



Curriculum Map: Year 10 Religious Studies

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Christian Beliefs	The Existence of God and Revelation	Religion and Life	Islam Beliefs	End of Year Revision	Assessment improvements / introduction to Christian practices
Intent	Ensure students gain an appreciation of how religion, philosophy and ethics form the basis of our culture so students can care and respect one another. Help students learn about and experience cultural and spiritual diversity around the world and in Britain, promoting a sense of belonging. Understand and ask challenging questions about the meaning and purpose of life, beliefs about God, issues about right and wrong and what it means to be human.	Understand and ask challenging questions about the meaning and purpose of life, beliefs about God, issues about right and wrong and what it means to be human. Ensure students gain an appreciation of how religion, philosophy and ethics form the basis of our culture so students can care and respect one another.	Ensure that all students can discuss their own experiences of life, explore their identity, and develop an understanding and respect of others celebrating diversity. world religions and other world views including atheism and humanism. Understand and ask challenging questions about the meaning and purpose of life, beliefs about God, issues about right and wrong and what it means to be human. Understand and display British values of respect, tolerance, law and democracy which underpin our school value of kindness.	Help students learn about and experience cultural and spiritual diversity around the world and in Britain, promoting a sense of belonging. Appreciate and experience the religious heritage and ethnic diversity of their school, local area and on a national and global level.	Ensure students gain an appreciation of how religion, philosophy and ethics form the basis of our culture so students can care and respect one another. Help students learn about and experience cultural and spiritual diversity around the world and in Britain, promoting a sense of belonging. Encourage students to always 'give it a go', challenge and debate, to develop and express their insights in response, and to agree or disagree in a courteous manner.	Help students learn about and experience cultural and spiritual diversity around the world and in Britain, promoting a sense of belonging. Understand and display British values of respect, tolerance, law, and democracy which underpin our school value of kindness. Appreciate and experience the religious heritage and ethnic diversity of their school, local area and on a national and global level.
Key Knowledge	Explain the nature of God, the problem of evil and suffering, meaning of the oneness of God and	<i>Explain contrasting beliefs on the following three issues with reference to</i>	<i>Explain contrasting beliefs on the following three issues with reference to</i>	Explain the six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key	Understand key beliefs and how these beliefs influence believers today.	Worship and festivals: Different forms of worship and their significance including, liturgical, non-liturgical and informal,

	<p>the Trinity: Father, Son and Holy Spirit., Explain different Christian beliefs about creation and afterlife and their importance, including resurrection and life after death; judgement, heaven and hell. Evaluate the role of Jesus Christ and salvation: including teachings on the incarnation and Jesus as the Son of God, the crucifixion, resurrection, and ascension. The meaning of sin, including original sin, the means of salvation, including law, grace and Spirit and the role of Christ in salvation, including the idea of atonement. <i>Student must be able to explain how each of these beliefs influences a Christian today.</i></p>	<p><i>Christianity and non-religious beliefs: Visions, Miracles, Nature as general revelation.</i> Evaluate Philosophical arguments for and against the existence of God: The Design argument, The First Cause argument, The argument for miracles. Evaluate arguments against the existence of God: Evil and suffering, arguments based on science. Explain the nature of the divine and revelation including special revelation; visions, enlightenment as a source of knowledge about the divine and general revelation; evaluating nature and scripture as a way of understanding the</p>	<p><i>(Christianity) and one or more other religious traditions: Abortion, Euthanasia, Animal experimentation.</i> Explain religious views on. The origins and value of the universe, the origins of the universe, including: different interpretations of these, the relationship between scientific views, such as the Big Bang theory, and religious views. Understand the value of the world and the duty of human beings to protect it. Assess the use and abuse of the environment, including the use of natural resources, pollution. Assess the use and abuse of animals, including animal experimentation, the use of animals for food. Understand the origins and value of human life and the concepts of sanctity of life and the</p>	<p>similarities and differences. Understand Tawhid (the Oneness of God). Evaluate the nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence. Explain the nature and role of Angels. Explain Predestination and human freedom and its relationship to the Day of Judgement. Understand Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. Explain what Risalah is (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. Evaluate the importance of the holy books:</p>		<p>including the use of the Bible and private worship. Understand prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. Explain the role and meaning of the sacraments including, Baptism, Holy Communion/Eucharist. Explain the role and importance of pilgrimage and celebrations including, two contrasting examples of Christian pilgrimage, Lourdes and Iona and the celebrations of Christmas and Easter. Assess the role of the church in the local and worldwide community. Evaluate the place of mission, evangelism and Church growth and the importance of the worldwide Church including, working for reconciliation and the Christian response to poverty.</p>
--	---	---	--	--	--	--

