

## KS4 Long Term Curriculum Plan: Year 10 RE

### Curriculum Aim:

The RE GCSE units of Christianity & Islam aims to give students the opportunity to study key concepts within two Abrahamic faiths in order to develop their knowledge and understanding of the basis of beliefs, teachings and practices. As part of the study, students will recognise and consider the existence and importance of common and divergent views within Christian & Islamic traditions, in the way beliefs, teachings and practices are understood and expressed. Students will acquire knowledge and understanding of sources of authority and wisdom that underpin and connect teachings, beliefs and practices and be able to refer to them in responses. Students will explore how Christianity & Islam influences individuals, communities and societies. The programme of study aims to give students the opportunity to develop/hone their skills in explanation, analysis and evaluation of topics, in order to offer reasoned and supported arguments in discussions about key issues within Christianity & Islam and in wider society.

### Link to prior learning:

The Year 10 RE curriculum builds on their KS2 learning of world religions which focuses on 'exploring' the faiths and learning about the beliefs, teachings and practices. At KS4, the RE curriculum deepens this knowledge and focuses on the 'application' of their learning on a range of ultimate questions and ethical issues. The Year 10 GCSE programme of study in RE builds on the skills developed in Year 7, 8 & 9 - skills including; investigation, explanation, analysis, comparative study, discussion and evaluation in preparation for their GCSE exams.

**Rationale of sequencing:** Year 10 GCSE RE option group will have **three** lessons over a two week timetable.

The GCSE unit on Christianity & Islam Beliefs, teachings and practices exam paper is worth 25% each of the the final GCSE. This unit is taught at this stage as it follows on from their Year 9 study of RE and applies the same skills developed in Year 9 - skills including; investigation, explanation, analysis, comparative study, discussion and evaluation in preparation for their GCSE exams. The sequence of the lessons reflects the OCR specification.

	Focus / Topic	Knowledge & skills (from NC/Programmes of Study)	Assessment
Autumn 1	<b>GCSE RE - UNIT Christianity Beliefs, Teachings &amp; Practices</b>	<ul style="list-style-type: none"> <li>The Nature of God</li> <li>The Trinity</li> <li>Genesis 1, 2, 3 Creation accounts and different interpretations</li> <li>The problem of Evil</li> <li>Jesus' teachings and beliefs about Jesus</li> <li>Incarnation, resurrection and ascension</li> <li>Concept of salvation</li> <li>Eschatological beliefs</li> <li>Worship &amp; Sacraments</li> <li>Prayer</li> <li>Pilgrimage</li> <li>Celebrations</li> <li>Mission and the wider church</li> <li>The Persecuted Church</li> </ul>	<ul style="list-style-type: none"> <li>Baseline assessment of knowledge of Christianity</li> <li>Reflective written assessment on the Trinity</li> <li>Comparative assessment on the accounts of creation in Genesis</li> <li>'The existence of evil and suffering means God cannot be good' -Evaluative essay</li> </ul>
Autumn 2			
Spring 1			
Spring 2			
		<p>Demonstrate knowledge and understanding through <b>investigation, application &amp; discussion</b></p> <p><b>Analyse, evaluate and discuss</b> the issues raised by the area of study and their importance for individuals,communities and societies</p>	<p>Assessment week 1</p> <ul style="list-style-type: none"> <li>Reflective written assessment on the incarnation and resurrection</li> </ul> <p>Practices Assessment - Christmas and Easter</p>

Summer 1	<b>Islam Beliefs, Teachings &amp; Practices (40 lessons)</b>	<p><b>Analysis</b> of sources of wisdom and authority</p>	<p>What does Tawhid mean? (3) How might Muslims describe the nature of Allah? (3) Explain different Muslim attitudes to divine justice (6)</p>
Summer 2		<p>Core beliefs - Sunni &amp; Shia Beliefs and teachings about the nature of God, the importance of the imams and Allah as a judge. Belief in Imams Belief in Divine Justice Prophethood Beliefs and teachings about the different Prophets and the significance of the Prophet Muhammad.</p> <p>Holy Scripture Role of Angels Eschatological beliefs and teachings Life after Death The beliefs and teachings about the scriptures, the significance of the angels and Islamic ideas about predestination, judgement, heaven, hell and barzakh. Practices The significance of the Islamic Five Pillars, the practices of alms giving, fasting and pilgrimage</p> <p>Festivals - The significance of the Islamic festivals such as Id-ul-Adha, Id-ul-Fitr &amp; Ashura</p> <p>Demonstrate knowledge and understanding through <b>investigation, application &amp; discussion</b></p> <p><b>Analyse, evaluate and discuss</b> the issues raised by the area of study and their importance for individuals, communities and societies</p> <p><b>Analysis</b> of sources of wisdom and authority</p> <p><b>Comparative study</b> of the common and divergent views within Islam</p>	<p>Name three prophets (3) Explain the significance of one prophet for Muslims (6) 'The Prophet Muhammad is the most important Prophet'. Discuss (15) Why might a Muslim give sadaqah? (3) 'It does not matter what you believe as long as you help others'. (15)</p> <p>Past paper exam End of Year exam (w/b 14th June)</p>

Further Information

OCR GCSE SPECIFICATION - <https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/specification-at-a-glance/>