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| **Religious studies: YR 10** | Unit 1:  Islamic Beliefs | No of lessons:  12 | Curriculum goals:  Students should be aware that Islam is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.  Students will study the beliefs, teachings and practices of Islam specified and their basis in Islamic sources of wisdom and authority. Students will be able to refer to scripture and/or sacred texts where appropriate.  Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Islam in the way beliefs and teachings are understood and expressed will be included throughout. Students may refer to a range of different Muslim perspectives in their answers including Sunni and Shia’ Islam.  The thorough analysis of these varying views will lead to the development of the skill of evaluation, logical chains of reasoning and sound judgements based on the available evidence. Students will finish this unit with a thorough understanding of the different and sometimes conflicting views in society regarding this topic and will be tooled with the skills to debate these topics in future discussions in or outside the classroom. The activities and the topics are designed for pupils to enhance their skills of critical analysis and evaluation which they would be able to use in a variety of jobs and in further education. | | | | |
| Differentiation, scaffolding and support:  **Knowledge support-** see extended reading/listening/watching opportunities.  **Reading support:** Peer listening to whole class reading out loud, highlighting activities of key passages that are read exploring the meaning of passages and quotes within passages. ‘Circle words you don’t understand’ approach to most reading exercises coupled with explanations and clarifications from teachers and students.  **Skills support**: All skills questions supported with modelled answers, I do, we do, you do approach to 12-mark questions, sentence suggestions where needed and paragraph structure acronyms such as PEELE. Focus on the meanings of specific skills applied before attempting questions of tasks such as explaining what evaluation means. Thorough analysis of mark schemes that highlight specific skills, before answering questions. | | | Stretch/challenge opportunities:  REach questions on main task slides. A level content on topics such as the Big Bang theory and how the Qur’an revealed what science confirmed later. Open ended opinion-based questions including the lesson title facilitate expanded viewpoints and explanations of viewpoints. Stretch and challenge home learning exercises to deepen knowledge such as further reading websites on the sources of wisdom such as the hadiths.  Extended extra-curricular reading/listening/watching opportunities:  Documentary/film list draw up using the Ethflix platform and distributed to students. Additional material linked to each yr group advertised on staff boards. Additional reading and website suggestions added to KOs. | | | | |
| **Sequence of learning: Lesson title/question.** | **Knowledge (K) skills (S) and vocab (V) covered.** | **Recall of prior topics** | **Furthering cultural capital and opportunities for reading** | **Assessment of learning** | **Improvements** | **Homework** | **Resources: Hyperlinks to lessons and support material** |
| 1. How do Muslims worship Allah? | K- an overview of the 5 pillars and a focus on the belief of Shahadah in Sunni and Shia Islam and how it is put into practice  S- pupils to summarise and retain knowledge for recall.  V- 5 Pillars, duty, 10 Obligatory acts, Shahadah | Recap – Islamic Beliefs- Tawhid, 6 articles of faith & Roots of religions | Philosophy- Pupils to discuss how beliefs are put into practice. | Video retrieval quiz    4mark question:  Explain two ways in which Muslim beliefs about Shahadah influences Muslims today. (4marks) |  | P98-99 of the Oxford workbooklet | Lesson PowerPoints  [here](file:///T:\Beliefs\RELIGIOUS%20EDUCATION\Year%2010%20-%20GCSE%20lessons\Unit%205%20Beliefs%20and%20Practices%20Islam\Beliefs)  Knowledge organiser found [here](file:///T:\Beliefs\RELIGIOUS%20EDUCATION\Knowledge%20organisers\New%20for%202020-21\GCSE) |
