

# Making a memorable curriculum

Dawn Cox  
@missdcox



# The Big Picture

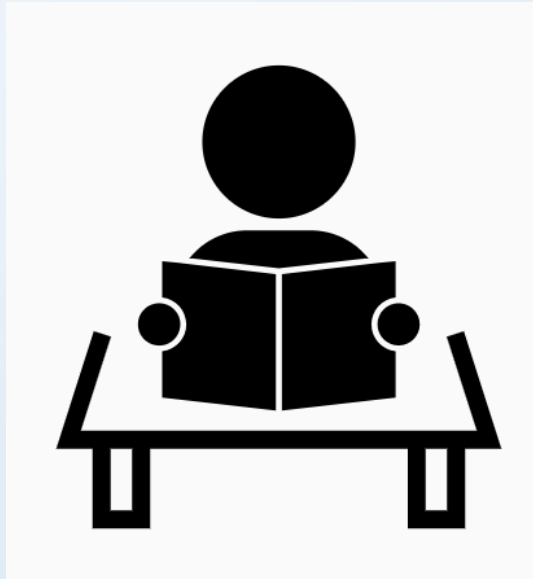
Design: Content, order & consistency

Making it stick

How do we know it's been learnt?

# The Big Picture

What they know



What can they  
do

What do we want an RE student to 'look like'  
when they leave our school?

“ ‘religious literacy’ .....is defined as  
‘the ability to hold balanced and well-  
informed conversations about religion  
and belief’ ”

## **BALANCED RE: THOUGHTS ON RE CURRICULUM DESIGN**

[GILLIAN GEORGIOU](#)

<https://impact.chartered.college/article/balanced-re-thoughts-re-curriculum-design/>

# Design: Content, order & consistency

What  
are you  
going  
to  
teach?  
Why?

When  
are you  
going  
to  
teach  
it?  
Why?

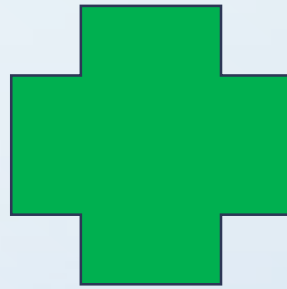
How do  
we know  
all  
students  
will be  
taught it?

# Teaching & Learning

What are  
you going to  
teach?  
Why?

## Curriculum

- ✓ Substantive knowledge
- ✓ Disciplinary knowledge/second order concepts
- ✓ Knowledge of how to do it (skills)



## Pedagogy

- ✓ What happens in the classroom
  - ✓ Teacher exposition
  - ✓ Activities
- ✓ How we know it's been learnt - assessment

Intent is about what leaders intend pupils to learn. It's as simple as that. Intent is everything up to the point at which teaching happens. Good intent, according to our handbook, has the following features:

- a curriculum that is **ambitious** for all pupils
- a curriculum that is **coherently planned and sequenced**
- a curriculum that is **successfully adapted, designed and developed** for pupils with special educational needs and/or disabilities
- a curriculum that is **broad and balanced** for all pupils

Ofsted



What are  
you going to  
teach?  
Why?

Directory/  
Specification



Curriculum

# Disciplinary knowledge

What are  
you going to  
teach?  
Why?

What is the discipline of religious  
education/studies?

