Class 10- Explorer Curriculum – RS/2 Lessons weekly

| | 2023 – 2024 | 2023 – 2024 | 2023 – 2024 | 2023 – 2024 | 2023 – 2024 | 2023 – 2024 |
|------------------|--|---|--|---------------------------------------|-----------------------------------|--|
| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
| Year 10 | Topic: 6238 | Topic: 6238 | Topic: 6236 | Topic: 6236 | Topic: 6226 A non- | Topic: 6226 A non- |
| | Religious Festivals | Religious Festivals | Prejudice and | Prejudice and | British society in | British society in the |
| WJEC | and celebrations | and celebrations | discrimination | discrimination | the past | past |
| 6005 A3/C3/D3 | | | | | | |
| AS/CS/DS | Remembering | Remembering | Being Merciful and | Being Merciful and | | |
| Cer = 17 | roots, being curious | roots, being curious | forgiving. Being fair | forgiving. Being fair | | |
| | and valuing | and valuing | and just. | and just. | | |
| | knowledge, being thankful. | knowledge, being thankful. | | | | |
| | tnanktui. | thankful. | | | | |
| | Key questions: | Key questions: | Key questions: | Key questions: | Key questions: | Key questions: |
| | Key skills and | Key skills and | Key skills and | | Key skills and | Key skills and |
| | knowledge: | knowledge: | knowledge: | Key skills and | knowledge: | knowledge: |
| | 1. Know the | 2. Know how | 1. Know causes of | knowledge: | 1. Know features and | 2. Know similarities |
| | background to | religious festivals are | prejudice and | 2. Know what | characteristics of a | and differences |
| | religious festivals. | celebrated. | discrimination against | happens during | particular non-British | between aspects of a |
| | AC1.1 Identify two | AC2.1 Outline | people. | prejudice and | society in the past. | particular non-British |
| | religious festivals. | religious aspects of | AC1.1 State | discrimination against | AC1.1 Outline | society in the past and |
| | AC1.2 Outline the | the celebration of | examples of | people. | features and | their own life. |
| | story behind the | the religious | individuals who have | AC2.1 Outline ways | characteristics of a | AC2.1 Identify |
| | religious festivals. | festivals. | experienced | in which people can | particular non- | similarities between a |
| | 0.16 | AC2.2 Outline | prejudice and | experience prejudice | British society in the | particular nonBritish |
| | Know how religious festivals are | social aspects of the celebration of | discrimination. | and discrimination. | past. • AC1.2 Outline the | society in the past and their own times. |
| | celebrated. | the religious | AC1.2 State | 3. Know how | importance of | AC2.2 Outline how |
| | AC2.1 Outline | festivals. | examples of how | experience of | certain people in a | people's lives in a |
| | religious aspects of | icstivais. | groups of people | prejudice and | particular non- | particular nonBritish |
| | the celebration of | 3. Know the | who have | discrimination has | British society in the | society in the past |
| | the religious | importance of | experienced | affected people and | past. | were different from |
| | festivals. | religious festivals. | prejudice and | how it might be | h 212.11 | life today. |
| | AC2.2 Outline | AC3.1 Give reasons | discrimination. | prevented. | 2. Know similarities | , |
| | social aspects of | why the religious | AC1.3 Give reasons | AC3.1 Outline how | and differences | 3. Be able to use |
| | the celebration of | festivals are | why people | people concerned | between aspects of a | historical sources to |
| | the religious | important to | experience prejudice | have been affected | particular non-British | find out about a |
| | festivals. | believers. | and discrimination. | by prejudice and | society in the past | particular non-British |
| | | AC3.2 Give reasons | | discrimination. | and their own life. | society in the past. |
| | | | | 2.551111111410111 | | |

| Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood. | | | | | | | | | |
|--|---|--|---|--|---|--|--|--|--|
| | Assessment outcomes: UAS portfolio. | why the religious festivals are important to the wider community. Assessment outcomes: UAS portfolio. | 2. Know what happens during prejudice and discrimination against people. • AC2.1 Outline ways in which people can experience prejudice and discrimination. Assessment outcomes: UAS portfolio. | AC3.2 Suggest ways in which prejudice and discrimination against people might be prevented. Assessment outcomes: UAS portfolio. | AC2.1 Identify similarities between a particular nonBritish society in the past and their own times. AC2.2 Outline how people's lives in a particular nonBritish society in the past were different from life today. Assessment outcomes: UAS portfolio. | AC3.1 Categorise different types of historical sources from a particular non-British society in the past. AC3.2 Use historical sources to make observations about a particular non-British society in the past. Assessment outcomes: UAS portfolio. | | | |
| Links to Gatsby Benchmark | Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research. | Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research. | Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research | Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research. | Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research. | Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research | | | |