

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 10 Overview 2023-24 – RS

Date	Wk	Week	Units Studied & Learning Outcomes								
8 weeks											
Tues 5-Sep	A	5	<div>Unit 1: Christian Beliefs and Teachings</div> <div>This GCSE topic will cover key areas of Christian beliefs and teachings. This will specifically cover; <i>The nature of God; creation; Jesus Christ; salvation; and the afterlife.</i></div> <div>Lesson Sequence of Content:</div> <div>1: Know Christian beliefs about the nature of God</div> <div>2: Explore the main philosophical arguments for God existence</div> <div>3: Nature of God presentations</div> <div>4: Apply knowledge to exam practice (new knowledge)</div> <div>5: Explore Christian creation theories</div> <div>6: Understand the incarnation of Jesus and the belief that Jesus was the son of God</div> <div>7: Apply knowledge to exam practice (new knowledge)</div> <div>8: Explore the significance of Jesus birth life and death</div> <div>9: define and find biblical evidence for key words to support Jesus death</div> <div>10: understand the timeline and events that led up to Jesus' death</div> <div>11: Apply knowledge to exam practice (recall)</div> <div>12: explore Christian beliefs about how to achieve salvation</div> <div>13: End of unit review lesson</div> <div>Unit Learning Outcomes</div> <div>GW: Students can demonstrate knowledge and understanding of Christian beliefs by defining key words and describing specific belief.</div> <div>BI: Students can do the above and include denominational differences when describing beliefs. They can also begin to explain the significance of each belief to Christians today.</div> <div>EW: Students can evaluate the significance of the Christian beliefs and give consideration to the impact they have on the actions of people today</div> <div>GCSE/Exam Links</div> <div>AO1: Beliefs and Practices</div> <div>AO2: Impact of religion on individuals and Britain</div> <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11)</th></tr><tr><td>Impact of Christian belief (y9)</td><td>Difference within Christian beliefs and the impact of that on practices</td><td>Christian approaches to Ethical issues, referencing denominational difference where possible.</td></tr></table>			Prior (Y9)	Current (Y10)	Next (Y11)	Impact of Christian belief (y9)	Difference within Christian beliefs and the impact of that on practices	Christian approaches to Ethical issues, referencing denominational difference where possible.
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11-Sep	B										
18-Sep*	A	10									
25-Sep	B										
2-Oct	A	15									
9-Oct	B										
16-Oct	A	20									
23-Oct	B										

			<p>12: ST1 exams</p> <p>13: ST1 feedback and flipped learning (Islam)</p> <p><u>GCSE/Exam Links</u></p> <p>AO1: Beliefs and Practices</p> <p>AO2: Impact of religion on individuals and Britain</p> <p><u>Unit Learning Outcomes</u></p> <p>GW: Students can demonstrate knowledge and understanding of Christian practices by defining key words and describing specific practices.</p> <p>BI: Students can do the above and include denominational differences when describing practices. They can also begin to explain the significance of each practice to Christians today.</p> <p>EW: Students can evaluate the significance of the Christian practices and give consideration to the impact they have on the actions of people today.</p> <table><tr><th>Prior (y8)</th><th>Current (10)</th><th>Next (y11)</th></tr><tr><td>Practices: prayer, pilgrimage and festivals(yr8)</td><td>Difference within Christian beliefs and the impact of that on practices</td><td>Christian approaches to Ethical issues, referencing denominational difference where possible.</td></tr></table>	Prior (y8)	Current (10)	Next (y11)	Practices: prayer, pilgrimage and festivals(yr8)	Difference within Christian beliefs and the impact of that on practices	Christian approaches to Ethical issues, referencing denominational difference where possible.
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Christmas Holiday			6 weeks						
8-Jan	B	5	<p><u>Unit 3: Muslim beliefs and Teachings</u></p> <p>This GCSE topic will cover key areas of Islamic beliefs and teachings. This will specifically follow: <i>The nature of Allah; Risalah (prophet hood); Malaikah (angels); Akhirah (afterlife) and the foundations of faith.</i></p> <p>Lesson Sequence of Content:</p> <p>1: Understand why Islam split into two denominations</p> <p>2: Discuss the diversity of Islam</p> <p>3: Explore the Islamic Foundations of Faith</p> <p>4: Apply knowledge to exam practice (recall knowledge)</p> <p>5: Summarise the articles of faith in Sunni Islam and compare them to the Shi’a roots of faith</p> <p>6: Deepen knowledge on the nature of Allah</p> <p>7: Explore the prophets in Islam and their importance</p> <p>8: Apply knowledge to exam practice (new knowledge)</p> <p>9: Deepen knowledge of Muslim beliefs about angels</p> <p>10: Explain the importance of the Qur’an and other holy texts to Muslims</p> <p>11: Know the Muslim beliefs about the afterlife and predestination</p> <p>12: Apply knowledge to exam practice (new knowledge)</p> <p>13: End of unit review lesson</p> <p><u>GCSE/Exam Links</u></p> <p>AO1: Beliefs and Practices</p> <p>AO2: Impact of religion on individuals and Britain</p> <p>GW: Students can demonstrate knowledge and understanding of Muslim beliefs by defining key words and describing specific belief.</p> <p>BI: Students can do the above and include denominational differences when describing beliefs. They can also begin to explain the significance of each belief to Muslims today.</p> <p>EW: Students can evaluate the significance of the Muslim beliefs and consider the impact they have on the actions of people today.</p>						
15-Jan	A								
22-Jan	B	10							
29-Jan	A								
5-Feb	B	15							
12-Feb	A								