Theology

Philosophy

Psychology

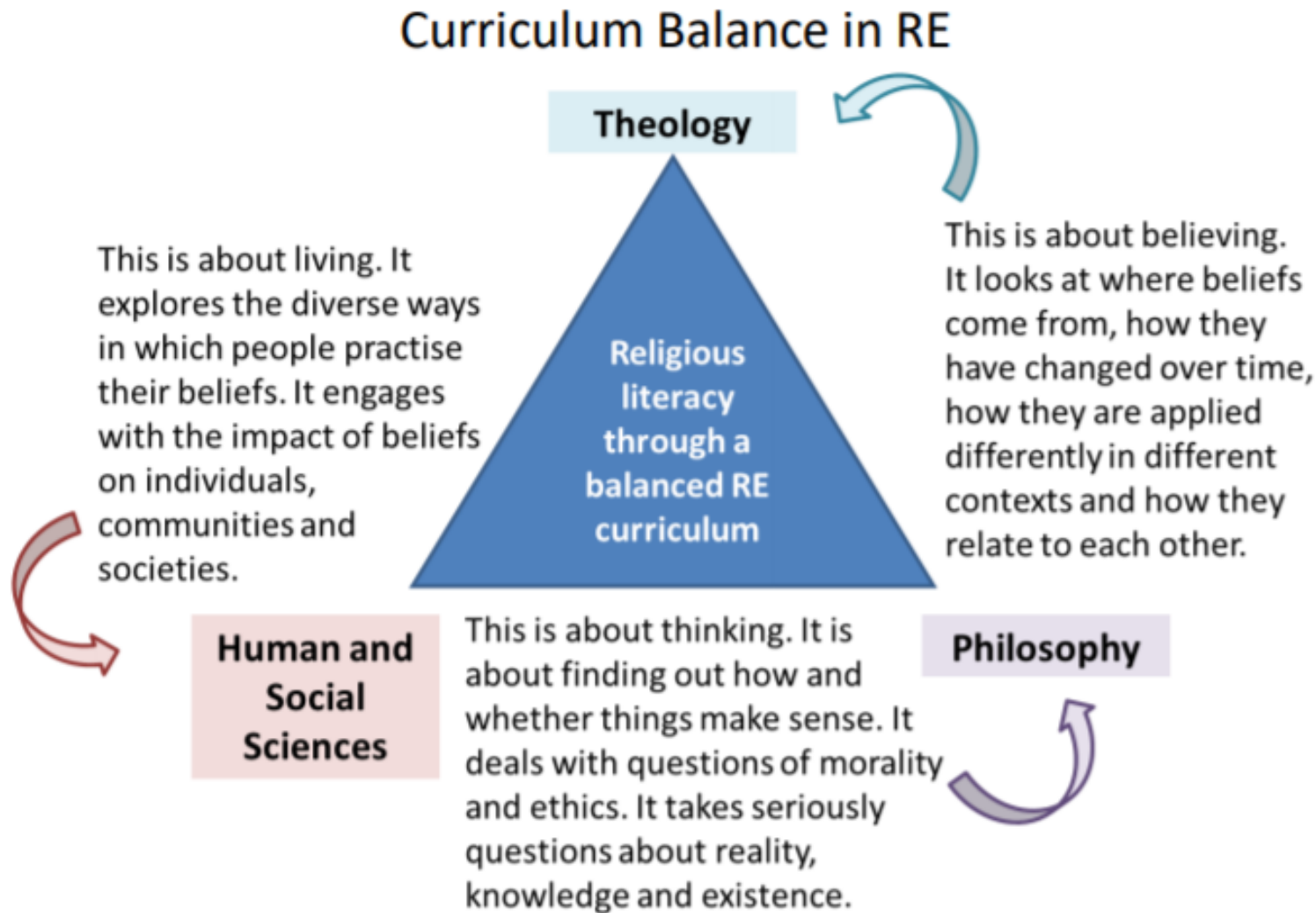
History

Theology

Sociology

?

What are  
you going to  
teach?  
Why?



# Balanced RE

<https://balancedre.org.uk/>

<https://t.co/8HokbwD6xs?amp=1>

What are  
you going to  
teach?  
Why?

# Balanced RE – Audit tools

Theology – this is about <u>believing</u> ;	
<p><b>2. Does your RE curriculum look at: How beliefs have changed over time?</b></p> <p>For example, does your RE curriculum enable pupils to examine:</p> <p><b>a)How events in history and society have influenced beliefs</b> E.g. how prejudice or persecution has had an impact on beliefs, e.g. Liberation Theology as a response to social injustice; the impact of the Holocaust on Jewish and Christian beliefs; the influence of reform movements globally; how the theory of evolution has impacted on what people believe about the beginning of the world; how views about caste have changed over time and have impacted on Hindu beliefs</p>	
<p><b>3. Does your RE curriculum look at: How beliefs relate to each other?</b></p> <p>For example, does your RE curriculum enable pupils to examine:</p> <p><b>a)The connection between different beliefs within a belief system?</b> E.g. the connection between Trinity and Incarnation; karma and dharma; covenant and the chosen people of Israel; Tawhid and ibadah; dukkha and samsara; sewa and the Khalsa</p> <p><b>b) The similarities and differences between beliefs from within, between and beyond belief systems?</b> E.g. different ways in which people understand life after death; denominational differences within religions and the impact they have on the understanding and expression of beliefs; how the idea of God is understood in different belief systems and by those who do not believe in the idea of God; diversity of belief between Sunni, Shia and Sufi Islam</p>	
<p><b>4. Does your RE curriculum look at: How beliefs shape the way believers see the world and each other?</b></p> <p>For example, does your RE curriculum enable pupils to examine:</p> <p><b>a)The ways in which believers see the world through the lens of their beliefs?</b> E.g. the way in which beliefs about life after death might shape how someone lives in the present; the way in which beliefs about the origins of the universe might shape the way a believer understands their place in the world; the way in which beliefs about sanctity of life shape a person's understanding of humanity</p>	

