

# St Thomas More RC College



## Long-Term Plan

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
	Topics to be covered:	<b>STM and Belonging</b>	<b>Missions</b>	<b>Sacraments</b>	<b>Lent and Easter</b>	<b>Parables</b>	<b>Hinduism</b>
Year 7	Skills to be developed:	<p>Year 7 starts with an introduction to exam format skills. All students will be given a full outline of GCSE exam style questioning. Define, Describe, Explain and Discuss.</p> <p>Students will develop their literacy skills with key concepts/terms and their definitions. These concepts will develop in challenge throughout the year.</p> <p>Pupils will progress and learn describe skills and the importance of giving key facts and the impact of those facts. Pupil progression will be developed further with the introduction of explain skills – here pupils will be taught how to expand their descriptions by giving evidence and examples – explanation skills will focus on strengthening the answering of WHAT, WHY and HOW questions with the support of wisdom and authority and specialist language. The final skill developed in RE is that of discussion, here pupils will be taught the value of developing fully rounded and explained opinions with relevant evidence, they will develop reflective skills by analysing various viewpoints from both religious and non- religious perspectives. The skill will be further enhanced through the use of connectives and judgement statements along with social, moral and cultural evidence. ALL YEARS DEVELOP BIBLICAL/RELIGIOUS REFLECTION SKILLS THROUGHOUT.</p>					
	Key assessments taking place:	<p><b>DESCRIBE</b> Describe Thomas More as a man of conscience</p>	<p><b>EXPLAIN</b> Explain how Jesus treated outcasts.</p>	<p><b>DISCUSS</b> 'Baptism is the most important Sacrament'</p>	<p><b>EXPLAIN</b> Explain the importance of Lent for Catholics</p>	<p><b>EXPLAIN</b> Explain two parables teachings about forgiveness</p>	<p><b>END OF YEAR EXAMS</b></p>
	Key vocab	<p>UNIT CONCEPTS = Belonging, responsibility, commitment, communication, conscience, communion, saint, community, initiation.</p>	<p>UNIT CONCEPTS = Bible, Incarnation, Gospel, Evangelist, Missions, Outcast, Trinity, Neighbour, Imago Dei.</p>	<p>UNIT CONCEPTS = Anoint, Church/church, Sacraments, Initiation, Vocation, Healing</p>	<p>UNIT CONCEPTS = Paschal, Charity, Eucharist, Inspiration, Liturgical, Responsibility, Resurrection, Temptation, Lent.</p>	<p>UNIT CONCEPTS = CST, fable, Forgiveness, Parable, Prodigal, Moral, Talent.</p>	<p>UNIT CONCEPTS = Atman, Mandir, Vedas, Monotheism, Shrine, Puja, Deity.</p>
	<p>Opportunities for retrieval practice: Concept task each lesson, do now starters, discussion tasks, think pair share, show what you know tasks, tiered questioning tasks, exam format practice questions, model answer tasks, assessment plans, revision mind maps, unit assessments and make a difference reflections.</p> <p>**TRIPS/Talks and guest speakers - e.g. Hindu Mandir trip/ RC church trip – speakers Father Peter and Sister Dolores</p>						

