

## Year 10

Week/ Lesson	Term	Topic	Knowledge	Skills	
1	Autumn T1	<b>Understanding of the Shabad Waheguru.</b> <b>Origin of the word.</b>	<ul style="list-style-type: none"> <li>• Meaning and origin of the term.</li> <li>• Understanding about the Shabad.</li> <li>• References from Gurbani to understand the Shabad.</li> </ul>	<b>Complex activity:</b> <b>Writing genre:</b> Create a poster on reflecting your understanding about 'Waheguru'	
2			<b>Concept of Karam (How our actions affect us)</b>	<ul style="list-style-type: none"> <li>• Importance of doing good deeds</li> <li>• Effects of doing bad deeds What Gurbani says about Karam</li> </ul>	Looking at real life scenarios, Students decide which are good deeds and bad deeds. Explain the consequences of these actions e.g. stealing, telling lies, being loyal to a friend, working hard at school, cheating, helping our parents/grandparents, going to the Gurdwara etc
3			<b>Concept of Sewa Exploring the contribution made by NGO's Khalsa Aid in serving the community.</b>	<ul style="list-style-type: none"> <li>• Meaning of word Sewa as per SGGS</li> <li>• Different aspects, how sewa can be done in community.</li> </ul>	Exploring the contribution made by NGO's Khalsa Aid in serving the community.
4	Autumn T2	<b>Compilation of Sri Guru Granth Sahib Ji</b>	<ul style="list-style-type: none"> <li>• Why and how Guru Granth Sahib ji was compiled</li> <li>• Key features of Guru Granth Sahib Ji</li> </ul>	Chronological sequencing Extracting key information Key terms eg Raags, Shabad, Mehalla etc.	
<b>GURU NANAK DEV JI DROP DOWN DAY:</b> A variety of activities, musicians, workshops and speakers from local community. Langar and special assemblies: to be held. Examples of activities: Archery, turban tying, (card making for younger year groups), Looking at main event/person/story/concepts connected to the drop down day, Bring hawks and falcons into school.					

5		<b>Sikhs in British Army</b>	<b>Weekly Recap</b> Key contribution of Sikhs in British Army during World Wars	independent thought creative skills cross curricular with Art for example
6		<b>Assessment of Learning</b>	End of Term test to see progression	Create a power point on one of the topic. Explain in detail about the understanding of the concept.
7		<b>Assessment of Learning</b>	End of Term test to see progression	Create a power point on one of the topic. Explain in detail about the understanding of the concept.
8		<b>5 vices: Kam, Krodh, Lob, Moh, Hunkaar</b>	<ul style="list-style-type: none"> <li>● Definition of 5 vices</li> <li>● Quotes from Gurbani about 5 vices</li> <li>● How to tackle the 5 vices?</li> </ul>	Describe what the 5 vices look like, give practical examples. Definition of each vice in own words. Describe a time when you or someone else showed one of the vices. Explain how they could have acted differently. (Opportunity for role-play)
9		<b>Authority and status given to Guru Granth Sahib Ji</b>	<ul style="list-style-type: none"> <li>● What authority has been given to Guru Granth Sahib Ji</li> <li>● Understanding why status of living Guru has been given to Guru Granth Sahib ji Practises involved in looking after Guru Granth Sahib (Prakash, Sukhasan, Hukamnama)</li> </ul>	Watch video on daily routines around looking after Guru Granth Sahib Ji  <a href="https://www.youtube.com/watch?v=tWmYdLca7RI">https://www.youtube.com/watch?v=tWmYdLca7RI</a> <a href="https://www.youtube.com/watch?v=hyOfwJZJZsc">https://www.youtube.com/watch?v=hyOfwJZJZsc</a>  Explain how practises of Prakash, Sukhasan and Hukamnama give status to Guru Granth Sahib Ji as living Guru.
10		<b>Understanding origin &amp; purpose of Ardaas.</b>	<ul style="list-style-type: none"> <li>● Exploring the meaning of the term.</li> <li>● Looking at the references of the term from Gurbani</li> <li>● Importance of Ardas in Sikh community.</li> </ul>	Discussion on concept & history of Ardaas.

