

## Religious Studies Year 10 Curriculum Overview

<b>What is the Year 10 Religious Studies curriculum aiming to achieve?</b>		
What do we want our Year 10 Philosophers to be like?	How are we building on prior learning?	How can parents/carers support their child's learning?
<ul style="list-style-type: none"> <li>To ask philosophical questions</li> <li>To understand different religious viewpoints</li> <li>To ask questions about how faith affects actions</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of core religions</li> <li>Build upon knowledge gained previously on Islam</li> <li>Investigate how belief affects actions through knowledge of origins</li> </ul>	<ul style="list-style-type: none"> <li>Discuss current affairs at home involving Religion and morality</li> <li>Visit places of cultural importance, such as places of worship</li> <li>Watch documentaries and programmes that highlight the differences between individuals</li> </ul>

<b>How are we organising the Year 10 Religious Studies curriculum?</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	Living the Muslim Life	Muslim Beliefs	Crime and Punishment in Islam	Peace and Conflict in Islam	Revision and Consolidation	Christian Beliefs
<b>Threshold Concepts</b>	Understanding the diversity of interpretation within and across religions and beliefs.	Understanding the diversity of interpretation within and across religions and beliefs.	Understanding the diversity of interpretation within and across religions and beliefs.	Understanding the diversity of interpretation within and across religions and beliefs.	Understanding the diversity of interpretation within and across religions and beliefs.	Understanding the diversity of interpretation within and across religions and beliefs.
<b>Skills</b>	Outlining and explaining core beliefs.	Outlining and explaining core beliefs.	Outlining and explaining core beliefs.	Outlining and explaining core beliefs.	Understanding GCSE exam techniques and questioning.	Outlining and explaining core beliefs.
<b>Enrichment within the curriculum</b>	It is intended to take students to visit either the Islamic experience exhibition or the local Mosque					
<b>Cross curricular links</b>	English Literature study of Blood Brothers explores the impact of socioeconomic struggles and links to Crime					
<b>Extra-curricular opportunities</b>	Philosophy GCSE help club					

<b>What are the intended outcomes of the Year 10 (insert subject name here) curriculum?</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Opportunities to show progress (Assessments)</b>	Frequent GCSE style marked questions. Timed end of unit assessment in exam conditions with green pen activity.	Frequent GCSE style marked questions. Timed end of unit assessment in exam conditions with green pen activity.	Frequent GCSE style marked questions. Timed end of unit assessment in exam conditions with green pen activity.	Frequent GCSE style marked questions. Timed end of unit assessment in exam conditions with green pen activity.	Frequent GCSE style marked questions. Timed end of unit assessment in exam conditions with green pen activity.	Frequent GCSE style marked questions. Timed end of unit assessment in exam conditions with green pen activity.
<b>Impact on personal development (SMSC)</b>	<ul style="list-style-type: none"> <li>Tolerance and respect for all</li> <li>Religious freedom</li> </ul>					
<b>Preparation for the next stage of education</b>	<ul style="list-style-type: none"> <li>Retrieval practice</li> <li>Written tasks</li> <li>Key word understanding</li> <li>Assessments in timed examination conditions</li> </ul>					