<https://balancedre.org.uk/>

<https://t.co/8HokbwD6xs?amp=1>

**1 REVELATION: DEI VERBUM****1 KNOWING AND LOVING GOD**

- 1 The Nature of Revelation: How Do We Know About God?
- 2 The Nature of Revelation: God's gift of himself
- 3 Faith: the response to God's self-Revelation

**2 THE SCRIPTURES**

- 1 Divine Inspiration
- 2 How the Bible came to be
- 3 Sacred Scripture in the life of the Church
- 4 Understanding scripture
- 5 The Shape of the Bible

**3 CREATION**

- 1 The Creation of the World and our First Parents
- 2 The fall from grace: Original Sin

**4 THE TRINITY**

- 1 The Revelation of Jesus about God
- 2 The Trinity

**5 JESUS CHRIST, SON OF GOD**

- 1 Jesus Christ, Son of God
- 2 The Promise of a Messiah and the promise of redemption fulfilled in Jesus
- 3 The Mystery of the Incarnation
- 4 Unique role of Mary, the Mother of God
- 5 Christ Our Light: Redemption through the Paschal Mystery
- 6 Christ Our Life: Jesus, Saviour

**6 THE HOLY SPIRIT**

- 1 The Holy Spirit
- 2 The Holy Spirit in the Church

**2 THE CHURCH: LUMEN GENTIUM****1 WHAT IS THE CHURCH?**

- 1 God's Plan
- 2 Name and Images

**2 ONE AND HOLY**

- 1 Unity and Diversity
- 2 Disunity: The Reformation
- 3 The Holiness of the Church and the Communion of Saints
- 4 Mary, Mother of God and of the Church
- 5 The Church since Vatican II

**3 CATHOLIC**

- 1 Who belongs to the Catholic Church?
- 2 Communion
- 3 A hierarchical Church

**4 APOSTOLIC**

- 1 Apostolic
- 2 Pope and Bishops

**5 MISSION**

- 1 Mission
- 2 Vocation to mission
- 3 Proclamation, Dialogue and Ecumenism

**3 CELEBRATION:  
SACROSANCTUM CONCILIUM****1 LITURGY**

- 1 What is liturgy?
- 2 God's plan of blessing

**2 SACRAMENTS**

- 1 The Paschal Mystery and the Sacramental Nature of the Church
- 2 Who celebrates?
- 3 Signs and symbols
- 4 Liturgical year
- 5 Seven sacraments

**3 BAPTISM, CONFIRMATION, EUCHARIST**

- 1 Sacraments of Christian Initiation
- 2 Baptism
- 3 Confirmation
- 4 The Eucharist
- 5 What is this Sacrament called?

**4 RECONCILIATION AND THE ANOINTING OF THE SICK**

- 1 Sacraments of Healing
- 2 Reconciliation:
- 3 Anointing of the Sick

**5 HOLY ORDERS AND MATRIMONY**

- 1 Sacraments at the Service of Communion
- 2 Holy Orders
- 3 Marriage

**6 PRAYER**

- 1 What is prayer?
- 2 A universal call
- 3 Prayer in Judaism and other religions

**4 LIFE IN CHRIST: GAUDIUM ET SPES****1 THE DIGNITY OF THE HUMAN PERSON**

- 1 Dignity of the human person made 'In the image of God'
- 2 The desire for happiness
- 3 Beatitude
- 4 World Religions: Judaism
- 5 The Church and Other Non-Christians

**2 FREEDOM, RESPONSIBILITY AND CONSCIENCE**

- 1 Freedom & Responsibility
- 2 Conscience
- 3 Morality of human action

**3 LAW, GRACE, SIN**

- 1 The Old Law
- 2 The New Law
- 3 The Magisterium
- 4 Grace
- 5 Virtues
- 6 Vice and Sin

**4 THE HUMAN COMMUNITY**

- 1 Human vocation and society
- 2 Different types of justice
- 3 Human solidarity

**5 LOVE OF GOD**

- 1 The Decalogue
- 2 The First, Second and Third commandments: Love of God

**6 LOVE OF NEIGHBOUR**

- 1 Fourth to Tenth commandments
- 2 Call to family, community, and participation
- 3 Respect for human life
- 4 Safeguarding Peace
- 5 Social doctrine of the Church
- 6 Major Themes of Catholic Social Teaching
- 7 Love of the poor
- 8 Living in truth
- 9 Purity of heart



# Coherence & sequencing

When are you  
going to teach  
it?  
Why?