11	Spring T2	<b>Sikh Raj: Maharaja Ranjit Singh</b>	<b>Weekly Recap</b> <ul style="list-style-type: none"> <li>● Life and history of Maharaja Ranjit Singh</li> <li>● Important contributions</li> <li>● How he helped maintain Sikh way of life in Panjab</li> </ul>	<b>Complex writing techniques</b>
12		<b>British law for Sikhs</b>	<b>Weekly Recap</b> <ul style="list-style-type: none"> <li>● Difficulties around Sikh identity in Britain</li> <li>● Sikh laws in UK around the turban and Kirpan</li> <li>● Charities working with Government at local and national level to protect Sikh identity</li> </ul>	Write about some of the acts passed in Britain to protect Sikh identity. E.g. Motor-Cycles Crash Helmets (Religious Exemption) Act 1976 and Employment Act 1989. <a href="https://www.sbs.com.au/language/english/uk-amends-law-to-allow-sikhs-to-continue-wearing-kirpans">https://www.sbs.com.au/language/english/uk-amends-law-to-allow-sikhs-to-continue-wearing-kirpans</a>  <a href="https://dera.ioe.ac.uk/1986/1/sikh_articles_of_faith_guidance_final.pdf">https://dera.ioe.ac.uk/1986/1/sikh_articles_of_faith_guidance_final.pdf</a> <a href="http://sikhcybermuseum.com/history/turbancase.htm">http://sikhcybermuseum.com/history/turbancase.htm</a>
13		<b>Current issues around Sikh identity in the UK</b>	<b>Weekly Recap</b> <ul style="list-style-type: none"> <li>● Current issues facing Sikhs in Britain</li> <li>● Charities working with Government at local and national level to protect Sikh identity</li> </ul>	Discuss current issues still facing Sikhs in UK e.g. still not recognised in 2021 census. Case study: Choose a Sikh charity working with the government to help promote awareness of Sikhs in Britain. <a href="https://www.telegraph.co.uk/news/2019/11/11/sikhs-sue-government-refusal-treat-ethnic-group-census/">https://www.telegraph.co.uk/news/2019/11/11/sikhs-sue-government-refusal-treat-ethnic-group-census/</a> <a href="https://www.sikhhelpline.com/criminal-law-and-the-kirpan-in-the-uk-sikh-helpline/">https://www.sikhhelpline.com/criminal-law-and-the-kirpan-in-the-uk-sikh-helpline/</a> <a href="https://en.wikipedia.org/wiki/City_Sikhs">https://en.wikipedia.org/wiki/City_Sikhs</a> <a href="http://www.sikhfeduk.com/about-us/publications">http://www.sikhfeduk.com/about-us/publications</a>
<b>VAISAKHI DROP DOWN DAY: A variety of activities, musicians, workshops and speakers from local community. Langar and special assemblies: to be held.</b> <b>Examples of activities: Archery, turban tying, (card making for younger year groups), Looking at main event/person/story connected to the drop down day, Bring hawks and falcons into school.</b>				
14	Summer T1	<b>Operation blue star and Jallianwala Bagh</b>	<b>Weekly Recap</b> <ul style="list-style-type: none"> <li>● Reasons for attack on Harmandir Sahib in 1984</li> <li>● Key developments which took place before and during the attack</li> </ul>	Create a timeline of the events which unfolded between the 1 <sup>st</sup> to the 8 <sup>th</sup> of June.  <a href="https://www.indiatoday.in/fyi/story/1984-operation-blue-star-amritsar-1251681-2018-06-06">https://www.indiatoday.in/fyi/story/1984-operation-blue-star-amritsar-1251681-2018-06-06</a>

