

Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
Topic- Creation and covenant	Topic- Prophecy and Promise	Topic- Galilee to Jerusalem	Topic- Desert to Garden	Topic-To the ends of the earth	Topic-Encounter (Hinduism)
Concepts	Concepts	Concepts	Concepts	Concepts	Concepts
Creation, nature of God, Revelation, nature of humanity, stewardship, dominion, Catholic Social Teaching.	Communication, promise, agreement, interpretation, religious practice	Incarnation, Jesus, Son of God, prayer, nature of God.	Sacrament, Eucharist, Mass, religious practice, prayer, Jesus, son of God, sacrifice, sin, interpretation.	Revelation, Holy Spirit, sacraments, scripture, guidance, trinity, body of christ	Nature of God, karma, symbolism, religious practice, faith in action
Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding
<p>We learn about God's nature and how to live through the Bible which is God's word.</p> <p>The way we treat the world is influenced by beliefs on where the world has come from.</p> <p>The way we treat the world is in direct correlation with how we treat each other. This is guided by CST.</p>	<p>God has communicated with the world to make agreements.</p> <p>Christians interpret the messages God has communicated in the Bible in different ways.</p> <p>The way the scripture is interpreted leads to different Christian practices.</p>	<p>Jesus is the son of God and the incarnation.</p> <p>Christians can learn what God is like through the life of Jesus.</p> <p>Christians communicate with God through prayer.</p>	<p>Jesus' death was a sacrifice for us and our sins, we celebrate this during the eucharist.</p> <p>The eucharist is the central part of the Mass and a sacrament celebrated as a religious practice.</p> <p>There are different interpretations of what the eucharist physically is.</p>	<p>The Holy Spirit is part of the Trinity that provides guidance for Christians to live out their role as the Body of Christ.</p> <p>The role of the Holy Spirit is presented in scripture including in the creation accounts, in the creed and in Luke's Gospel.</p> <p>We experience the gifts of the Spirit in the sacraments including that of confirmation.</p>	<p>Hindus believe that God is one but can be depicted in many forms which help them understand the nature of God. Many of the Gods and Goddesses have symbols which teach us about God's nature.</p> <p>Hindus believe in karma, actions have reactions. They put their faith into action and perform religious practices to build up good karma.</p>

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Knowledge based assessment including keywords and understanding of the key concepts of revelation, creation and stewardship.	Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts. Pupils will be assessed on their understanding of what revelation is and what scripture is which will be revisited and embedded from the previous unit.	Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts, the incarnation, the trinity and the importance of Jesus. Pupils will be assessed on their knowledge of prayer and revelation which will be reviewed and further embedded in this unit.	Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts.	Knowledge and skills assessment. Pupils will use their knowledge to write a piece of extended writing in the form of an artistic review of expressions of the Holy Spirit. Pupils will show their understanding of what the Holy Spirit is and draw on prior knowledge of how art is used to express beliefs.	Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts including dharma, karma, reincarnation.
Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit
Pupils will have learnt that Christians believe that the world has come from God in primary school. Pupils will be aware that the bible is the holy book for Christians.	Revisiting the idea of revelation and the importance of the Bible from HT1.	Revisiting and building on pupils' understanding of who Jesus is and why he is important to Christians. Revisiting prayer from HT2 when pupils learn about the rosary as an aid to prayer.	Nature of Jesus links to the nature of God from HT1 and the understanding that different groups of Christians interpret things differently.	Links back to the creation story from HT1. Links to the nature of God HT1 and the nature of Jesus HT3 when looking at the Trinity. Links to sacraments from HT4.	Revisiting the definition of monotheism. How can God be one but have more than one form links with Christian ideas of the trinity. How do our actions have consequences, make links from Christian ideas about life after death to Hindu beliefs.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
Topic- Why is prejudice incompatible with the Christian faith?	Topic- What is Christian vocation?	Topic- How can we experience God in our faith?	Topic- What does Jesus teach us about suffering?	Topic- Is it important to follow in the footsteps of our role models?	Topic- How are Christianity and Islam more similar than different?
Concepts	Concepts	Concepts	Concepts	Concepts	Concepts
Prejudice, discrimination, equality, CST, Bible, faith in action, role models.	Vocation, calling, mission, Church as the Body of Christ, servanthood, faith in action.	Sacraments, scripture, difference, interpretation, faith in action.	Suffering, free will, sin, love, sacrifice, salvation, Jesus, celebration.	Faith in action, martyr, saint, role models, scripture, sacrifice, love, pilgrimage, miracles	Scripture, tradition, messengers, interpretation, faith in action
Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding
<p>Prejudice and discrimination leads to a lack of equality.</p> <p>The Bible teaches that equality is what God wants for all people, this inspires Christians to put faith into action and stand up for equality.</p> <p>We can follow our role models who have challenged inequality and upheld the values of CST putting their faith into action.</p>	<p>Vocation is a calling from God, all members of the Church as the body of Christ have their own role which helps to achieve the shared mission.</p> <p>We are called to servanthood in our lives and should follow Jesus' example in fulfilling the mission.</p>	<p>The sacraments help us to experience God in our faith.</p> <p>The origins of the sacraments can be found in scripture which can be interpreted differently.</p> <p>The different interpretations mean that there are different religious practices of the sacraments.</p>	<p>Suffering is a result of humans misusing their free will and committing sin.</p> <p>Jesus loves humanity and suffered as a sacrifice for our sin so we can achieve salvation.</p> <p>We remember and celebrate Jesus' sacrifice at Easter.</p>	<p>Pilgrimage is a sacred journey in which believers put faith into action following the footsteps of their role models including Jesus, saints and martyrs.</p> <p>Visiting the Holy Land allows believers to connect with scripture and understand Jesus' love and sacrifice more clearly.</p> <p>Miracles are possible through God and show his love and power.</p>	<p>Many of the messengers (prophets) are shared in Christianity and Islam meaning that there are similarities in belief.</p> <p>Messages from the same prophets may be interpreted differently which leads to differences in belief and how faith is put into action.</p>