**Long-Term Plan**

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Topics to be covered:	Islam	Prophets and Advent	RC Life	Good and Evil	Human Rights and UN	Community Cohesion/ One World
Skills to be developed:	<p>Year 8 starts with an exam skill refresher course. All students will be given a full outline of GCSE exam style questioning. Define, Describe, Explain and Discuss. Students will develop their literacy skills with key concepts/terms and their definitions. These concepts will develop in challenge throughout the year. Pupils will progress and learn describe skills and the importance of giving key facts and the impact of those facts. Pupil progression will be developed further with the introduction of explain skills – here pupils will be taught how to expand their descriptions by giving evidence and examples – explanation skills will focus on strengthening the answering of WHAT, WHY and HOW questions with the support of wisdom and authority and specialist language. The final skill developed in RE is that of discussion, here pupils will be taught the value of developing fully rounded and explained opinions with relevant evidence, they will develop reflective skills by analysing various viewpoints from both religious and non- religious perspectives. The skill will be further enhanced through the use of connectives and judgement statements along with social, moral and cultural evidence. ALL YEARS DEVELOP BIBLICAL/RELIGIOUS REFLECTION SKILLS THROUGHOUT.</p>					
Key assessment's taking place:	<p><b>EXPLAIN</b> Explain the main features of two Pillars of Islam.</p>	<p><b>DESCRIBE</b> Describe the Abrahamic Covenant</p>	<p><b>DISCUSS</b> 'Mary is the best role model of the Church'</p>	<p><b>DISCUSS</b> 'Evil proves God does not exist' – refer to case study and RC</p>	<p><b>DESCRIBE</b> Describe two ways Human Rights are abused using the image</p>	<p><b>END OF YEAR EXAMS</b></p>
Key vocab	<p>UNIT CONCEPTS = Halal, haram, Islam, Mosque, prejudice, Prophet, Qur'an, stereotype.</p>	<p>UNIT CONCEPTS = Advent, commercial, Incarnation, materialistic, Prophet, vocation, wreath, Imago Dei, Covenant.</p>	<p>UNIT CONCEPTS = Apostles, Catechism, conversion, Creed, Disciples, evangelisation, Magisterium, Trinity.</p>	<p>UNIT CONCEPTS = Atheism, evil, free will, goodness, Holocaust, justice, moral evil, natural evil, Original Sin.</p>	<p>UNIT CONCEPTS = Human rights, genocide, morality, UN, war.</p>	<p>UNIT CONCEPTS = Community cohesion, discrimination, multi faith, multi ethnic, pluralistic, prejudice, racial harmony, unity.</p>
<p>Opportunities for retrieval practice: Concept task each lesson, do now starters, discussion tasks, think pair share, show what you know tasks, tiered questioning tasks, exam format practice questions, model answer tasks, assessment plans, revision mind maps, unit assessments and make a difference reflections.</p> <p>**TRIPS/Talks and guest speakers – Mosque trip and RC church trip – speakers Father Peter and Sister Dolores</p>						

**Long-Term Plan**

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 9	Topics to be covered:	<b>Leadership</b>	<b>Love</b>	<b>Marriage and Family Life</b>	<b>Faith and Medical Issues</b>	<b>Peace and Conflict</b>	<b>Belief in God</b>
	Skills to be developed:	<p>Year 9 starts with an exam skill refresher course. All students will be given a full outline of GCSE exam style questioning. Define, Describe, Explain and Discuss.</p> <p>Students will develop their literacy skills with key concepts/terms and their definitions. These concepts will develop in challenge throughout the year. Pupils will progress and learn describe skills and the importance of giving key facts and the impact of those facts. Pupil progression will be developed further with the introduction of explain skills – here pupils will be taught how to expand their descriptions by giving evidence and examples – explanation skills will focus on strengthening the answering of WHAT, WHY and HOW questions with the support of wisdom and authority and specialist language. The final skill developed in RE is that of discussion, here pupils will be taught the value of developing fully rounded and explained opinions with relevant evidence, they will develop reflective skills by analysing various viewpoints from both religious and non- religious perspectives. The skill will be further enhanced through the use of connectives and judgement statements along with social, moral and cultural evidence. ALL YEARS DEVELOP BIBLICAL/RELIGIOUS REFLECTION SKILLS THROUGHOUT.</p>					
	Key assessments taking place:	<p><b><u>EXPLAIN</u></b>  <b>Explain why it is important for Servant leaders to have the qualities of love, peace and mercy</b></p>	<p><b><u>DISCUSS</u></b>  <b>'Situation Ethics is the best source of moral authority' – refer to RC</b></p>	<p><b><u>DISCUSS</u></b>  <b>'All people accept homosexuality' – refer to religious and non-religious views</b></p>	<p><b><u>DISCUSS</u></b>  <b>'All people should be organ donors' - refer to religion and belief</b></p>	<p><b><u>DESCRIBE</u></b>  <b>Describe two conditions of the Just War Theory</b></p>	<p><b>END OF YEAR EXAMS</b></p>
	Key vocab	<p><b>UNIT CONCEPTS =</b>            CST, democratic processes, electoral processes, leadership, servant leader, dictator, mercy, voting.</p>	<p><b>UNIT CONCEPTS =</b>            Agape, relationships, eros, unconditional, conditional, storge, philos, situation ethics, morality, Beatitudes.</p>	<p><b>UNIT CONCEPTS =</b>            Annulment, marriage, contraception, homosexuality, nuclear family, pre-marital sex, reconstituted family.</p>	<p><b>UNIT CONCEPTS =</b>            Imago Dei, addiction, infertility, quality of life, sanctity of life, organ donation, genetic engineering.</p>	<p><b>UNIT CONCEPTS =</b>            Aggression, bullying, conflict resolution, exploitation, forgiveness, just war, pacifism, reconciliation, respect, UN, Weapons of mass destruction, world peace.</p>	<p><b>UNIT CONCEPTS =</b>            Atheism, theism, conversion, agnosticism, cause, design.</p>
	<p>Opportunities for retrieval practice:            Concept task each lesson, do now starters, discussion tasks, think pair share, show what you know tasks, tiered questioning tasks, exam format practice questions, model answer tasks, assessment plans, revision mind maps, unit assessments and make a difference reflections.</p> <p><b>**TRIPS/Talks and guest speakers - Synagogue trip</b></p>						

