

**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

## Class 10- Venture Curriculum - RS/4 Lessons weekly

Year	2022 – 2023 Autumn 1 Unit 1	2022 – 2023 Autumn 2 Unit 2	2022 – 2023 Spring 1 Unit 3	2022 – 2023 Spring 2 Unit 4	2022 – 2023 Summer 1 Unit 5	2022 – 2023 Summer 2 Unit 6
<b>Year 10 GCSE</b>	<p>Topic: <b>Islam</b> AQA GCSE</p> <p><b>Key questions:</b></p> <p>Introduction to Islam.</p> <p>Key Sources of authority and angels.</p> <p>The six articles of faith and Usul U'din. Similarities and differences.</p> <p>1) Why do we comply to authority?</p> <p>2) Is there a punishment if we do not comply?</p> <p>3) What do religious text say about non compliance?</p> <p>4) How do the articles of faith differ to the Shias version?</p>	<p>Topic: <b>Islam</b> AQA GCSE</p> <p><b>Key questions:</b></p> <p>Holy books,( Torah, Bible, Psalms)</p> <p>Tawhid (Surah 112) Nature of God.</p> <p>Predestination, judgement.</p> <p>Death and the afterlife.</p> <p>1) Why are books in general so relevant?</p> <p>2) How do these religious text differ in terms of respect and preservation?</p> <p>3) Do we really have a choice? If God controls all and knows all (Omniscience).</p>	<p>Topic: <b>Islam</b> AQA GCSE</p> <p><b>Key questions:</b></p> <p>Risalah (prophethood)</p> <p>Revelation, 23 years.</p> <p>Sunnis and Shias.</p> <p>Imamate and it relevance.</p> <p>1) What is Risalah? What is their purpose how does the Qur'an mention these Prophets. Qur'an 2:136, 2:87</p> <p>2) Describe the process of revelation. Angel Gabriel- Mohammed – scribe.</p> <p>3) Definition of Imamate?</p>	<p>Topic: <b>Thematic studies</b> AQA GCSE</p> <p><b>Key questions:</b></p> <p>Religion peace and conflict.</p> <p>Violence Terrorism,</p> <p>Justice and forgiveness Reconciliation</p> <p>WMD's nuclear weapons.</p> <p>1) What does religion say about war? Islam and Christianity.</p> <p>2) What does it say about conflict? Love thy neighbour (Bible)</p> <p>3) What do the faith say about forgiveness?</p>	<p>Topic: <b>Thematic studies</b> AQA GCSE</p> <p><b>Key questions:</b></p> <p>Marriage and homosexuality</p> <p>Gender equality</p> <p>Gender prejudices</p> <p>Polygamy/ Monogamy.</p> <p>1) Explore the religious views on homosexuality. Story of Lot (for both Islam and Christianity)</p> <p>2) What are societies expectations of society? Regarding homosexuality.</p> <p>3) How does religious text support the religious narrative? Homosexuality.</p>	<p>Topic: <b>Thematic studies</b> AQA GCSE</p> <p><b>Key questions:</b></p> <p>Divorce</p> <p>Marriage</p> <p>1) What does Islam and Christianity say about divorce?</p> <p>2) Discuss the Iddah period. Does this make sense in todays society even though we have pregnancy tests available?</p> <p>3) Is it fair that a clergyman makes the final decision on a couples divorce? Christians.</p> <p>4) Purpose of marriage?</p>

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	<p>Analyse, compare and question relevance.</p> <p><b>Key skills and knowledge:</b> Can give insightful analysis and evaluation of controversies about commitment to religious views.</p> <p><b>Assessment outcome:</b></p> <p>Sample exam questions</p>	<p>4) What is the meaning behind predestination?</p> <p><b>Key skills and knowledge:</b> Explain how religious stories and texts are used within different world religions.</p> <p><b>Assessment outcome:</b></p> <p>Sample exam questions</p>	<p>4) What caused the division of Sunnis and Shias?</p> <p>5) How do they differ? How are they similar?</p> <p><b>Key skills and knowledge:</b> Explain how beliefs, symbols and actions impact on the everyday lives of religious individuals.</p> <p><b>Assessment outcome:</b></p> <p>Sample exam questions</p>	<p>4) Would Jesus or Mohammed PBUT approve of WMDs today?</p> <p><b>Key skills and knowledge:</b> Ask questions and suggest answers to important questions about religions and beliefs, making links between their own and others responses.</p> <p><b>Assessment outcome:</b></p> <p>Sample exam questions</p>	<p>4) How have gender roles changed over the last century?</p> <p>5) Compare and discuss the similarities and differences regarding gender roles.</p> <p><b>Key skills and knowledge:</b> Explain and interpret how the history and culture of religions influence individuals and communities.</p> <p><b>Assessment outcome:</b></p> <p>Sample exam questions</p>	<p>5) Age appropriate? What is religiously permissible?</p> <p>6) Does Q.5 agree with the mindset of marriage today?</p> <p><b>Completion of any units not yet covered.</b></p> <p><b>Key skills and knowledge:</b> Suggest possible reasons for similarities and differences within different religions.</p> <p><b>Assessment outcome:</b></p> <p>Sample exam questions</p> <p>Mock exam.</p>
Links to Gatsby Benchmark.	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p><b>Gatsby Benchmark</b></p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research</p>	<p><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p><b>Gatsby Benchmark</b></p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research</p>