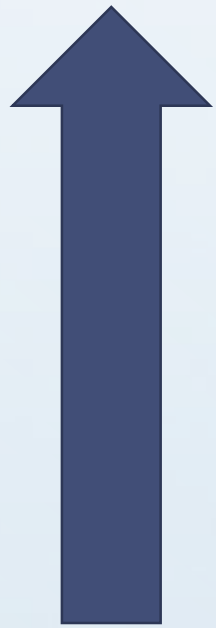
Using concepts  
Using Biblical chronology  
Using chronology  
Using vocabulary  
Using the areas of study  
Using disciplines of RE

.....

# Foundations



# What do students need to know before they can move on?

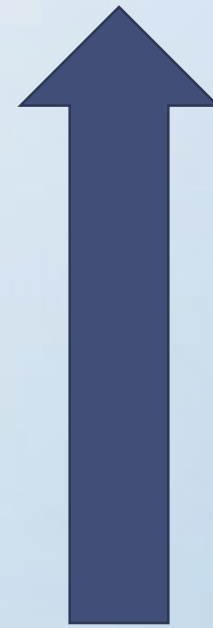


Life after death

Salvation

Original Sin

Creation & the Fall





Today

The Trinity

John 1

Genesis 1

Baptism of Jesus

Developing  
understanding –  
The Holy Spirit

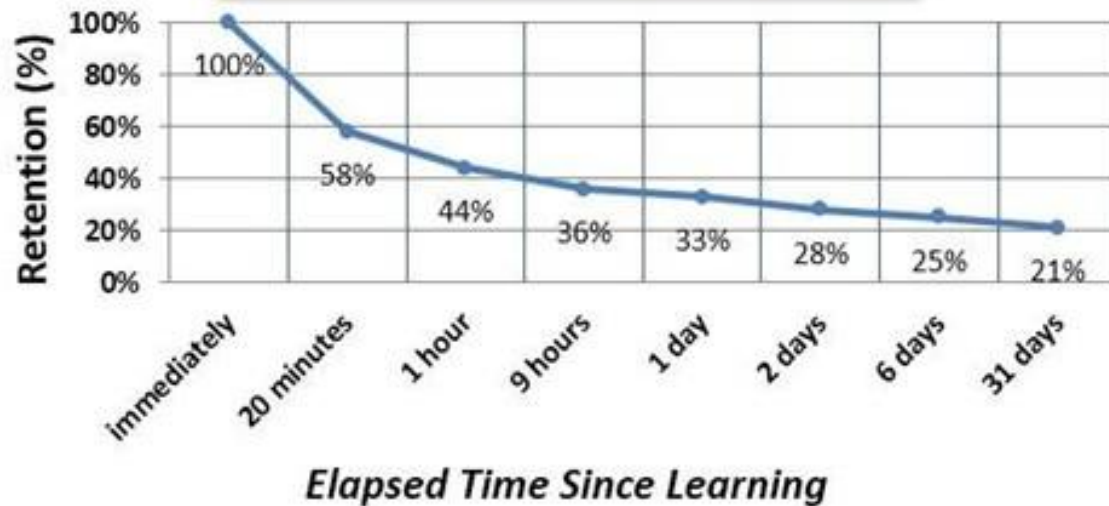
# Reflection

1. Which concepts/teachings are the foundations of understanding?
2. Is it necessary to 'block' things together so 'everything' is learnt at one time?

