

Curriculum Map Year 10 RS

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<i>Christianity beliefs</i>	<i>Autumn HT1</i>	To understand God's nature Interpreting the creation story	Builds upon the work that students have completed in Year 7 when they looked at the characteristics of God. Building on work from Year 7: How was the world created?	Problem of evil and suffering-how are these beliefs about God's nature challenged? Links to Issues of life and death: stewardship and science versus creation stories
<i>Christianity beliefs</i>	<i>Autumn HT1</i>	Knowledge of the person of Jesus- incarnation, crucifixion, resurrection, and assess to what extent these are important To explain the nature of salvation, and the impact on the believer.	Links with the work in Year 8 on the life of Jesus. Recap on to what extent these are to be believed literally. Links with the idea of sacrifice in the Old Testament stories	Link to Issues of life and death: Is there life after death for Christians? Link to Issues of good and evil: to what extent should people be forgiven for their crimes?
<i>Christianity beliefs</i> <i>Christianity practices</i>	<i>Autumn HT2</i>	To explain where the understanding of afterlife comes from To recognise and explain the complexity of different worship within Christianity	To link back into work done in Year 9 on whether there really life after death, and what different religious traditions believe about it. Recap on Year 8: denominations work: why is Christianity so diverse?	Link to Issues of life and death: what happens when we die? How does this belief influence the believer? How does the ideas of authority influence their attitudes to 4 main topics in Year 11
Christianity practices	<i>Autumn HT2</i>	To be able to account for differing attitudes to Baptism and Eucharist within the Christian faith	To link back on the different denominations and their different styles of worship.	A level specification: why do baptise? Why the Eucharist (Eduqas spec Christianity)
Christianity practices	<i>Spring HT3</i>	To recognise the diversity of Christianity within the UK, and explore whether Britain has become more secular. To understand the role of the Church in the world today, and whether it will continue its importance.	Link back to introduction of RS in KS3. Recognising the difference between religious belief and world faith. Link back to the work on vocation and whether we need the Church at all. (links to History curriculum and work of Martin Luther)	Link to issues of Human Rights: should the Church have authority to tell people what to do. Links to issues of relationships: examining whether the Church should update its rules for women priests etc.
Judaism beliefs	<i>Spring HT3</i>	To understand the nature of God in Judaism The role of Messiah	Builds upon the work that students have completed in Year 7 when they looked at the characteristics of God. Links to the Year 8 work on prophecy (was Jesus the Messiah)	Problem of evil and suffering-how are these beliefs about God's nature challenged? Links to issues of life and death; is the Messianic age the next life?
Judaism beliefs	<i>Spring HT3</i>	To understand the impact of Covenant	Builds upon the work that students have completed in Year 7 on the establishment of covenant.	<i>Links to Issues of good and evil; should Jews have to keep all of the rules of the covenant.</i>
Judaism beliefs	<i>Spring HT4</i>	To examine the mitzvot and the impact of Pikuach Nefesh on the life of Jewish people.	Links back to work on the Ten Commandments, and their relevance from Year 7.	Links to issues of life and death: should all life be protected?

Judaism beliefs	<i>Spring HT4</i>	To be explain the differing traditions and their teachings on the afterlife	Links to the work on the afterlife in Year 9.	Links to issues of life and death: how do funerals take place in these traditions?
Judaism practices		To understand the key differences between the home and the synagogue when worshipping.		
Judaism practices	<i>Summer HT5</i>	To recognise different Jewish rituals, and how and how and why they are practised.	<i>Links to primary study of Bar and Bat Mitzvah. Link to Year 7 study of marriage, and Year 8 study of Brit Milah.</i>	Links to issue of relationships, when we look at what does the marriage ceremony mean for the marriage.
Judaism practices	<i>Summer HT5</i>	To recognise different Jewish rituals, and how and how and why they are practised. To understand the impact of keeping kosher and assess whether it is always possible.	<i>Links to primary study of Bar and Bat Mitzvah. Link to Year 7 study of marriage, and Year 8 study of Brit Milah. Links to Year 9 life after death. Links to laws topic in Year 7, why do we keep some laws but not others</i>	Links to issue of relationships, when we look at what does the marriage ceremony mean for the marriage. Links to issues of life and death: how do funerals take place in these traditions?
Judaism practices	<i>Summer HT6</i>	To recognise the diversity of practice within Judaism of religious festivals: Yom Kippur and Rosh Hashanah	Links to good and evil topic within Year 9	
Judaism practices	<i>Summer HT6</i>	To recognise the diversity of practice within Judaism of religious festivals: Pesach and sukkot	Links to Year 7 Exodus, why is Pesach so important.	