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| **Subject: Religious Education** | **Year Group: 7** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| **Stations of the Cross*** To DEFINE the key term ‘Stations of the Cross’
* To EXPLAIN at least two ways that the Stations of the Cross help a Catholic join in with the final journey of Jesus to his crucifixion
* To EVALUATE whether or not the only way to make the Stations of the Cross in a meaningful way is in Jerusalem

**Pilgrimage*** To DEFINE the key term ‘Pilgrimage’
* To EXPLAIN at least two facts about Jerusalem, Rome, Lourdes and Walsingham
* To EVALUATE whether or not pilgrimage is just an excuse for a holiday

**The Natures of God*** To DEFINE the key terms ‘omniscient’, ‘omnipotent’, ‘omnibenevolent’ and ‘omnipresent’
* To EXPLAIN at least two passages from the Bible in which God demonstrates these natures
* To EVALUATE whether or not God is actually all-powerful and all-loving
 | **Embed**Revise the following places of pilgrimage and why they are significant. You will be tested on knowledge and application of these places:* Jerusalem - Walsingham
* Lourdes - Rome
 |
| **Apply**Create a travel brochure on a different place of pilgrimage that explains what it is and why it is significant for Christians. |
| **Challenge/Interleaving**Your challenge homework consists of several different AS Philosophy and GCSE elements. Include these in your Nature of God essay in order to hit the Grade 9 criteria:* Dramatised prayer in the Stations of the Cross
* J. L. Mackie’s Inconsistent Triad (Nature of God)
* The Omnipotence Paradox of the Stone (Nature of God)
 |
| **Improve/Go Green**Based on the feedback you have received from your Pilgrimage assessment, perform the following tasks:* Use three key terms associated with pilgrimage
* Use three pieces of Bible evidence in your essay
* Rewrite two of your paragraphs, correcting any errors highlighted
* Rewrite your conclusion
 |
| **Autumn 1 Assessment:** A part 5 evaluation question on Pilgrimage. |

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| **Subject: Religious Education** | **Year Group: 8** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| **The Bible*** To KNOW the key term ‘Bible’
* To EXPLAIN at least two ways in which the Bible has authority for Catholics
* To EVALUATE whether or not everyone should obey the Bible

**Lectio Divina*** To KNOW the key term ‘Lectio Divina’
* To EXPLAIN at least two ways in which Lectio Divina can bring you closer to God
* To EVALUATE whether or not Lectio Divina is important for Catholics
 | **Embed**Learn the following GCSE key terms to embed in your essay:* Fundamentalist
* Conservative
* Liberal
 |
| **Apply**Write a Grade 9 paragraph about whether or not Lectio Divina is important to Catholics. |
| **Challenge/Interleaving**Your challenge homework consists of several different AS Level Philosophy and GCSE elements. Include these in your Nature of God essay in order to hit the Grade 9 criteria:* Augustine and Irenaeus’ views on the Problem of Evil
* Richard Swinburne’s Free Will Defence
 |
| **Improve/Go Green**Based on the feedback you have received from your Bible assessment, perform the following tasks:* Use three key terms associated with the Bible
* Use three pieces of Bible evidence in your essay
* Rewrite two of your paragraphs, correcting any errors highlighted
* Rewrite your conclusion
 |
| **Autumn 1 Assessment:** A part 5 evaluation question on the Bible. |

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| **Subject: Religious Education** | **Year Group: 9** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| **Hierarchy of the Catholic Church*** To KNOW the Hierarchy of the Catholic Church
* To EXPLAIN at least two facts about the role of the priest, the Pope and bishop
* To EVALUATE whether or not there is still a need for a Pope today.

**Christian Denominations*** To identify the meaning of the key word denomination.
* To understand how other denominations compare to Catholicism.
* To be able to evaluate whether or not every Christian should be Catholic.

