledge and skills of interpretation and scholarly writing</p>	<p>-10 short answer questions checking recall of key facts, 5 questions checking recall from previous unit</p> <p>- Long form written questions checking knowledge and interpretation skills. Longer form question comparing NT to OT (knowledge from previous unit)</p>	

Recovery Curriculum Overview for Year 8

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>What is a rite of passage?</p> <p>(10-12 lessons, including assessment preparation lesson, assessment lesson and feedback lesson).</p> <ul style="list-style-type: none"> -Key word lesson, revisiting past terminology from Year 7 and introducing new vocab. -Rites of passage in general and what they are. Getting students to reflect on their own life and what they want to achieve. -Baptism – what happens/ symbolism/ importance. -Brit Milah – what happens/symbolism/ importance. -Aqiqah– what happens/symbolism/ importance. -Comparing and contrasting the three birth ceremonies throughout. 	<p>Is marriage still important?</p> <p>(10-12) lessons, including assessment preparation lesson, assessment lesson and feedback lesson).</p> <ul style="list-style-type: none"> • Looking at why people still marry in contemporary Britain and why some people choose to cohabit. • Christian marriage ceremony – purpose/ what happens/ symbolism/ importance. • Muslim marriage ceremony/ purpose/ what happens/ symbolism/ importance. • The difference between an arranged and forced marriage. Addressing misconceptions. Students know where to go for help. • Comparing and contrasting different wedding ceremonies throughout. 	<p>What is a moral decision?</p> <p>(6-8) lessons, including assessment preparation lesson, assessment lesson and feedback lesson).</p> <ul style="list-style-type: none"> - Students look at what a moral dilemma is. - Explore if eating meat is right/ wrong/ the reasons people don't eat meat/ links to factory farming. Ethical decisions about what meat to buy. - Exploring if conflict is right – introducing the ideas of situation Ethics – basing decisions on the most loving thing to do. - Looking at the story of the Fall – linking to freewill/ original sin and moral evil. - Exploring John Pridmore and his conversion and how his life changed/ how he changed how to make decisions and why. - Exploring forgiveness focusing on case studies – linking specifically to forgiveness and Christianity. 	<p>Who are the inspirational figures in a religion?</p> <p>(6-8) lessons, including assessment preparation lesson, assessment lesson and feedback lesson).</p> <p>The aim of this unit is for students to investigate the life, belief and teachings, of a variety of selected figures from a variety of religious backgrounds. The aim is for students to go beyond learning about the actions of key figures and looking at how their religious beliefs inspired them and how they practiced their faith.</p> <ul style="list-style-type: none"> - Figures and their beliefs explored include Martin Luther King, Gandhi, Dalai Lama, Malala Yousufzai 		
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<ul style="list-style-type: none"> - Holy books - Religious symbols - Religious stories as the basis for religious practice, i.e. the link between Abraham and circumcision. 	<ul style="list-style-type: none"> - Religion and social cohesion - Religious stories - Religious ethics - Christian creation story 	<p>None. New religion being studied. However, disciplinary skills will need revisiting: -evaluating</p>			
<p>Assessment:</p>	<p>Rites of passage Rites of passage Marriage</p>	<p>Rites of passage Marriages Moral decisions Rites of passages Marriages Moral decisions Creation narratives</p>	<p>Rites of passages Marriages Moral decisions Creation narratives</p>			

Recovery Curriculum Overview for Year 9

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Christian Beliefs – Section 1 – Paper 1. <ul style="list-style-type: none"> - Exploring the nature of God e.g. omnipotence, just etc. - Key beliefs about the oneness of God and the Trinity. - Christian beliefs about creation and different interpretations. - The incarnation and the belief in Jesus as the Son of God. - The crucifixion. - The resurrection and Ascension. - The afterlife and judgement, linking to key parables. - Heaven/ Hell/ Purgatory. - Sin and Salvation. - The role of Christ in Salvation. 		Christian Practices – Section 2 –Paper 1. <ul style="list-style-type: none"> - Worship/ Liturgical/ non liturgical. - Prayer –formal and informal. - Baptism – infant and believers. - Sacraments in general. - Holy Communion and how different denominations celebrate it. - Pilgrimage-focusing on Lourdes and Iona. - Celebrating festivals e.g. Christmas and Easter. - The role of the Church in the local community e.g. street pastors and food banks. - The place of mission and evangelism. - The importance of the worldwide Church. - Reconciliation, focusing on the work of Desmond Tutu and the Corrymeela project. - Christian persecution. - The Church’s response to world poverty. 		Muslim Beliefs – Section 3 – Paper 1. <ul style="list-style-type: none"> - The Oneness of God and the supremacy of God’s will. - Key beliefs of Sunni and Shi’a Islam. - The nature of God -99 names for God. - Angles, role and purpose. - Predestination. - Life and death - Barzack. - Prophethood and Adam. - Ibrahim – two key stories. - Muhammad and the Imamate. - The holy books in Islam. 	
Recovery: Essential Knowledge from previous term that needs revisiting.	Content from year 8 / home learning: -Nature of God	- Content from year 8 / home learning: -Life of Jesus	Content from year 8 / home learning: -Christian sacraments -Marriage	Content from year 8 / home learning: -Role of charity -Role of religion in social cohesion	Content from year 8 / home learning: -Five pillars -Muslim pilgrimage	Content from year 8 / home learning: -Religious stories – the role of prophets
Assessment:	Assessment on Christian Beliefs, 5 distinct styles of questions.		Two sections one on Christian beliefs and one on Christian practices. Each section has 5 questions.		Three sections - Christian beliefs, Christian practices and Islam beliefs. Each section has 5 questions	

