

Year 10 Overview 2024-25 – RS

Date	Wk	Week	Units Studied & Learning Outcomes						
8 weeks									
2-Sep	A	5	<p>Unit 1: Christian Beliefs and Teachings</p> <p>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></p> <p>Lesson Sequence of Content:</p> <p>1: Know Christian beliefs about the nature of God</p> <p>2: Explore the main philosophical arguments for God existence</p> <p>3: Nature of God presentations</p> <p>4: Apply knowledge to exam practice (new knowledge)</p> <p>5: Explore Christian creation theories</p> <p>6: Understand the incarnation of Jesus and the belief that Jesus was the son of God</p> <p>7: Apply knowledge to exam practice (new knowledge)</p> <p>8: Explore the significance of Jesus birth life and death</p> <p>9: define and find biblical evidence for key words to support Jesus death</p> <p>10: understand the timeline and events that led up to Jesus’ death</p> <p>11: Apply knowledge to exam practice (recall)</p> <p>12: explore Christian beliefs about how to achieve salvation</p> <p>13: End of unit review lesson</p> <p>Unit Learning Outcomes</p> <p>GW: Students can demonstrate knowledge and understanding of Christian 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 Christians today.</p> <p>EW: Students can evaluate the significance of the Christian beliefs and give consideration to the impact they have on the actions of people today</p> <p>GCSE/Exam Links</p> <p>AO1: Beliefs and Practices</p> <p>AO2: Impact of religion on individuals and Britain</p> <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Current (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <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> </tbody> </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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9-Sep	B	10							
16-Sep	A				15				
23-Sep	B	20							
30-Sep	A				20				
9-Oct	B	20							
14-Oct	A				20				
21-Oct	B	20							
					20				
7 weeks									
4-Nov	A	5			<p>Uni2 2: Christian Practices</p> <p>Students will build on their previous knowledge by gaining an understanding of Christian practices. This will specifically cover; <i>Worship; sacraments; pilgrimage and celebrations; Christianity in Britain; and Christianity in the wider world</i></p> <p>Lesson Sequence of Content:</p> <p>1: Know the different types of Worship</p> <p>2: Consider the different types of prayer</p> <p>3: Apply knowledge to exam practice (recall)</p> <p>4: Know what it means for Christians to go on a pilgrimage</p> <p>5: Understand the importance of celebrating Christmas and Easter for Christians</p> <p>6: Apply knowledge to exam practice (new knowledge)</p> <p>7: Consider if Britain is a Christian country</p> <p>8: Explore the role of the church in the local community</p> <p>9: Apply knowledge to exam practice (new knowledge and recall)</p> <p>10: End of unit review lesson</p> <p>11: ST1 Exam prep time</p>				
11-Nov	B		10						
18-Nov	A	15							
25-Nov	B		20						
2-Dec	A	20							
9-Dec	B		20						
16-Dec	A	20							
			20						

12: ST1 exams
 13: ST1 feedback and flipped learning (Islam)

GCSE/Exam Links

AO1: Beliefs and Practices
 AO2: Impact of religion on individuals and Britain

Unit Learning Outcomes

GW: Students can demonstrate knowledge and understanding of Christian 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 Christians today.
EW: Students can evaluate the significance of the Christian practices and give consideration to the impact they have on the actions of people today.

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.

Christmas Holiday 6 weeks

Unit 3: Muslim beliefs and Teachings		
6-Jan	B	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> Lesson Sequence of Content: 1: Understand why Islam split into two denominations 2: Discuss the diversity of Islam 3: Explore the Islamic Foundations of Faith 4: Apply knowledge to exam practice (recall knowledge) 5: Summarise the articles of faith in Sunni Islam and compare them to the Shi'a roots of faith 6: Deepen knowledge on the nature of Allah 7: Explore the prophets in Islam and their importance 8: Apply knowledge to exam practice (new knowledge) 9: Deepen knowledge of Muslim beliefs about angels
13-Jan	A	
20-Jan	B	
27-Jan	A	
3-Feb	B	
10-Feb	A	