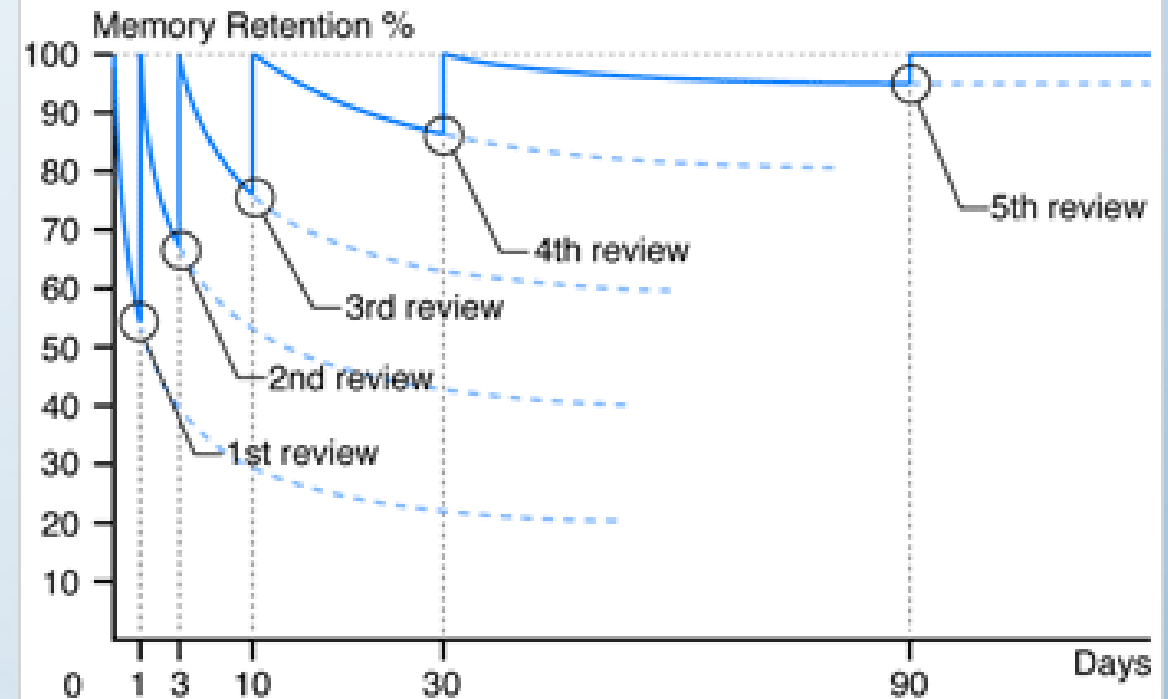
# The research...

Making it  
stick

**Ebbinghaus Forgetting Curve**

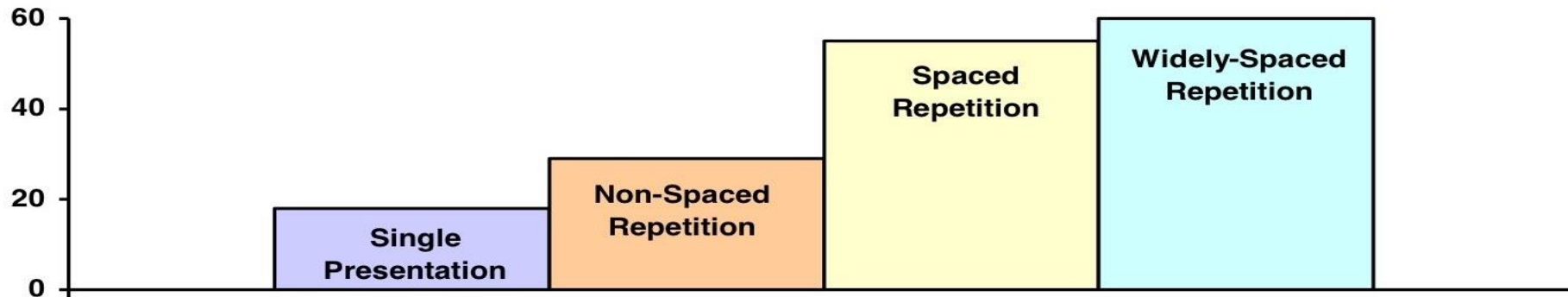


**The Forgetting Curve**



# The research...

First, repetitions are good, but spaced repetitions are better. The following graph shows that repetitions are better than single presentations of learning material, spaced repetitions are better than non-spaced repetitions, and widely-spaced repetitions are better than narrowly-spaced repetitions. Of course, the results in the graph below represent only one research study and your results will vary depending upon the learners, the learning materials, and many other factors as well. Still, the general principles are likely to apply.