Recovery Curriculum Overview for Year 10

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Christian Practices – Section 2 –Paper 1.</p> <ul style="list-style-type: none"> • Pilgrimage-focusing on Lourdes and Iona. • Celebrating festivals e.g. Christmas and Easter. • The role of the Church in the local community e.g. street pastors and food banks. • The place of mission and evangelism. • The importance of the worldwide Church. • Reconciliation, focusing on the work of Desmond Tutu and the Corrymeela project. • Christian persecution. • The Church’s response to world poverty. <p>Islam beliefs</p> <ul style="list-style-type: none"> • The Oneness of God and the supremacy of God’s will. • Key beliefs of Sunni and Shi’a Islam. • The nature of God -99 names for God. • Angles, role and purpose. • Predestination. 		<p>Islam beliefs</p> <ul style="list-style-type: none"> • Life and death - Barzack. • Prophethood and Adam. • Ibrahim – two key stories. • Muhammad and the Imamate. • The holy books in Islam. <p>Islam practices</p> <ul style="list-style-type: none"> • The Five Pillars of Islam. • The Ten Obligatory Acts and the Shahadah. • Salah – the daily prayers. • Sawm: fasting during Ramadan. • Zakah: Almsgiving. • Hajj – Pilgrimage. • Lesser and Greater Jihad. • The festivals of Id-ul-Fitr and Id-ul-Adha. • The festival of Ashura. 		<p>Relationships and families</p> <ul style="list-style-type: none"> • Human sexuality. • Homosexuality. • Sex before marriage. • Contraception and family planning. • Marriage. • Divorce/ annulment/ remarriage. • Nature and purpose of families in the 21st Century. • Gender equality. <p>Religion and life</p> <ul style="list-style-type: none"> • 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 animals. • Abortion. • Euthanasia. • Death and the afterlife. 	
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<ul style="list-style-type: none"> - Incarnation - Atonement - Crucifixion - Eschatology / after life 	<ul style="list-style-type: none"> - Normative Christian ethics; situation - Biblical ethics 				
<p>Assessment:</p>	<p>Four sections - Christian beliefs, Christian practices, Islam beliefs and Islam Practices.</p> <p>Each section has 5 questions</p>		<p>Assessment on Relationships and Families.</p> <p>5 distinct styles of questions.</p>		<p>Two sections one on Relationships and Families and one on Religion and Life</p> <p>Each section has 5 questions</p>	