| 1. How and Why do Muslims pray to Allah? | K- to understand and explain the Shia beliefs and compare with the similarities and differences with Sunni Islam.  S- pupils to summarise and retain knowledge for recall.  V- sujood/prostration, rakah, du’a, wudu | Recap- previous lesson  Recap- differences between Sunni and Shia | Human Rights – religious expression- When have you seen Muslims express their faith? Discussion about football and Muslim players. | Video retrieval quiz  Quote analysis  Information analysis  Exam practice:  Explain two contrasting understanding of Salah. (4 marks) |  | P100-101 of the Oxford workbooklet |  |
| 1. Are the daily prayers more important than the Jummah prayer? | K- to understand the importance of the salah but the compulsory act of Jummah prayer.  S- pupils to summarise and retain knowledge for recall.  V- Jummah, Mosque, congregation, Du’a | Recap previous lesson | List of mosques in the UK- impact of Jummah prayer.  Jummah prayer – Islamic countries weekend will include Friday. | Video analysis  Jummah/Daily prayer information analysis – quiz  Exam practice: Write a conclusion:  ‘The Friday prayer (Jummah) is more important than the daily prayers’ (12 marks) | Peer review- act upon improvements | P102-103 of the Oxford workbooklet |
| 1. Why do Muslims complete the pillar of Sawm? | K- to understand why Muslims fast – spiritual and physical benefits.  S- pupils to summarise and retain knowledge for recall.  V- Ramadan, fasting, Night of Power | Recap- Lesson1  Prophet Muhammad’s life | World knowledge – fasting around the world. Discussing the time difference in countries in the world.  The effect of fasting in a non Muslim country. | Textbook x2 video x2 analysis with quiz.  Exam question:  Explain two ways in which Muslims celebrate the festival Id- ul- fitr (4 marks) | NA | P104-105 of the Oxford workbooklet |
| 1. Can Muslims end world poverty? | K- to understand the impact of Zakah and who it is distributed to.  S- pupils to summarise and retain knowledge for recall.  V- zakat, khums, sadaqah, alms giving | Recap- Human rights- poverty  Crime unit link:  Actions and intentions | Ethics- will poverty ever end?  Should zakah be given locally? | Retrieval quiz from Zakah video.  Debate: Zakat distributions list  Zakah information analysis – quiz | NA | P106-107 of the Oxford workbooklet |
| 1. Why do Muslims go on Hajj? | K- to understand the benefits and how it links to the prophets.  S- pupils to summarise and retain knowledge for recall.  V- Kaaba, Mina, Muzdalifah Arafat | Recap – Islamic Beliefs- Prophet Muhammad, Adam, Ibrahim | Pilgrimage- the costs of going on Hajj and how many Muslims go each year. Covid – impact. | Origins of Hajj quiz  Video retrieval quiz  Video – Big question discussion.  Counter arguments 5 pillars – least to more importance than.. | NA | P108-110 of the Oxford workbooklet |
| 1. How to answer a 12 mark question | K- recap of previous knowledge on 5 pillars  S- pupils to summarise and retain knowledge for recall.  V- Shahadah, Salah, Sawm, Zakat, Hajj | Recap- previous six lessons. | Pupils are able to weigh up evidence for different theories and beliefs- and how convincing each argument is. Pupils gain a greater understanding of what counts as evidence and how robust evidence has to be in order to be convincing. | 12 mark question-  Completing the hajj is the most important duty for a Muslim  Peer assessment with mark scheme. | Peer review improvements | P111-113 of the Oxford workbooklet |
| 1. What is Jihad? | K- to dispel the misconception of Jihad and explore the multiple meanings. Jihad an obligatory act in Shia islam.  S- pupils to summarise and retain knowledge for recall.  V- Jihad, Greater/Lesser, Holy War | Recap – Prophet Muhammad’s life,  Religion, peace and conflict. | To explore big questions on struggle (Jihad).  Practicing Islam in a non-Muslim society- what are the struggles? | Video retrieval quiz  Justification statement pyramids – quiz  Exam question:  Explain two ways in which Muslim beliefs about jihad influence Muslims today. (4Marks) | NA | P114-116 of the Oxford workbooklet |
| 1. Why and how do Muslims celebrate festivals? | K- to explain how Muslims celebrate Id ald Fitr, Adha and the different ways Sunni and Shia Muslims celebrate Ashura.  S- pupils to summarise and retain knowledge for recall.  V- Id-ul-Fitr, Adha, Martyr, Ashura | Recap- Sunni- Shia differences  Sawm- Id.  Year 7- prophets of God, Moses and Noah | The Islamic Calendar in comparison to the Gregorian    Ethics- Self-flagellation for religion.  Comparison to Christians  The different ways Muslims celebrate Ashura. | Video retrieval quiz  Analysis of the two Ids -quiz  Exam skills focus- time management  7 minutes to complete 3 questions. | NA | P117-121 of the Oxford workbooklet |