Dellarosa & Bourne (1985, Experiment 1)

**“Learners should practise concepts until they have got them right three times, and then study them a further three times at times that are spaced out over days or weeks”**

**p18**



# The research.....

<b>Table 1</b> <b>Effectiveness of Techniques Reviewed</b>	
<b>Technique</b>	<b>Extent and Conditions of Effectiveness</b>
Practice testing	Very effective under a wide array of situations
Distributed practice	Very effective under a wide array of situations
Interleaved practice	Promising for math and concept learning, but needs more research
Elaborative interrogation	Promising, but needs more research
Self-explanation	Promising, but needs more research
Rereading	Distributed rereading can be helpful, but time could be better spent using another strategy
Highlighting and underlining	Not particularly helpful, but can be used as a first step toward further study
Summarization	Helpful only with training on how to summarize
Keyword mnemonic	Somewhat helpful for learning languages, but benefits are short-lived
Imagery for text	Benefits limited to imagery-friendly text, and needs more research

# Blocking vs interleaving

	Autumn a (16)	Autumn b (16)	Spring a (13)	Spring b (15)	Summer a (15)	Summer b (16)
Year 9	Christianity					
Year 10	Islam					
Year 11	Themes				Revision	

	Autumn a (16)		Autumn b (16)	Spring a (13)	Spring b (15)	Summer a (15)	Summer b (16)	
Year 9	How Christians make moral decisions	The life of Jesus	The life of Muhammad	<b>Theme B Religion &amp; Life</b> <ul style="list-style-type: none"><li>• Creation</li><li>• The Fall</li><li>• Original sin</li></ul>	<b>Theme B Religion &amp; Life</b> <ul style="list-style-type: none"><li>• Life after death</li><li>• Euthanasia</li><li>• Abortion</li><li>• Use of animals</li></ul>	The Trinity	The Mosque	
	Church History		The Qur'an			Jesus: Incarnation, salvation, crucifixion, resurrection, ascension, atonement	The Five pillars of Islam	
	The Bible/Biblical interpretation		Jibril			The Creed/s	99 Names of Allah/Tawhid	
	Muhammad's final speech							
			Sunni/Shi'a split					
Year 10	<b>Theme D: Religion, Crime and punishment</b> <ul style="list-style-type: none"><li>• Theories of punishment</li><li>• Capital punishment</li><li>• Corporal punishment</li><li>• Forgiveness</li></ul>		<b>Theme D: Religion, Crime and punishment</b>	The 10 obligatory acts	<b>Theme D: Religion, Peace &amp; conflict</b>  Just war Holy War Jihad Pacifism Weapons	<b>Theme D: Religion, Peace &amp; Conflict</b>	Christianity: Pilgrimage, celebrations & the worldwide church	
				The 5 roots of Usul ad-Din				
				The 6 articles of faith				
				The Imamate				
				Hadith of Jibril				
Year 11	Worship Sacraments		<b>Theme C: The existence of God and revelation</b>  The problem of evil and suffering Visions Miracles Nature Design argument First cause	<b>Theme C: The existence of God and revelation</b>	Prophets Holy books Allah Angels	Revision		

# Using concepts

# The importance of the death of Jesus

When are  
you going to  
teach it?  
Why?

	Autumn a (16)		Autumn b (16)	Spring a (13)	Spring b (15)	Summer a (15)	Summer b (16)
Year 9	How Christians make moral decisions  Church History  The Bible/Biblical interpretation	The life of Jesus	The life of Muhammad The Qur'an  Jibril  Muhammad's final speech  Sunni/Shi'a split	Theme B Religion & Life <ul style="list-style-type: none"><li>• Creation</li><li>• The Fall</li><li>• Original sin</li></ul>	Theme B Religion & Life <ul style="list-style-type: none"><li>• Life after death</li><li>• Euthanasia</li><li>• Abortion</li><li>• Use of animals</li></ul>	The Trinity  Jesus: Incarnation, salvation, crucifixion, resurrection, ascension, atonement  The Creed/s	The Mosque  The Five pillars of Islam  99 Names of Allah/Tawhid
Year 10	Theme D: Religion, Crime and punishment <ul style="list-style-type: none"><li>• Theories of punishment</li><li>• Capital punishment</li><li>• Corporal punishment</li><li>• Forgiveness</li></ul>	Theme D: Religion, Crime and punishment	The 10 obligatory acts  The 5 roots of Usul ad-Din  The 6 articles of faith  The Imamate  Hadith of Jibril	Theme D: Religion, Peace & conflict  Just war Holy War Jihad Pacifism Weapons	Theme D: Religion, Peace & Conflict	Christianity: Pilgrimage, celebrations & the worldwide church	
Year 11	Worship Sacraments	Theme C: The existence of God and revelation  The problem of evil and suffering Visions Miracles Nature Design argument First cause	Theme C: The existence of God and revelation	Prophets Holy books Allah Angels	Revision		



