

## Class 10- Explorer Curriculum – RS/2 Lessons weekly

Year	2023 – 2024 Autumn 1 Unit 1	2023 – 2024 Autumn 2 Unit 2	2023 – 2024 Spring 1 Unit 3	2023 – 2024 Spring 2 Unit 4	2023 – 2024 Summer 1 Unit 5	2023 – 2024 Summer 2 Unit 6
<b>Year 10</b>  <b>WJEC 6005 A3/C3/D3</b>  <b>Cer = 17</b>	<p>Topic: <b>6238 Religious Festivals and celebrations</b></p> <p><b>Remembering roots, being curious and valuing knowledge, being thankful.</b></p> <p><b>Key questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>1. Know the background to religious festivals.</p> <ul style="list-style-type: none"> <li>• AC1.1 Identify two religious festivals.</li> <li>• AC1.2 Outline the story behind the religious festivals.</li> </ul> <p>2. Know how religious festivals are celebrated.</p> <ul style="list-style-type: none"> <li>• AC2.1 Outline religious aspects of the celebration of the religious festivals.</li> <li>• AC2.2 Outline social aspects of the celebration of the religious festivals.</li> </ul>	<p>Topic: <b>6238 Religious Festivals and celebrations</b></p> <p><b>Remembering roots, being curious and valuing knowledge, being thankful.</b></p> <p><b>Key questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>2. Know how religious festivals are celebrated.</p> <ul style="list-style-type: none"> <li>• AC2.1 Outline religious aspects of the celebration of the religious festivals.</li> <li>• AC2.2 Outline social aspects of the celebration of the religious festivals.</li> </ul> <p>3. Know the importance of religious festivals.</p> <ul style="list-style-type: none"> <li>• AC3.1 Give reasons why the religious festivals are important to believers.</li> <li>• AC3.2 Give reasons</li> </ul>	<p>Topic: <b>6236 Prejudice and discrimination</b></p> <p><b>Being Merciful and forgiving. Being fair and just.</b></p> <p><b>Key questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>1. Know causes of prejudice and discrimination against people.</p> <ul style="list-style-type: none"> <li>• AC1.1 State examples of individuals who have experienced prejudice and discrimination.</li> <li>• AC1.2 State examples of how groups of people who have experienced prejudice and discrimination.</li> <li>• AC1.3 Give reasons why people experience prejudice and discrimination.</li> </ul>	<p>Topic: <b>6236 Prejudice and discrimination</b></p> <p><b>Being Merciful and forgiving. Being fair and just.</b></p> <p><b>Key questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>2. Know what happens during prejudice and discrimination against people.</p> <ul style="list-style-type: none"> <li>• AC2.1 Outline ways in which people can experience prejudice and discrimination.</li> </ul> <p>3. Know how experience of prejudice and discrimination has affected people and how it might be prevented.</p> <ul style="list-style-type: none"> <li>• AC3.1 Outline how people concerned have been affected by prejudice and discrimination.</li> </ul>	<p>Topic: <b>6226 A non-British society in the past</b></p> <p><b>Key questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>1. Know features and characteristics of a particular non-British society in the past.</p> <ul style="list-style-type: none"> <li>• AC1.1 Outline features and characteristics of a particular non-British society in the past.</li> <li>• AC1.2 Outline the importance of certain people in a particular non-British society in the past.</li> </ul> <p>2. Know similarities and differences between aspects of a particular non-British society in the past and their own life.</p>	<p>Topic: <b>6226 A non-British society in the past</b></p> <p><b>Key questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>2. Know similarities and differences between aspects of a particular non-British society in the past and their own life.</p> <ul style="list-style-type: none"> <li>• AC2.1 Identify similarities between a particular non-British society in the past and their own times.</li> <li>• AC2.2 Outline how people’s lives in a particular non-British society in the past were different from life today.</li> </ul> <p>3. Be able to use historical sources to find out about a particular non-British society in the past.</p>

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

	<p>why the religious festivals are important to the wider community.</p> <p><b>Assessment outcomes:</b></p> <p>UAS portfolio.</p>	<p>2. Know what happens during prejudice and discrimination against people.</p> <ul style="list-style-type: none"> <li>• AC2.1 Outline ways in which people can experience prejudice and discrimination.</li> </ul> <p><b>Assessment outcomes:</b></p> <p>UAS portfolio.</p>	<ul style="list-style-type: none"> <li>• AC3.2 Suggest ways in which prejudice and discrimination against people might be prevented.</li> </ul> <p><b>Assessment outcomes:</b></p> <p>UAS portfolio.</p>	<ul style="list-style-type: none"> <li>• AC2.1 Identify similarities between a particular nonBritish society in the past and their own times.</li> <li>• AC2.2 Outline how people’s lives in a particular nonBritish society in the past were different from life today.</li> </ul> <p><b>Assessment outcomes:</b></p> <p>UAS portfolio.</p>	<ul style="list-style-type: none"> <li>• AC3.1 Categorise different types of historical sources from a particular non-British society in the past.</li> <li>• AC3.2 Use historical sources to make observations about a particular non-British society in the past.</li> </ul> <p><b>Assessment outcomes:</b></p> <p>UAS portfolio.</p>	
<p>Links to Gatsby Benchmark .</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>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>