		divine. Meaning of omnipotent and omniscient, personal, and impersonal, immanent and transcendent. Assess the value of general and special revelation and enlightenment as sources of knowledge about the divine and assess alternative explanations for the experiences.	quality of life. Evaluate ethical arguments related to abortion and Euthanasia. Explain beliefs about death and an afterlife, and their impact on beliefs about the value of human life.	Explain what the imamate in Shi'a Islam is: its role and significance. <i>Student must be able to explain how each of these beliefs influences a Muslim today.</i>		
Key Skills	Develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills.	Develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills.	Develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills.	Develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills.	Develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills.	Develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills.
Key Vocabulary	Omnipotent, Omniscient, Omnibenevolent, Eternal, Transcendent, Immanent, Just, Nature of God, The Trinity, Creation, Incarnation, Crucifixion, Resurrection, Ascension, Salvation	Nature of God, The Trinity, Creation, Design Theory, Causation Theory, Suffering, Scientific theories, Big Bang, Evolution, Special Revelation, General Revelation, Visions, Miracles	Creation, Evolution, Stewardship, Sustainable development, Dominion, Sanctity of life, Quality of life, Pro Choice, Pro Life, Abortion, Euthanasia, Afterlife	Nature of Allah, Omnipotent, Merciful, Just, Tawhid, Al-Qadr, Risalah, Angels, Prophethood, Authority of the Qur'an, Akhirah	All key vocabulary covered in Terms 1-4	Worship, Liturgical, Non-liturgical, Sacraments, Baptism, Eucharist, Pilgrimage, Festivals, Evangelism, Missionary, Persecution, Reconciliation, Poverty, stewardship.

Key Reading	AQA GCSE Religious Studies Specification A: Jan Hayes, Lesley Parry, Sheila Butler AQA A: Christianity: Marianne Fleming, Peter Smith, David Worden.	AQA GCSE Religious Studies Specification A: Jan Hayes, Lesley Parry, Sheila Butler	AQA GCSE Religious Studies Specification A: Jan Hayes, Lesley Parry, Sheila Butler Case studies on Abortion and Euthanasia adapted from BBC Bitesize.	AQA GCSE Religious Studies Specification A: Jan Hayes, Lesley Parry, Sheila Butler AQA A: Islam:	AQA GCSE Religious Studies Specification A: Jan Hayes, Lesley Parry, Sheila Butler	AQA GCSE Religious Studies Specification A: Jan Hayes, Lesley Parry, Sheila Butler AQA A: Christianity: Marianne Fleming, Peter Smith, David Worden.
End Point	Students can explain the beliefs, teachings and practices of Christianity specified above and their basis in Christian sources of wisdom and authority. They can refer to scripture and/or sacred texts where appropriate. Students can evaluate the influence of the beliefs, teachings and practices studied on individuals, communities, and societies.	Students can critically evaluate arguments for the existence of God and assess different sources of revelation as sources of knowledge about the divine.	Students can evaluate religious and scientific theories on the creation of the universe, assess the value of the world, including the environment and animal rights and critically evaluate concepts of sanctity of life and the quality of life.	Students can explain the beliefs, teachings and practices of Islam specified above and their basis in Islamic sources of wisdom and authority. They can refer to scripture and/or sacred texts where appropriate. Students can evaluate the influence of the beliefs, teachings and practices studied on individuals, communities, and societies.	Students are aware of content and skills required for 1, 2, 4, 5, and 12 mark exam questions.	Students can explain the teachings and practices of Christianity specified above and their basis in Christian sources of wisdom and authority. They can refer to scripture and/or sacred texts where appropriate. Students can evaluate the influence of the teachings and practices studied on individuals, communities, and societies.
Form of Assessment	Past paper section with multiple choice, 2, 4, 5 and 12 mark questions.	End of term assessment covering past paper sections on both units covered.	Past paper section with multiple choice, 2, 4, 5 and 12 mark questions.	Past paper section with multiple choice, 2, 4, 5 and 12 mark questions.	End of year assessment covering past paper sections on all units covered.	Weekly past paper section with multiple choice, 2, 4, 5 and 12 mark questions.

Bradford Agreed Syllabus	<p>A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts; 2. Ultimate Questions of belonging, meaning, purpose and truth.</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>
Enrichment opportunities	<p>Visit to Bradford Cathedral.</p>
Leadership opportunities	<p>Involvement in group work.</p>



AMBITION



RESILIENCE



COURTESY



KINDNESS