# 3 homeworks

## M/C questions on Original sin 9B/Rs1

Description	Insights	Assess
-------------	----------	--------

### Task description

■ Ms. D. Cox set this assignment for group [9B/Rs1](#) - Religious Studies

Set on Wed 07 Feb

Due on Tue 20 Feb

Write a minimum of 6 mc questions on Original Sin

- Only what we've done in class (NOT FROM THE INTERNET)
- 4 possible answers
- indicate the correct answer/answers
- must have ?
- All answers must be relevant
- DO NOT copy from anyone else

Our website <https://sites.google.com/manningtreehigh.com/religious/home>

### Task description

■ Ms. D. Cox set this assignment for group [9B/Rs1](#) - Religious Studies

Set on Wed 07 Feb

Due on Tue 20 Feb

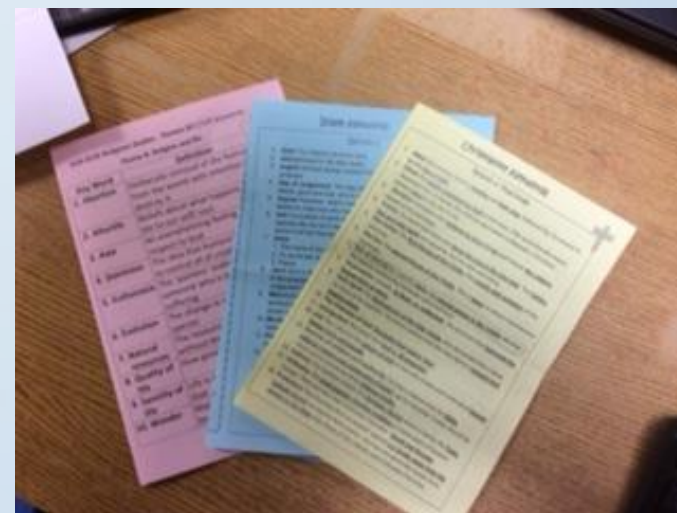
Complete BOTH quizzes with FULL MARKS in both.

Muhammad

<https://docs.google.com/forms/d/e/1FAIpQLSe8wAbxifn7DmnC8xED5JLMASqbbq5TujMWCL9m7rxbxATDhA/viewform>

Moral decisions

[https://docs.google.com/forms/d/e/1FAIpQLSdvDa5Q0z7TDnhqL6Zr0\\_6wyFUGFhpZ7njjeQIEDLWodUIT9w/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdvDa5Q0z7TDnhqL6Zr0_6wyFUGFhpZ7njjeQIEDLWodUIT9w/viewform)



# Keyword/quotation tests

	Topic	Quote	Source/ref
1	Abortion †		
2	Abortion ☾		
3	Euthanasia †		
4	Euthanasia ☾		
5	Creation		

Quotes & random keywords

	Topic	Quote	Source/ref
1			
2			
3			
4			
5			
	Keyword	Definition	
6			
7			
8			
9			
10			
Total			/20



# Independent review



GCSE Religious Studies





# Independent review card....

GCSE Religious Studies AQA specification A (8062)

Name:

## AQA GCSE 'Revision' checklist

### Christianity

	Read+	Quiz	4/5 marks	12 marks
The nature of God: God as omnipotent, loving and just, the oneness of God and the Trinity: Father, Son and Holy Spirit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the problem of evil and suffering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jesus Christ and salvation the incarnation and Jesus as the Son of God the crucifixion, resurrection and ascension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sin, including original sin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the means of salvation, including law, grace and Spirit the role of Christ in salvation including the idea of atonement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different forms of worship and their significance, liturgical, non-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GCSE Religious Studies AQA specification A (8062)

### Islam

The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence. The Oneness of God (Tawhid), Qur'an Surah 112.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angels, their nature and role, including Jibril and Mika'il.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predestination and human freedom and its relationship to the Day of Judgement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life after death (Aakhirah), human responsibility and accountability, resurrection, heaven and hell.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The holy books: the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Qur'an: revelation and authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The imamate in Shi'a Islam: its role and significance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Research

Pressley, Borkowski, & O' Sullivan (1985)

“People are much more likely to continue using a strategy they have learned if they understand that the strategy does have a positive impact on performance”.

