Curriculum Content Map

Subject: Religious Studies

Year group: 10 (GCSE)

	TERM 1		TERM 1/2 (condensed)		TERM 2/3 (condensed)	
Unit title & description	Islamic Belief & Teaching (10.1)	Islamic Practices (10.2)	Relationships (10.3)	Crime & Punishment (10.4)	Religion & Life (10.5)	Human Rights & Social Justice (10.6)
Sequencing	GCSE unit on Islam. Understanding of Christian theology have been established in 9.1 – 9.3	Build on introduction to Christian unit and 9.4 which introduces key aspects of Islamic theology	First ethics unit – building on theological knowledge from Islamic and Christian units	Second ethics unit – building on theological knowledge from Islamic and Christian units	Third ethics unit – building on theological knowledge from Islamic and Christian units	Fourth ethics unit – building on theological knowledge from Islamic and Christian units
Knowledge	Night of Power Holy Books Nature of God Life of Prophet Muhammad Sunni / Shia split Principles / Roots Angels Predestination	5 pillars Adalat, Imamate Pilgrimage Eid Ashura Types of Jihad Necessary and Sufficient Conditions	Relationship Types Marriage Divorce Sacraments Family Types Homosexuality Heterosexuality Contraception / Gender	Causes of Crime Types of Crime Attitude towards law- breakers Capital / corporal punish. Prison Determining Guilt Forgiveness	Value of Life Sanctity of Life & QoL Abortion Euthanasia Creation Afterlife Heaven & Hell Design Argument	Status of Women Wealth & Equality Human Rights Prejudice Discrimination Racial Discrimination Injustice Charity
Retrieval Practice	Knowledge of Islam from 7.6. Knowledge of GCSE skills from 9.1 to 9.3	Knowledge from 9.4. Knowledge of Islam from 7.6. Knowledge of GCSE skills from 9.1 to 9.3	Units from Y9 & Y10 on Christianity and Islam to inform coherent and comprehensive ethical perspectives	Units from Y9 & Y10 on Christianity and Islam to inform coherent and comprehensive ethical perspectives	Units from Y9 & Y10 on Christianity and Islam to inform coherent and comprehensive ethical perspectives	Units from Y9 & Y10 on Christianity and Islam to inform coherent and comprehensive ethical perspectives
Sequencing Skills	Extended writing and structuring of paragraphs. Using specific quotes from religious text to develop argument.	Extended writing and structuring of paragraphs. Using specific quotes from religious text to develop argument.	Extended writing and structuring of paragraphs. Using specific quotes from religious text to develop argument.	Extended writing and structuring of paragraphs. Using specific quotes from religious text to develop argument.	Extended writing and structuring of paragraphs. Using specific quotes from religious text to develop argument.	Extended writing and structuring of paragraphs. Using specific quotes from religious text to develop argument.
Literacy	Extended reading in class. Including regular discussion of specific quotes and Tier 3 vocabulary for RE.	Extended reading in class. Including regular discussion of specific quotes and Tier 3 vocabulary for RE.	Extended reading in class. Including regular discussion of specific quotes and Tier 3 vocabulary for RE.	Extended reading in class. Including regular discussion of specific quotes and Tier 3 vocabulary for RE.	Extended reading in class. Including regular discussion of specific quotes and Tier 3 vocabulary for RE.	Extended reading in class. Including regular discussion of specific quotes and Tier 3 vocabulary for RE.
Numeracy X	Regular reading in 3PH Understanding of chronology and timescales within religion.	Regular reading in 3PH Understanding of chronology and timescales	Regular reading in 3PH Understanding of chronology and timescales	Regular reading in 3PH Understanding of chronology and timescales	Regular reading in 3PH Understanding of chronology and timescales within religion.	Regular reading in 3PH Understanding of chronology and timescales within religion.
Numeracy X ÷		Using figures to identify and locate quotes within holy books.	Using figures to identify and locate quotes within holy books.	Using figures to identify and locate quotes within holy books.	Ü	Using figures to identify and locate quotes within holy books.

British values and SMSC	Individual liberty and how human rights have changed	Mutual respect for people arriving at different ethical arguments	Mutual respect for different tupes of relationships	Human rights for those who have committed crime. Are rights absolute or a contract?	Individual liberty and human rights over bodies (e.g. euthanasia / abortion)	Human rights for those who have committed crime. Are rights absolute or a contract?
Character	Students' resilience will be built through exposure to high level RE and high expectations of their work	Students' resilience will be built through exposure to high level RE and high expectations of their work	Students' resilience will be built through exposure to high level RE and high expectations of their work	Students' resilience will be built through exposure to high level RE and high expectations of their work	Students' resilience will be built through exposure to high level RE and high expectations of their work	Students' resilience will be built through exposure to high level RE and high expectations of their work
Careers	How human rights have enabled wider employment for more people	Roles and jobs in preventing and reducing conflict	Careers in helping people and in the justice system	Careers in helping people and in the justice system	Careers in helping people and in the justice system	Careers in helping people and in the justice system
Assessment opportunities	3PH homework every fortnight.					
	Extended writing 3 times in the unit with feedback.	Extended writing 3 times in the unit with feedback.	Extended writing 3 times in the unit with feedback.	Extended writing 3 times in the unit with feedback.	Extended writing 3 times in the unit with feedback.	Extended writing 3 times in the unit with feedback.
	Regular, low stakes knowledge quizzes					
Personalised Challenge for all	HPA – Introducing religious writing and argument into lesson	HPA – Introducing religious writing and argument into lesson	HPA – Introducing religious writing and argument into lesson	HPA – Introducing religious writing and argument into lesson	HPA – Introducing religious writing and argument into lesson	HPA – Introducing religious writing and argument into lesson
	LPA – Dual coding and graphic organisers to simplify key information.	LPA – Dual coding and graphic organisers to simplify key information.	LPA – Dual coding and graphic organisers to simplify key information.	LPA – Dual coding and graphic organisers to simplify key information.	LPA – Dual coding and graphic organisers to simplify key information.	LPA – Dual coding and graphic organisers to simplify key information.