**The Roman Empire****Reformation****The Second Vatican Council** | **Embed**Learn the following GCSE Council Documents to embed in your essay:* Dei Verbum - Lumen Gentium
* Sacrosanctum Concilium
* Gaudium et Spes
 |
| **Apply**Write a Grade 9 paragraph about whether or not all Catholics are equal. |
| **Challenge/Interleaving**Your challenge homework consists of several topics of contention Catholics and Protestants. Include these in your Nature of God essay in order to hit the Grade 9 criteria:* Divorce - Contraception
* The Eucharist
 |
| **Improve/Go Green**Based on the feedback you have received from your Catholicism assessment, perform the following tasks:* Use three key terms associated with Catholicism
* Use three pieces of Bible evidence in your essay
* Rewrite two of your paragraphs, correcting any errors highlighted
* Rewrite your conclusion
 |
| **Autumn 1 Assessment:** A part 5 Evaluation question on different Christian denominations. |

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| **Subject: Religious Education** | **Year Group: 10** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| **Christianity in Art*** To KNOW the meanings and symbolism behind Michelangelo’s Creation of Adam
* To EXPLAIN at least two ways in which the painting reflects Catholic beliefs about God
* To EVALUATE whether or not art is a good way of depicting Catholic beliefs about Creation

**Natural Law*** To KNOW the key term ‘Natural Law’
* To EXPLAIN at least two of the five Primary Precepts.
* To EVALUATE whether or not everyone should follow Natural Law

**Stewardship*** To KNOW the key term ‘stewardship’
* To EXPLAIN at least two ways in which CAFOD help others
* To EVALUATE whether or not we can end world poverty
 | **Embed**Learn the AS Level Ethical concept of the Doctrine of Double Effect in preparation for a Natural Law essay. |
| **Apply**Research a new piece of Christian Creation artwork and evaluate whether or not it gives us a good understanding of Creation. |
| **Challenge/Interleaving**Your challenge homework consists of several different AS Level Ethical elements. Include these in your Creation essay in order to hit the Grade 9 criteria:* St. Thomas Aquinas’ Primary Precepts
* Aristotle’s Natural Law
 |
| **Improve/Go Green**Based on the feedback you have received from your Creation assessment, perform the following tasks:* Use three key terms associated with creation
* Use three pieces of Bible evidence in your essay
* Rewrite two of your paragraphs, correcting any errors highlighted
* Rewrite your conclusion
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| **Autumn 1 Assessment:**  A 5 question assessment on Creation. |

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| **Subject: Religious Education** | **Year Group: 11** |
| **Autumn 1 – Curriculum Plan** | **Homework Plan** |
| **Marriage*** To DEFINE the key term ‘cohabitation’
* To EXPLAIN at least two Catholic purposes of Marriage
* To EVALUATE whether or not couples should cohabit before they marry.

**Contraception*** To KNOW at least three different examples of contraception
* To EXPLAIN the Catholic and Protestant views about contraception
* To COMPARE AND CONTRAST the different Christian views about contraception

**Catholic Teaching on the equality of men and women*** To LIST different gender roles
* To EXPLAIN at least two biblical passages that convey gender equality
* To EVALUATE whether or not men and women are equal in the Catholic Church
 | **Embed**Learn about the following A Level Ethical viewpoints on sex and homosexuality and embed them in your essay:* John Stuart Mill’s Utilitarianism
* Immanuel Kant
* Joseph Fletcher’s Situation Ethics
 |
| **Apply**Write a Grade 9 paragraph about whether or not couples should cohabit before they marry. |
| **Challenge/Interleaving**Using your knowledge of Natural Law from the Creation unit, evaluate whether or not a follower of Natural Law would advocate divorce, cohabitation or contraception. |
| **Improve/Go Green**Based on the feedback you have received from your Relationships & Families assessment, perform the following tasks:* Use three key terms associated with relationships
* Use three pieces of Bible evidence in your essay
* Rewrite two of your paragraphs, correcting any errors highlighted
* Rewrite your conclusion
 |
| **Autumn 1 Assessment:**  A part 5 Evaluation question on Religion, Relationships & Families. |