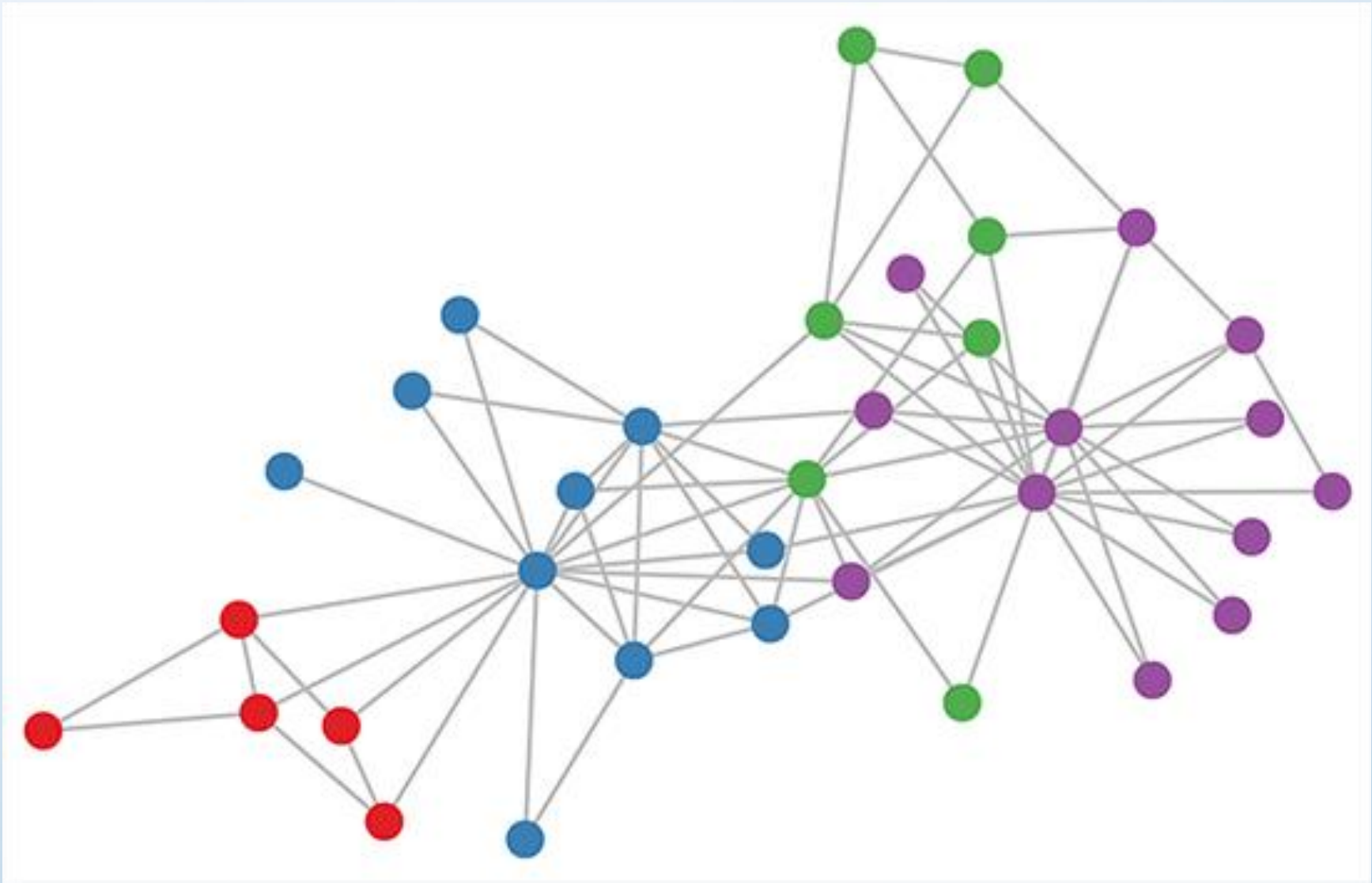
## Reflection

1. Does your curriculum take into consideration long term memory? How?
2. What do you do to help students 'remember' and 'forget' and retrieve? What else could you do?

When are you  
going to teach  
it?  
Why?









If your curriculum is  
'finished', something  
has gone wrong.

# Making a memorable curriculum

Dawn Cox  
@missdcox