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Half-Term			5 weeks						
26-Feb			Unit 4: Muslim Practices Students will also build on their previous knowledge by gaining an understanding of Muslim practices. This will specifically cover; <i>The Five Pillars; 10 Obligatory Acts of Shi’a Islam; Jihad; festivals and celebrations.</i> Lesson Sequence of Content: 1: Explore the Pillars of Sunni Islam, with a focus on the Shahadah and Salah 2: Explore the Pillars of Sunni Islam, with a focus on Zakah and Sawm 3. Apply knowledge to exam practice (recall) 4. Explore the Muslim Hajj to Makkah 5. Explore the 10 Obligatory Acts in Shi’a Islam 6. Explain what Jihad means to Muslims and consider the impact of extremism on the Muslim community 7. Continue to explain how Jihad impacts Muslim and apply this knowledge to exam practice (new knowledge) 8. Apply knowledge to exam practice (recall) 9. Explore the most important Muslim Festivals and how different Muslims celebrate them 10. Apply knowledge to exam style questions 11. Compare Sunni and Shi’a beliefs 12: End of unit review GCSE/Exam Links AO1: Beliefs and Practices AO2: Impact of religion on individuals and Britain GW: Students can demonstrate knowledge and understanding of Muslim practices by defining key words and describing specific practices. BI: Students can do the above and include denominational differences when describing practices. They can also begin to explain the significance of each practice to Muslims today. EW: Students can evaluate the significance of the Muslim practices and consider the impact they have on the actions of people today.						
	B	5							
4-Mar	A								
11-Mar	B	10							
18-Mar	A								
25-Mar*									
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Easter Holiday			6 weeks						
15-Apr	A	5	Unit 5: Issues of Relationships This GCSE topic will expect the students to apply their knowledge from KS3 and the beginning of KS4 to themes surrounding relationships. This will include <i>Christian and Muslim responses to different relationships that exist: Cohabitation; Marriage; Divorce and Re-marriage; the role of Sex and Same-sex relationships; and issues of equality, including the role of gender.</i>						
22-Apr	B								
29-Apr	A	10							
6-May*	B								
13-May	A		Lesson Sequence of Content: 1. Consider the importance of family and the gender roles within the family 2. Know what happens at a marriage ceremony and evaluate the relevance of marriage in today’s society 3. Apply knowledge to exam practice (new knowledge) 4. Explore issues surrounding marriage						
20-May	B	ST2							

			5. Explain key religious teachings on the nature of remarriage and arranged marriage 6. Explain key religious teachings on the nature and purpose of sex 7. Apply knowledge to exam practice (recall) 8. Know the religious attitudes towards same-sex relationships and marriage 9. Explore issues of gender prejudice and discrimination in worship and authority 10. Apply knowledge to exam practice (new knowledge) 11. End of unit review 12-15. ST2 Exam prep time 16-20: ST2 Exam 21-23: ST2 feedback 24-28: Review and consolidation of learning so far							
Half-Term			7 weeks							
3-Jun	A	ST2	GCSE/Exam Links AO1: Beliefs and Practices AO2: Impact of religion on individuals and Britain GW: Student can use their knowledge of Christian and Muslim beliefs, teachings and practices to describe, using key words, religious opinions on each relationship theme. BI: Student can use their knowledge of Christian and Muslim beliefs, teachings and practices to explain religious opinions on each relationships 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 relationships theme, using more than one opinion, supported by evidence and reason.							
10-Jun	B	ST2								
17-Jun		15								
	A									
24-Jun										
	B									
1-Jul	A	20								
8-Jul	B									
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(Total: 190 Days)										

* Bank Holidays

Overview of Year 10	
Based on your Flight Path (E.g. Target 1-9)	By the end of year 10 students will have a sound understanding of the prophets of the Abrahamic religions (Christianity and Islam) and understand the roots of each faith. Specifically, how over time the boundaries of each faith have become blurred and intertwined. They will know why ancient religious lands are important and start to consider why Britain is becoming increasingly secular. Students will have the discussion and evaluation skills to consider the importance of religion in an increasingly secular country and the power of religion.
GW: (E.g. Grade 1-3)	Students can confidently describe, using examples, specific religious beliefs and teachings, including; the nature of God; the foundations of faith; prophets and the afterlife. Similarly, students can also apply these skills to specific religious practices covering worship, pilgrimage, sacraments and celebrations.
BI: (E.g. Grades 4-6)	Students can confidently explain, using examples, specific religious beliefs and teachings, including; the nature of God; the foundations of faith; prophets and the afterlife. Similarly, students can also apply these skills to specific religious practices covering worship, pilgrimage, sacraments and celebrations. They can explain these beliefs using references to sources of authority and key words, giving consideration to denominational differences where possible.
EW: (E.g. Grades 5-9)	Students can evaluate the significance of religious beliefs and teachings, including; the nature of God; the foundations of faith; prophets and the afterlife. Similarly, students can also apply these skills to specific religious practices covering worship, pilgrimage, sacraments and celebrations. Students can confidently discuss how these beliefs and practices impact the actions of religious people today, by looking at different viewpoints, using sources of authority and judgement to support their thinking.