			<ul style="list-style-type: none"> <li>● Cause and effect of Jallianwala Bagh massacre in 1919</li> </ul>	
15		<b>Virtues</b>	<b>Weekly Recap</b> <ul style="list-style-type: none"> <li>● Definition of a virtue</li> <li>● Quotes from Gurbaani about virtues</li> <li>● What makes a good Sikh?</li> </ul>	<p>Explain what makes a good Sikh - How should they behave?</p> <p>Give different scenarios and how a good Sikh should behave: e.g. Gurpreet's friend has asked him to steal something from a shop what should he do?</p>
<p><b>GURU ARJAN DEV JI CHABEEL DROP DOWN DAY:</b> A variety of activities, musicians, workshops and speakers from local community. Langar and special assemblies: to be held.</p> <p>Examples of activities: Archery, turban tying, (card making for younger year groups), Looking at main event/person/story connected to the drop down day, Bring hawks and falcons into school.</p>				
16		<b>Equality of men and women as expressed in the Guru Granth Sahib Ji</b>  <b>Value: equality</b>	<b>Weekly Recap</b> <ul style="list-style-type: none"> <li>● Understand what Gurbani says about equality of men and women</li> <li>● Use stories from Gurus lives where they have given important status to women</li> <li>● Inequalities which still exist in modern day Sikhism</li> </ul>	<p>Looking at different articles, students formulate arguments for and against the topic: Why can't females do Kirtan in Harmandar Sahib?</p> <p><a href="https://timesofindia.indiatimes.com/city/amritsar/why-are-women-not-allowed-to-perform-kirtan-in-sanctum-sanctorum-of-golden-temple/articleshow/59778529.cms">https://timesofindia.indiatimes.com/city/amritsar/why-are-women-not-allowed-to-perform-kirtan-in-sanctum-sanctorum-of-golden-temple/articleshow/59778529.cms</a></p> <p><a href="https://indianexpress.com/article/explained/explained-why-despite-no-rule-women-not-allowed-kirtan-sewa-in-golden-temple-6120964/">https://indianexpress.com/article/explained/explained-why-despite-no-rule-women-not-allowed-kirtan-sewa-in-golden-temple-6120964/</a></p>
17		<b>Karma, rebirth and aim of mukti (liberation)</b>	<b>Weekly Recap</b> <ul style="list-style-type: none"> <li>● Understand what Guru Granth Sahib ji says about Karam and rebirth</li> <li>● Understand concept of Mukti and liberation</li> <li>● What liberation looks like in normal day to day</li> </ul>	<p>Students scribe definitions of quotes from Gurbaani in transliteration. Reflect what does this mean to them.</p> <p>Provide students with scenarios that provoke extreme emotions e.g. someone passing away, passing a driving test, winning a £100, 00 in a competition.</p> <p>How would someone who is liberated and someone who is entangled in their own desires and needs (not -liberated) behave?</p>
18	Summer T2	<b>Rehit Maryada: The code of Sikh conduct</b>	<b>Weekly Recap</b> <ul style="list-style-type: none"> <li>● Origins of Rehit Maryada</li> <li>● Elements covered by the Rehit Maryada</li> </ul>	<p>Draw a spider diagram showing the different aspects of the Rehit Maryada and details about some of the aspects. Make it as detailed as possible.</p> <p><a href="http://www.sikhs.org/rehit.htm">http://www.sikhs.org/rehit.htm</a></p>

			<ul style="list-style-type: none"> <li>● Importance of Rehit Maryada to Sikhs</li> </ul>	<a href="https://www.sikhphilosophy.net/threads/download-sikh-rehat-maryada-in-punjabi-english-in-pdf-file-format.38003/">https://www.sikhphilosophy.net/threads/download-sikh-rehat-maryada-in-punjabi-english-in-pdf-file-format.38003/</a> <a href="http://sgpc.net/sikh-rehat-maryada-in-english/">http://sgpc.net/sikh-rehat-maryada-in-english/</a> <a href="https://www.allaboutsikhs.com/sikh-rehat-maryada/sikh-rehat-maryadathe-code-of-sikh-conduct">https://www.allaboutsikhs.com/sikh-rehat-maryada/sikh-rehat-maryadathe-code-of-sikh-conduct</a>
19		<b>End of the year assessment</b>	<b>Written assessment based on the topics covered during the year</b>	
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