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<p>Assessment of knowledge and skills. Pupils will reflect on the Christian attitude towards discrimination. They will be assessed on their knowledge of what discrimination is including examples and application of Christian teachings to such issues.</p>	<p>Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts including what vocation is and how different role models have followed their vocation. Pupils will be assessed on their knowledge of saints which will be revisited and embedded in this unit.</p>	<p>Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts. Pupils will show knowledge of the different sacraments and their importance. They will be assessed on divergent views towards sacraments which will allow them to draw in prior knowledge of divergence within the Church.</p>	<p>Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts including salvation and Easter. Pupils will be able to draw on prior knowledge of the importance of scripture and the nature of God.</p>	<p>Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts including pilgrimage, miracles and religious experience. Pupils will also be assessed on their knowledge of role models in the faith (saints) which will be revisited and embedded.</p>	<p>Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts including prophets, Holy books and religious practice. Pupils will be able to draw on proper knowledge of the significance of Holy books and their knowledge of the contents of the Christian Bible.</p>
Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit
<p>Prior knowledge of how Christians believe we should treat each other. Revisit the nature of God and the importance of putting faith into action. Revisit the importance of scripture in guiding Christians.</p>	<p>Revisiting the belief in the Church as the Body of Christ and the importance of faith in</p>	<p>Prior knowledge of sacraments generally and building on knowledge of the sacrament of the eucharist and confirmation from year 7. Revisiting differences between how christians interpret scripture and practise their faith.</p>	<p>Revisiting and building on pupils' understanding of the nature of God and the person of Jesus.</p>	<p>Links with vocation, building on pupils knowledge of faith in action and differences between how different denominations put their faith into action. Links with revelation from year 7.</p>	<p>Prophethood links to and builds on pupils' understandings of revelation. Pupils will develop knowledge on different faiths linking to the world faith studied in year 7.</p>