		<p>10: Explain the importance of the Qur'an and other holy texts to Muslims 11: Know the Muslim beliefs about the afterlife and predestination 12: Apply knowledge to exam practice (<i>new knowledge</i>) 13: End of unit review lesson</p> <p>GCSE/Exam Links AO1: Beliefs and Practices 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. 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. EW: Students can evaluate the significance of the Muslim beliefs and consider the impact they have on the actions of people today.</p> <table border="1" data-bbox="370 945 1031 1155"> <thead> <tr> <th>Prior (y8/9)</th> <th>Current (10)</th> <th>Next (y11)</th> </tr> </thead> <tbody> <tr> <td>Impact of Islamic belief (y9) Worship; How, where why (yr8)</td> <td>Difference within Islamic beliefs and the impact of that on practices.</td> <td>Islamic approaches to Ethical issues, referring to denominational difference where relevant.</td> </tr> </tbody> </table>	Prior (y8/9)	Current (10)	Next (y11)	Impact of Islamic belief (y9) Worship; How, where why (yr8)	Difference within Islamic beliefs and the impact of that on practices.	Islamic approaches to Ethical issues, referring to denominational difference where relevant.
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Half-Term 6 weeks

25-Feb			<p>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></p> <p>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 (<i>recall</i>) 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 (<i>new knowledge</i>) 8. Apply knowledge to exam practice (<i>recall</i>) 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</p> <p>GCSE/Exam Links AO1: Beliefs and Practices AO2: Impact of religion on individuals and Britain</p> <p>GW: Students can demonstrate knowledge and understanding of Muslim practices by defining key words and describing specific practices.</p>
	B		
3.-Mar	A	5	
10-Mar	B		
17-Mar	A	10	
24-Mar	B		
31-Mar ST1	A	15	

			<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 Muslims today.</p> <p>EW: Students can evaluate the significance of the Muslim practices and consider the impact they have on the actions of people today.</p>						
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Easter Holiday			5 weeks						
22-Apr	B	5	<p>Unit 5: Issues of Relationships</p> <p>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></p> <p>Lesson Sequence of Content:</p> <ol style="list-style-type: none"> 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 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. Christianity Recall and WTM 16-20: Islam Recall and WTM 21-23: WTM Feedback 24-28: Review and consolidation of learning so far 						
28-Apr	A	10							
5-May	B								
12-May	A								
19-May									
	B	15							
Half-Term			7 weeks						
2-Jun	A	10	<p>GCSE/Exam Links</p> <p>AO1: Beliefs and Practices</p> <p>AO2: Impact of religion on individuals and Britain</p>						
9-Jun	B								
16-Jun	A	15	<p>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.</p> <p>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.</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 relationships theme, using more than one opinion, supported by evidence and reason.</p>						
23-Jun	B								
30-Jun	A	20							
7-Jul	B								
14-Jul									
	A		<table border="1"> <thead> <tr> <th>Prior (y8/9)</th> <th>Current (10)</th> <th>Next (y11)</th> </tr> </thead> <tbody> <tr> <td>Impact of Islamic belief (y9) Rites of Passage (y8)</td> <td>Different Christian and Muslim views on issues surrounding relationships, sexuality and gender.</td> <td>Religious approaches to Ethical issues, referring to denominational difference where relevant.</td> </tr> </tbody> </table>	Prior (y8/9)	Current (10)	Next (y11)	Impact of Islamic belief (y9) Rites of Passage (y8)	Different Christian and Muslim views on issues surrounding relationships, sexuality and gender.	Religious approaches to Ethical issues, referring to denominational difference where relevant.
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(Total: 190 Days)

* INSET Day 24th Feb

* Easter Monday 21st April

* Early May Bank Holiday 6th May

*SJB 4th July

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.