

Year 10 RS - AQA GCSE - Long Term Plan



4 lessons across a fortnight

'Religiously literate, culturally aware and philosophically curious'

Golden Threads				
				
Identity	Community	Ethics	God	Rituals
Disciplinary Approaches				



Topic	Unit Title	Key knowledge/ Content to learn and retain Substantive Knowledge / Golden Threads in RE	Essential skills to acquire (subject & generic) <i>Disciplinary Knowledge (how they are learning)</i>	Link to 'religiously literate, culturally aware and philosophically curious'. <i>Personal understand and their own views and interrogate</i>	Anticipated misconceptions (See MTP for individual lesson misconceptions)	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital / Local Links	Career Link
3	<u>Component 1</u> Christianity - Practices	Forms of Worship- Liturgical and non- liturgical Sacraments Pilgrimage Christmas Easter Christianity in Britain The Church in the Local Community The Worldwide Church	AO1: Demonstrate knowledge and understanding of religion and beliefs through: Beliefs, practices and sources of authority. Influence on individuals, communities and society Similarities and differences within and/or between religions and beliefs AO2:	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups of Christians. Philosophically curious: why if they are all Christian do they have slightly different practices?	Misconceptions that all Christians practice their faith in same way, especially the sacraments	Links back to KS3 UC unit - The nature of God, and Jesus Links to KS4 AQA GCSE - Christianity Beliefs and Teachings	Links to KS4 AQA GCSE - Thematic Units	Bible passages where appropriate and exploration of denominational differences	Social - importance of Christian practices in society today. Moral - Are these practices morally right? Spiritual - Following practices show a connection to God. Cultural - Do all Christians	Background of different Christian groups. Festivals - Easter, Christmas, etc Christian Q&A panel representing differing perspectives eg - Baptist and Methodist to discuss	Charity worker Vocational roles Minister

			Analysis and evaluation aspects of religion and belief, including their significance and influence						practice in the same way, or do cultural differences influence practice? British Values - tolerance	Baptism etc.	
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4	Component 2 Religion and Life	Creation of the World The Origin and Value of Human Life Use of the world's resources including animals for food, and research Environmental Sustainability Sanctity of life, abortion and euthanasia	AQ1: Demonstrate knowledge and understanding of religion and beliefs through: Beliefs, practices and sources of authority. Influence on individuals, communities and society Similarities and differences within and/or between religions and beliefs AQ2: Analysis and evaluation	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically curious: Why do people think that religion and science can't compliment each other?	Misconceptions about Christians being against the Big Bang and the theory of evolution. Misconceptions about all Christians believing the same things.	Links to KS3 Understanding Christianity Units, particularly about the Creation and The Fall. Links to KS4 AQA GCSE Component 1: Christianity beliefs and Practices.	Links to KS4 AQA GCSE - Thematic Units - Sanctity of life and creation feature in all the thematic units	Bible passages where appropriate Key texts from non religious sources e.g. God Delusion (Dawkins) Include more Islamic texts for comparison	Social - Discussion about the origins of the universe and the different views on this, and the implications for environmental sustainability Moral - The importance of Human life. Spiritual - Role God plays in life and death issues for Christians. Cultural - Different Christian views on life and	Discussion of laws around abortion/ euthanasia in other countries, and the way parliament is debating current euthanasia bill Reference to afterlife in other cultures - where has the Christian view come from - Greek, Roman etc. Religion and	Charity worker Vocational roles. Solicitor Minister Counsellor Undertaker Funeral celebrant Scientist

		Beliefs about Death and the Afterlife	aspects of religion and belief, including their significance and influence						death, and rituals based on cultural preference	non-religion speakers to debate topics	
									British Values- Law allows abortion but doesn't allow euthanasia (yet)	Speakers from an Eco-Church or a funeral director	
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5	Component 1 Islam Beliefs and Teachings	The nature of Allah Foundations of faith - 5 Roots and 6 Articles Predestination Angels Prophethood (Risalah) Imamate Aakhirah (afterlife)	AO1: Demonstrate knowledge and understanding of religion and beliefs through: Beliefs, practices and sources of authority. Influence on individuals, communities and society Similarities and differences within and/or between religions and beliefs AO2: Analysis and	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically curious: Why do people associate Islam with Terrorism, and exploring stereotypes within Islam and the media	Misconception of the term Allah (need to understand it is God in Arabic) Misconceptions from stereotypes in and negative news on social media.	Links to KS3 Islam unit and thematic units on art and death	Links to KS4 AQA GCSE- Component 1 - Islam Practices, and also Component 2 - thematic units	Qur'an passages where appropriate Compare Sunni and Shia differences	Moral - What makes Muhammad (pbuh) a good moral role model? Spiritual - Nature of Allah and his interaction with the world. Cultural - Different Muslim (Sunni/Shia)	Background of different Muslim groups, especially local groups Visit to the York Mosque or talk from the Imam	Charity worker Vocational roles Peace worker Politician Teacher

		Holy Books	evaluation aspects of religion and belief, including their significance and influence						beliefs and teachings. British Values - Law and Tolerance		
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6	Component 1 Islam Practices	The Five Pillars of Sunni Islam: practices in Britain and elsewhere Ten Obligatory Acts of Shi'a Islam: practices in Britain and elsewhere Jihad Festivals:	AO1: Demonstrate knowledge and understanding of religion and beliefs through: Beliefs, practices and sources of authority. Influence on individuals, communities and society Similarities and differences within and/or between religions and	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - exploring how Islam is practiced in the UK and other countries Philosophically curious: exploring the media responses to Muslim practices, such as wearing the	Misconceptions of the term Jihad Islam seen as a wholly violent religion Islam seen as only a Middle Eastern religion Woman seen as being oppressed	Links to KS3 Islam unit and thematic units on art and death Links to KS4 AQA GCSE - Component 1 - Islam Beliefs and Teachings	Links to KS4 AQA GCSE- Component 1 - Islam Beliefs and Teachings, and also Component 2 - thematic units	Qur'an passages where appropriate Compare Sunni and Shia differences	Social - importance of Muslim practices in society today. Moral - Are these practices morally right? Spiritual - Following practices show a connection to God.	Background of different Muslim groups. Exploring Festivals - Eid ul Fitr Eid ul Adha, and how the local community celebrates Visit to the	Charity worker Vocational roles Peace worker Teacher Politician

		practices in Britain and elsewhere	beliefs <u>AO2:</u> Analysis and evaluation aspects of religion and belief, including their significance and influence	Hijab or Jihad						Cultural - Do all Muslims practice in the same way? British Values - tolerance	York Mosque or talk from the Imam Opportunity to show empathy by fasting at Ramadan	
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