Year 9					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
Topic- What is a Christians responsibility towards the world?	Topic- What is Pope Francis' vision for the world?	How does the belief that life is from God impact Christians?	Topic- How does Jesus save us from sin?	Topic- What do Christians believe happens when we die?	Topic- What does it mean to be Jewish?
Concepts	Concepts	Concepts	Concepts	Concepts	Concepts
Imago Dei, stewardship, dominion, conservation, faith inaction, responsibility, CST	Hope, Sin, forgiveness, faith in action, communication, interpretation, love, equality, imago dei, scripture, authority, CST	Creation, love, imago dei, interpretation, faith in action, scripture, equality, justice, CST, sanctity of life	Salvation, suffering, communication, promise, prophecy, covenant, incarnation	Salvation, judgement, nature of God, communication, community, faith, love, justice.	Covenant, identity, faith in action, scripture, community, celebration
Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding
Humans are created in the image of God, we have a special role in the world and must care for it.	<p>Pope Francis is the leader of the Church, he thinks the way we treat each other is important. He has communicated his thoughts in an encyclical calling for action.</p> <p>There is a great deal of sin in the world that leads to suffering. Christians have a duty to treat each other with quality and show love in all that they do.</p>	<p>Life is an essential part of God's creation, humans are made imago dei so Christians believe in the sanctity of life and that all life is equal.</p> <p>Christians have a responsibility to put their faith into action when making moral decisions and these should be guided by love.</p> <p>Some decisions are</p>	<p>Suffering in the world has come from humans creaking their covenant with God.</p> <p>God loves his people so communicates and makes covenants with prophets.</p> <p>Eventually God sends the incarnation as a means of salvation.</p>	<p>Christians believe in life after death.</p> <p>The Church on Earth is connected with the Church in heaven and the Church repentant.</p>	<p>Judaism is a monotheistic religion based on a covenant relationship with God expressed through scripture.</p> <p>Judaism is an identity and not all Jewish people practise their religion in the same way.</p> <p>Communities celebrate their religion by putting faith into action and celebrating rituals and</p>

		difficult and not all Christians will have the same belief of what is the best thing to do. This is often due to different interpretations of what is the most loving and just.			festivals.
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts of stewardship and creation. Pupils will be assessed on prior knowledge of the creation stories in the bible which have been reviewed and embedded in the unit of study.	Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts including fraternity and solidarity. Pupils will be assessed on prior knowledge of who the pope is which has been reviewed and embedded and knowledge of how Christians believe that we should treat each other.	Knowledge and skills assessment. Pupils will produce an extended piece of writing in response to the question; "How does the belief that life is sacred impact Christians?" The answer should draw in their knowledge on where life comes from, why it is important, how it should be treated and consider a variety of views and the reasons why there are differences in views.	Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts including prophecy, sin and salvation. Pupils will be assessed on the nature of God which will be reviewed and embedded in the unit of study.	Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts of judgement, afterlife and communion of the Church. Pupils will be assessed on prior knowledge of salvation which will be reviewed and embedded to understand significance for Christians today.	Keyword and knowledge assessment at the end of the unit focused on understanding of key concepts including covenant, religious practice and ritual. Pupils will be assessed on prior knowledge of covenants and the nature of God prophecy.
Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit
Revisiting creation accounts studied in year 7.	Building on christian teachings on discrimination and how	Building on knowledge of creation and linking this to morality. Drawing in	Builds on knowledge of revelation, prophets (y8 HT6) and understanding	Build on knowledge of the nature of God. Links to the church as the Body	Prophethood, how many of the prophets are the same. Scripture, makeup

	we should treat our neighbour (y8)	knowledge of the person of Jesus and the importance of following his example. Understanding of Church structure including magisterium (HT2 Y7 and 8) the understand importance of teachings from the Church for Catholics.	of sin and suffering from year 8.	of Christ from Y7 and 8. Drawing on knowledge of suffering from Y8 &9 HT4	of the bible and knowledge of the Tenakh from Y7HT2.
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Year 10					
Autumn 1	Autumn 2	Spring 1- first 3 weeks of spring 2		Spring 2 (from 4th week runs into summer 1)	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
Topic- What do Jewish people believe?	Topic- How do Jews practise their religion?	Topic- What do Catholics believe?		Topic - What has authority in the Catholic Church?	Topic- How do Catholics practise their faith?
Concepts	Concepts	Concepts	Concepts	Concepts	Concepts
Communication, belief, tradition,	Tradition, law. Belief, celebration, religious practise	Belief, interpretation, authority, love		Authority, instruction, community, interpretation.	Interpretation, celebration, tradition, religious practise
Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding
Jewish people believe	Jewish people live out	Catholics believe in one		There are many sources	Catholics practise their