Recovery Curriculum Overview for Year 11

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Peace and Conflict Paper 2 Section 4</p> <p>This theme is explored from a Christians and Muslim perspective and a worldview perspective. However the focus is Christianity as it is the main religious tradition in the UK. For each issue, students learn about the issue, the different Christian and Muslim attitudes and Non-religious attitude.</p> <ul style="list-style-type: none"> -Introduction to religion, peace and conflict. -Violent protest and terrorism. -Reasons for war. -Nuclear war and weapons of mass destruction. -The just war. -Holy War and religion as a cause of violence. -Pacifism and peace –making. -Religious responses to victims of war 	<p>Crime and Punishment – Section 5 – Paper 2.</p> <p>This theme is explored from a Christians and Muslim perspective and a worldview perspective. However the focus is Christianity as it is the main religious tradition in the UK. For each issue, students learn about the issue, the different Christian and Muslim attitudes and Non-religious attitude.</p> <ul style="list-style-type: none"> - Reasons for crime. - Religious attitudes to lawbreakers and different types of crime. - Three aims of punishment, deterrence, reformation, retribution. - Religious attitudes to causing suffering to others. - Religious attitudes to the treatment of criminals – prison, corporal punishment and community service. - Forgiveness. - Death penalty. 	<p>Revision focused on Preparing for PPE on paper 2.</p> <p>Students will have two lessons on each section from paper 2. One lesson will be an overview of the learning from the unit. The other will be the application of the knowledge. Students will then practice exam questions and applying subject knowledge. They will the practise making links with subject knowledge.</p> <p>The revision will focus on the following units.</p> <ul style="list-style-type: none"> - Relationships and Families. - Religion and Life. - Peace and Conflict. <p>Crime and Punishment.</p>	<p>Revision focused on paper 1.</p> <p>Students will have two lessons on each section from paper 1. One lesson will be an overview of the learning from the unit. The other will be the application of the knowledge. Students will then practice exam questions and applying subject knowledge. They will the practise making links with subject knowledge.</p> <p>The revision will focus on the following units.</p> <ul style="list-style-type: none"> - Christian Beliefs - Christian Practices. - Islam Beliefs. <p>Islam Practices</p>	<p>Interleaved revision on Paper 1 and Paper 2.</p> <p>Students will have lessons that have a theme e.g. Christianity is based on love and forgiveness. They will then be link their subject knowledge.</p> <p>Love and Forgiveness Links</p> <ul style="list-style-type: none"> - Crucifixion - Resurrection - Holy Communion - Baptism - Sacraments - Parables – Prodigal son. - Life after death. - Abortion - Euthanasia - Divorce - Contraception - War - Reformation <p>Revision of Paper 1 and Paper 2</p> <ul style="list-style-type: none"> - Walking talking mocks. - Overview sheets - Focus on tricking concepts e.g. Imamate. 	

<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<p>Peace and Conflict Paper 2 Section 4</p> <p>This theme is explored from a Christians and Muslim perspective and a worldview perspective. However the focus is Christianity as it is the main religious tradition in the UK. For each issue, students learn about the issue, the different Christian and Muslim attitudes and Non-religious attitude.</p> <ul style="list-style-type: none"> - Introduction to religion, peace and conflict. - Violent protest and terrorism. - Reasons for war. - Nuclear war and weapons of mass destruction. - The just war. - Holy War and religion as a cause of violence. - Pacifism and peace – making. - Religious responses to victims of war 	<p>Crime and Punishment – Section 5 – Paper 2.</p> <p>This theme is explored from a Christians and Muslim perspective and a worldview perspective. However the focus is Christianity as it is the main religious tradition in the UK. For each issue, students learn about the issue, the different Christian and Muslim attitudes and Non-religious attitude.</p> <ul style="list-style-type: none"> - Reasons for crime. - Religious attitudes to lawbreakers and different types of crime. - Three aims of punishment, deterrence, reformation, retribution. - Religious attitudes to causing suffering to others. - Religious attitudes to the treatment of criminals – prison, corporal punishment and community service. - Forgiveness. - Death penalty. 	<p>Revision focused on Preparing for PPE on paper 2.</p> <p>Students will have two lessons on each section from paper 2. One lesson will be an overview of the learning from the unit. The other will be the application of the knowledge. Students will then practice exam questions and applying subject knowledge. They will practise making links with subject knowledge.</p> <p>The revision will focus on the following units.</p> <ul style="list-style-type: none"> - Relationships and Families. - Religion and Life. - Peace and Conflict. <p>Crime and Punishment.</p>	<p>Revision focused on paper 1.</p> <p>Students will have two lessons on each section from paper 1. One lesson will be an overview of the learning from the unit. The other will be the application of the knowledge. Students will then practice exam questions and applying subject knowledge. They will practise making links with subject knowledge.</p> <p>The revision will focus on the following units.</p> <ul style="list-style-type: none"> - Christian Beliefs - Christian Practices. - Islam Beliefs. <p>Islam Practices</p>	<p>Interleaved revision on Paper 1 and Paper 2.</p> <p>Students will have lessons that have a theme e.g. Christianity is based on love and forgiveness. They will then be link their subject knowledge.</p> <p>Love and Forgiveness Links</p> <ul style="list-style-type: none"> - Crucifixion - Resurrection - Holy Communion - Baptism - Sacraments - Parables – Prodigal son. - Life after death. - Abortion - Euthanasia - Divorce - Contraception - War - Reformation <p>Revision of Paper 1 and Paper 2</p> <ul style="list-style-type: none"> - Walking talking mocks. - Overview sheets <p>Focus on tricking concepts e.g. Imamate.</p>	
<p>Assessment:</p>	<p>Three sections - Relationships and families, Religion and Life and Peace and Conflict.</p> <p>Each section has 5 questions</p>	<p>Four sections - Relationships and families, Religion and Life Peace and Conflict, Crime and Punishment.</p> <p>Each section has 5 questions</p>	<p>Practising/ breaking down a variety of questions.</p>	<p>Practising/ breaking down a variety of questions.</p>	<p>Practising/ breaking down a variety of questions</p>	