

Year 11 Overview – Religious Studies

Date	Wk	Week	Units Studied & Learning Outcomes
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	<p><u>Unit 1: Issues of Life and Death</u> This GCSE topic will expect the students to apply their knowledge from KS3 and from the previous topics to themes surrounding Issues of Life and Death. <i>This will include Christian, Muslim, scientific and humanist responses to: Creation stories and stewardship; Human Life and Sanctity of life; and Death and the Afterlife.</i></p> <p><u>Lesson Sequence of Content:</u> 1: recall scientific theories and religious beliefs about the origin of the universe 2: Consider if religion and science can co-exist 3: Apply knowledge to exam practice (new knowledge) 4: Know why religious people believe they should look after the environment 5: What are the humanist attitudes towards caring for the environment? 6: Apply knowledge to exam practice (recall) 7: Discuss what makes us human 8: Understand the meaning of sanctity of life and how it impacts beliefs surrounding medical decisions 9: Know religious and humanists attitudes to abortion 10: Apply knowledge to exam practice (recall) 11: Know the religious teachings regarding Euthanasia and justify if it should be legalised in the UK 12: Explore the varying religious beliefs about afterlife 13: Apply knowledge to exam practice (new knowledge) 14: End of unit review lesson 15-20: ST1 revision, ST1 exam and ST1 feedback</p> <p><u>Unit Learning Outcomes</u> GW: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to describe, using key words, religious opinions on each life and death theme. BI: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to explain religious opinions on each L&D theme. Students can use examples and sources of authority to support their explanations. EW: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to evaluate the religious opinions on ethical and philosophical statements linked to the L&D theme, using more than one opinion, supported by evidence and reason.</p>
8-Sep	B	2	
15-Sep (INSET Friday)	A	3	
22-Sep	B	4	
29-Sep	A	5	
6-Oct	B	ST1	
13-Oct	A	ST1	
20-Oct	B	8	
3-Nov	A	9	
10-Nov	B	10	
17-Nov	A	11	
24-Nov	B	12	
1-Dec	A	13	
8-Dec	B	14	
15-Dec	A	15	
			<p><u>Unit 2: Issues of Good and Evil</u> This GCSE topic will expect the students to apply their knowledge from KS3 and from the previous topics to themes surrounding Good and Evil. <i>This will include Christian and Muslim responses to: Crime and Punishment; Forgiveness and Good; Evil and Suffering.</i></p> <p><u>Lesson Sequence of Content:</u> 1: Consider our morals linking to crime and punishment 2: What is the difference between a sin and a crime 3: What are the consequences for breaking the law: What are the consequences of Sin? and *Apply knowledge to exam practice (recall) 4: consider opinions on justice and punishment 5: Know the religious views on the aims of punishment and justice 6: Discuss the effectiveness of prisons 7: Understand the religious beliefs about reformation 8: Know the role of Prison Chaplains (*new knowledge) 9: Discuss arguments for or against the death penalty 10: Explain religious beliefs about forgiveness 11: Know why the existence of evil and suffering is a problem for religious believers (*new knowledge) 12: Know what religions teach about fate and freewill 13: *Apply knowledge to exam practice (recall) 14: End of unit review lesson 15: ST2 Revision</p> <p><u>Unit Learning Outcomes</u> GW: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to describe, using key words, religious opinions on each Good and Evil theme.</p>

			<p>BI: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to explain religious opinions on each G&E theme. Students can use examples and sources of authority to support their explanations.</p> <p>EW: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to evaluate the religious opinions on ethical and philosophical statements linked to the G&E theme, using more than one opinion, supported by evidence and reason.</p>
5-Jan	B	16	<p>Unit 3: Issues of Human Rights</p> <p>This GCSE topic will expect the students to apply their knowledge from KS3 and from the previous topics to themes surrounding Human Rights. <i>This will include Christian and Muslim responses to: Human rights and social justice; Prejudice and discrimination; and Issues of wealth and poverty.</i></p> <p>Lesson Sequence of Content:</p> <p>1: Know what prejudice and discrimination is and religious responses to them</p> <p>2: Know issues surrounding human rights</p> <p>3: Explore how people have fought for justice and why</p> <p>4: Apply knowledge to exam practice (Recall)</p> <p>5: To consider to what extent religious expression is acceptable</p> <p>6: Apply knowledge to exam practice (new knowledge)</p> <p>7: Consider and understand what religious believers mean by social responsibility in relation to wealth and poverty</p> <p>8: Explore Muslim attitudes to wealth and poverty</p> <p>9: explore Christian attitudes to wealth and poverty</p> <p>10: End of unit review lesson</p> <p>11-15: ST2 Exam and ST2 feedback</p> <p>Unit Learning Outcomes</p> <p>GW: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to describe, using key words, religious opinions on each Human Rights theme.</p> <p>BI: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to explain religious opinions on each HR theme. Students can use examples and sources of authority to support their explanations.</p> <p>EW: Student can use their knowledge of Christian and Muslim beliefs, teachings, and practices to evaluate the religious opinions on ethical and philosophical statements linked to the HR theme, using more than one opinion, supported by evidence and reason</p>
12-Jan	A	17	
19-Jan	B	ST2	
26-Jan	A	ST2	
2-Feb	B	20	
9-Feb	A	21	
23-Feb	B	22	<p>Unit 4: Revision</p> <p>Using the ST data from yr10 and yr11, and PLC's students will complete a survey showing which topics they are confident in or not. An analysis of this highlights which topics they need to cover in more detail. This information will be used to inform revision lessons. Each lesson will follow the below structure:</p> <p>*Structure: Exam Question, Mark Exam question from last lesson, Review of content, transform content, quiz, Challenge the teacher to produce a 'perfect' exam answer.</p> <p>Where the structured revision lesson is a double period, students will also be given time to reflect on their own specific areas of weakness using exam data analysis, feedback, and PLC's. They will be expected to complete revision tasks in those areas to close any knowledge gaps.</p> <p>Lesson Sequence of Content:</p> <p>Lesson sequence will be planned for based on time left with student before each exam. The time left will be distributed as possible between each class and for each exam. The sequence of which will be decided and published on the home learning overviews and GC.</p>
2-Mar	A	23	
9-Mar	B	24	
16-Mar	A	25	
23-Mar	B	26	
30-Mar (finish Wednesday 1 st April)	A	27	
20-Apr	B	28	<p>Unit Learning Outcomes (Structured revision lessons)</p> <p>Exam Question: retrieve memory, timing and structure</p> <p>Marking Last Question: application of mark scheme, empathy for markers, retrieve from memory</p> <p>Review of content: Subject knowledge, deliberate repetition</p> <p>Transform: retrieve from content review, change format</p> <p>Quotes Quiz: retrieve, repetition</p> <p>Challenge Teacher: 'perfect' exam question structure, timing, meta cognition as I explain</p> <p>GCSE/Exam Links</p> <p>AO1: Knowledge of beliefs and practices from Christianity and Islam</p>
27-Apr	A	29	
4-May (Bank holiday Mon)	B	GCSE	
11-May	A	GCSE	
18-May			
	B	GCSE	

			AO2: Impact of religion on individuals and society
1-Jun	A	GCSE	
9-Jun	B	GCSE	
16-Jun	A	GCSE	
23-Jun	B	GCSE	