<p>that the Torah communicates God's message including laws to follow.</p> <p>Jewish People believe in One God who has communicated through prophets.</p>	<p>their faith in a variety of ways.</p> <p>There are many celebrations and customs that are important to Jewish people that help them remember their history and unite them as a community.</p>	<p>God who appears in three persons.</p> <p>God loves the world and has communicated his plan for salvation culminating in Jesus as the incarnation.</p> <p>Christians believe that this life is not the end and that the afterlife will depend on God's judgement.</p>		<p>of authority in the Catholic Church.</p> <p>The sources of authority in the Church help Catholics to live a good life and follow God's will.</p>	<p>faith in a number of ways, these are not always the same as other Christians.</p>
<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>
<p>Pupils will complete an evaluation style assessment at the mid point in the half term which will allow them to demonstrate their knowledge of the importance of each covenant and how these are relevant to Jews today.</p> <p>At the end of the unit pupils will complete one of each style of assessment questions (a, b, c and d) These will assess pupils knowledge and application of;</p> <ol style="list-style-type: none"> 1. The 10 	<p>At a mid point in the unit pupils will complete an Explain question on the importance of the food laws.</p> <p>At the end of the unit pupils will complete one of each style of assessment questions (a, b, c and d) These will assess pupils knowledge and application of;</p> <ol style="list-style-type: none"> 1. Shabbat 2. Synagogue services 3. Brit Milah 4. Festivals 	<p>At a mid point in the unit pupils will complete an explain question on the incarnation.</p> <p>At the end of the unit pupils will complete one of each style of assessment questions (a, b, c and d) These will assess pupils knowledge and application of;</p> <ol style="list-style-type: none"> 1. The trinity in the bible 2. Humans role in creation (stewardship) 3. The Trinity 4. The paschal mystery 		<p>Pupils will complete an evaluation style assessment at the mid point in the half term which will allow them to demonstrate their knowledge of the importance of Mary and refer to divergent views.</p> <p>At the end of the unit pupils will complete one of each style of assessment questions (a, b, c and d) These will assess pupils knowledge and application of;</p> <ol style="list-style-type: none"> 1. The marks of the Church 2. Vatican II 	<p>Pupils will complete an evaluation style assessment at the mid point in the half term which will allow them to demonstrate their knowledge of the importance of Sacraments and refer to divergent views.</p> <p>At the end of the unit pupils will complete one of each style of assessment questions (a, b, c and d) These will assess pupils knowledge and application of;</p> <ol style="list-style-type: none"> 1. Popular piety 2. CST

<p>commandments</p> <ol style="list-style-type: none"> 2. The sanctity of life 3. The importance of the mitzvot 4. The importance of covenants. 				<ol style="list-style-type: none"> 3. Mary 4. Sources of ethical decision making including the Bible. 	<ol style="list-style-type: none"> 3. Evangelism 4. Pilgrimage
<p>Review/ Revisit</p>	<p>Review/ Revisit</p>	<p>Review/ Revisit</p>	<p>Review/ Revisit</p>	<p>Review/ Revisit</p>	<p>Review/ Revisit</p>
<p>Retrieval practise starters in all lessons to embed knowledge. Revisiting concepts learnt in year 9 - covenants, where monotheism began. Judaism- what are the main beliefs of Judaism and building on these.</p>	<p>Retrieval practise starters in all lessons to embed knowledge. Pupils will build on the knowledge of Jewish beliefs from Autumn 1 and be able to link these beliefs to religious practices.</p>	<p>Retrieval practise starters in all lessons to embed knowledge. Pupils will revisit and build on Ks2/ks3 knowledge of what the main catholic beliefs are, who the persons of the trinity are, their role and importance. Revisit stewardship including reference to laudato si (year 7 &9)</p>		<p>Retrieval practise starters in all lessons to embed knowledge. Pupils will build on knowledge of what the bible is, how different christian groups interpret the bible (year 7) Build on knowledge of role models in the Church (year 8)</p>	<p>Retrieval practise starters in all lessons to embed knowledge. Year 8- how can we experience God in our faith, following in the footsteps of our role models. Links to Christian beliefs about the nature of God and how to achieve salvation.</p>

Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 (Exams begin 3rd week)	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
Topic- how do Catholics express their faith?	Topic- Does God exist?	Topic- How do Catholic views on relationships compare to others in the 21st century?	Revisiting and embedding knowledge, making links between multiple areas of the syllabus. (Jewish beliefs and practices pre mock. Catholic beliefs and sources of authority post mock)	Revisiting and embedding knowledge, making links between multiple areas of the syllabus. How do Catholics show their faith? What does it mean to be a Catholic Christian?	N/A
Concepts	Concepts	Concepts	Concepts	Concepts	Concepts
Expression, interpretation, faith, symbolism.	Belief, faith, authority, interpretation, evidence	Love, interpretation, authority, family, support	Authority, Religious Practices, salvation, interpretation, celebration	Authority, Religious Practices, salvation, interpretation, expression, celebration.	
Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding
Catholics show faith in God in many ways such as art, music and drama. Art has layers of meaning which can reveal truths	Catholics believe that there is evidence that suggests God must exist. Atheists look to science to explain events that	Catholics believe that sexual relationships should be exclusive to marriage between a man and a woman with the purpose of uniting them	The way different Jewish groups interpret authority and maintain tradition causes differences in how the faith is practised and	Catholics express their faith in the way that they live their lives.This includes celebrations, religious rituals and practices and in artistic	

<p>about God and faith. For Catholics these are useful in educating and expressing faith.</p> <p>Some Christians believe that depicting God and the saints in artistic form can both be distracting and disrespectful.</p>	<p>religious people attribute to God.</p>	<p>and open to the creation of new life. Any relationships outside of this are not accepted by the Church.</p> <p>Marriage is a sacrament which can not be ended by any earthly power. Individuals and the Church have a responsibility to keep families together as this is the ideal place to raise children.</p> <p>Some Christians and non religious people disagree with the Catholics definition of marriage and when sexual relationships are permitted.</p>	<p>celebrated. What Jewish people believe impacts the way they live their lives.</p> <p>The beliefs that different Christian groups hold to be true impacts the way that they practise and celebrate their religion as well as the moral decisions that they make.</p> <p>Catholics have numerous sources of authority which can guide them to salvation. The benefits of these sources of authority can be seen as more or less valid by individuals.</p>	<p>forms.</p> <p>Catholics are guided in how to act by numerous sources of authority. Not all Christians agree on how best to show faith in God.</p> <p>The religious practices that Christians participate in lead to salvation, this is made possible through the incarnation.</p>	
<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>
<p>AfL in lessons including questioning, mini whiteboards, hinge questions, mini quizzes. Past exam questions will be used to assess pupils on their skills and knowledge.</p>	<p>AfL in lessons including questioning, mini whiteboards, hinge questions, mini quizzes. Past exam questions. Mock. full past paper (paper 1 Catholic Christianity 50% of GCSE)</p>	<p>AfL in lessons including questioning, mini whiteboards, hinge questions, mini quizzes. Past exam questions will be used to assess pupils on their skills and knowledge.</p>	<p>AfL in lessons including questioning, mini whiteboards, hinge questions, mini quizzes. Past exam questions. Mock. full past papers (paper 2 Judaism & 3 Philosophy and ethics 50% of GCSE)</p>	<p>AfL in lessons including questioning, mini whiteboards, hinge questions, mini quizzes. Past exam questions will be used to assess pupils on their skills and knowledge.</p>	

Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit
<p>Retrieval practice starter activities. Revisiting exam technique throughout. Linking Catholic beliefs and teachings to how they are expressed in artistic forms.</p>	<p>Retrieval practice starter activities. Revisiting exam technique throughout. Linking Catholic beliefs and teachings and sources of authority to support evidence of God's existence.</p>	<p>Retrieval practice starter activities. Revisiting exam technique throughout. Linking Catholic beliefs and teachings to how these impact the moral decisions around families and relationships. Linking the understanding of various interpretations of religious sources of authority to different beliefs.</p>	<p>Retrieval practice starter activities. Focus on exam technique and drawing together knowledge acquired over the course of study so far to provide evaluation showing a deep understanding.</p>	<p>Retrieval practice starter activities. Focus on exam technique and drawing together knowledge acquired over the course of study so far to provide evaluation showing a deep understanding.</p>	