**Long-Term Plan**

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Topics to be covered:	<b>EDUQAS ROUTE B</b> <b>Judaism Beliefs</b>	<b>Judaism Practices</b>	<b>Origin and Meaning</b>	<b>Origin and Meaning</b>	<b>Good and Evil</b>	<b>Good and Evil</b>
Skills to be developed:	<p>Year 10 starts with an exam skill refresher course. All students will be given a full outline of GCSE exam style questioning. Define, Describe, Explain and Discuss. YEAR 10 STUDENTS STUDY THE EDUQAS ROUTE B RE GCSE – PAPER 1 AND 3.</p> <p>Students will develop their literacy skills with key concepts/terms and their definitions. These concepts will develop in challenge throughout the year. Pupils will progress and learn describe skills and the importance of giving key facts and the impact of those facts. Pupil progression will be developed further with the introduction of explain skills – here pupils will be taught how to expand their descriptions by giving evidence and examples – explanation skills will focus on strengthening the answering of WHAT, WHY and HOW questions with the support of wisdom and authority and specialist language. The final skill developed in RE is that of discussion, here pupils will be taught the value of developing fully rounded and explained opinions with relevant evidence, they will develop reflective skills by analysing various viewpoints from both religious and non- religious perspectives. The skill will be further enhanced through the use of connectives and judgement statements along with social, moral and cultural evidence. ALL YEARS DEVELOP BIBLICAL/RELIGIOUS REFLECTION SKILLS THROUGHOUT.</p>					
Key assessments taking place:	<p><b>EXPLAIN</b> Explain the covenant of Abraham</p>	<p><b>DISCUSS</b> 'Worship in the Synagogue is more important than in the home' <b>A B C D</b> What is kosher?  Describe Brit Milah  Explain the marriage ceremony  'Yom Kippur is the most important festival' Discuss</p>	<p><b>EXPLAIN</b> Explain from either Catholic Christianity and Judaism OR two Christian traditions belief about creation of the universe.</p>	<p><b>EXPLAIN</b> Explain from RC Christianity and Judaism or Two Christian traditions attitudes towards the sanctity of life  <b>MOCK / End of Year exam</b></p>	<p><b>DISCUSS</b> 'It is the responsibility of religious people to care for the environment' Discuss</p>	<p><b>DESCRIBE</b> Describe RC beliefs about the Trinity <b>ABCD</b> What do RC mean by conscience?  Describe RC beliefs about incarnation.  Explain from two traditions attitudes towards Jesus as a source of moral authority.  'Suffering makes us a better person'</p>
Key vocab	<p><b>UNIT CONCEPTS =</b> Pikuach nefesh, Torah, mitzvot, messiah, covenant, synagogue, shabbat, kosher, 10commandments, shekinhah, shema</p>		<p><b>UNIT CONCEPTS =</b> Creation ex nihilo, evolution, Imago Dei, inspiration, omnipotent, revelation, stewardship, transcendence</p>		<p><b>UNIT CONCEPTS =</b> Conscience, evil, free will, goodness, Incarnation, natural law, privation, suffering.</p>	
<p>Opportunities for retrieval practice:            Concept task each lesson, do now starters, discussion tasks, think pair share, show what you know tasks, tiered questioning tasks, exam format practice questions, model answer tasks, assessment plans, revision mind maps, unit assessments and make a difference reflections.            ***TRIPS/Talks and guest speakers –CAFOD/A'level taster</p>						

**Long-Term Plan**

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Topics to be covered:	<b>EDUQAS ROUTE B</b>  <b>Life and Death</b>	<b>Life and Death</b> <b>MOCK</b>	<b>Sin and Forgiveness</b>	<b>Sin and Forgiveness</b>	<b>Sin and Forgiveness</b> <b>Revision</b>	
Skills to be developed:	<p>Year 11 starts with an exam skill refresher course. All students will be given a full outline of GCSE exam style questioning. Define, Describe, Explain and Discuss. YEAR 11 STUDENTS STUDY THE EDUQAS ROUTE B RE GCSE – PAPER 2. PAPERS 1-3 ARE COMPLETED AT THE END OF YEAR 11.</p> <p>Students will develop their literacy skills with key concepts/terms and their definitions. These concepts will develop in challenge throughout the year. Pupils will progress and learn describe skills and the importance of giving key facts and the impact of those facts. Pupil progression will be developed further with the introduction of explain skills – here pupils will be taught how to expand their descriptions by giving evidence and examples – explanation skills will focus on strengthening the answering of WHAT, WHY and HOW questions with the support of wisdom and authority and specialist language. The final skill developed in RE is that of discussion, here pupils will be taught the value of developing fully rounded and explained opinions with relevant evidence, they will develop reflective skills by analysing various viewpoints from both religious and non- religious perspectives. The skill will be further enhanced through the use of connectives and judgement statements along with social, moral and cultural evidence. ALL YEARS DEVELOP BIBLICAL/RELIGIOUS REFLECTION SKILLS THROUGHOUT.</p>					
Key assessments taking place:	<p><b>EXPLAIN</b> Explain the importance of the second Vatican council</p>	<p><b>DISCUSS</b> 'Euthanasia is a moral evil' - refer to RC</p> <p><b>Mock exam on Component 1 and Component 3</b></p>	<p><b>DESCRIBE</b> Describe two features of the Catholic church</p>	<p><b>EXPLAIN</b> Explain Catholic teachings on evangelisation.</p> <p><b>What is the RC meaning of salvation?</b></p> <p><b>Describe Jesus' teachings on forgiveness as seen in Matt Gospel</b></p> <p><b>Explain the different forms of punishment.</b></p> <p><b>'The Eucharist is the most important sacrament in achieving salvation'</b></p>		
Key vocab	<b>UNIT CONCEPTS =</b> Death, eternal life, Heaven, Hell, judgement, Magisterium, resurrection, soul.		<b>UNIT CONCEPTS =</b> Absolutism, Eucharist, evangelisation, forgiveness, punishment, relativism, salvation, sin.			
<p>Opportunities for retrieval practice:            Concept task each lesson, do now starters, discussion tasks, think pair share, show what you know tasks, tiered questioning tasks, exam format practice questions, model answer tasks, assessment plans, revision mind maps, unit assessments and make a difference reflections.            **TRIPS/Talks and guest speakers –CAFOD/ Police talk</p>						

Year 11

