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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 (set once a week)** | **Resources: Hyperlinks to lessons and support material** |
| 1. What are the key beliefs of Sunni Islam?
 | K- to understand and explain the foundation of Sunni IslamS- pupils to summarise and retain knowledge for recall. V- influence, Sunni, Shia, 6 Articles of Faith | Recap – influence  | Pupils discuss the foundations of Christianity and Islam.  | retrieval quiz of knowledge after the information task 4mark question: Explain two ways in which the belief in the 6 articles of faith influences Muslims in their lives today. |  | P74-75 of Oxford work booklet  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%205%20Beliefs%20and%20Practices%20Islam%5CBeliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. 2. What are the differences between Sunni and Shia Muslims?
 | 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- Usul al din, roots of religion | Recap- previous lesson  | Pupils gain a greater understanding of what the diversity of Islam.  | Knowledge quizExam practice: First attempt: Explain two religious beliefs that Sunni and Shia do not share. (4 marks) | Second attempt Explain two religious beliefs that Sunni and Shia do not share. (4 marks) | P76-77 of Oxford work booklet  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%205%20Beliefs%20and%20Practices%20Islam%5CBeliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Where did Islam begin and who is Prophet Muhammad?
 | K- to understand the life of Prophet Muhammad. S- pupils to summarise and retain knowledge for recall. V- monotheism  | Recap all units- references to PM life in Religion, crime and punishment, Conflict, Human Rights, religion and life, Year 8, prophet Muhamad unit.  | The context of Saudi Arabia during the time of the prophet  | Exam practice question – knowledge and application focusing on trigger word - influence. | NA | P78-79 of Oxford work booklet  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%205%20Beliefs%20and%20Practices%20Islam%5CBeliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. What does Tawhid mean?
 | K- to have a deep level of understanding of Tawhid S- pupils to summarise and retain knowledge for recall. V- Tawhid, Supremacy of God’s will, InshaAllah,  | Recap- monotheism  | Examples of Islamic art that demonstrates monotheism. The context of Makkah and monotheism.  | Retrieval quiz from video OF context of Makkah. Exam question:Explain two beliefs about Tawhid(5mark)  | NA | P80-81 of Oxford work booklet  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%205%20Beliefs%20and%20Practices%20Islam%5CBeliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Should Allah be described?
 | K- to understand what is shirk and the best ways to understand Allah is through his names. S- pupils to summarise and retain knowledge for recall. V- transcendent, immanent, omnipotent, omniscient  | Recap – omnis keywords Christian descriptions of God  | To understand the commonalty between the Abrahamic faiths – monotheism.  | Retrieval quiz from Tawhid video. Partner discussion of the strengths and weaknesses of an atheists response.To provide counterarguments and conclusions to PEEL answers.  | NA | P82-83 of Oxford work booklet  |  Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%205%20Beliefs%20and%20Practices%20Islam%5CBeliefs) Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. How important are angels in Islam?
 | K-. to understand the significance of the belief in Angels is in Islam.S- pupils to summarise and retain knowledge for recall. V- Angel Mikhail, Jibril, Jinn, | Recap – Angel Jibril, 6 articles of faith, Sunni  | Are angels real?  | Video – Big question discussion. Analysis of information – what have pupils understood.12 mark question - 2 justified conclusions  | Improve 5 mark answer | P84-85 of Oxford work booklet  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%205%20Beliefs%20and%20Practices%20Islam%5CBeliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. How is freewill linked to predestination?
 | K- to explain and understanding the concept of predestination.S- pupils to summarise and retain knowledge for recall. V- Al Qadr, freewill, Book of Decrees | Recap- freewill  | To explore big questions on free will.  | Recap quiz to test prior knowledge. Analysis of information and quiz to test understanding.Video retrieval discussion  | NA | P86-87 of Oxford work booklet  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%205%20Beliefs%20and%20Practices%20Islam%5CBeliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Is there a life after death?
 | K- to explore and understand of what Muslims believe happens after you die. S- pupils to summarise and retain knowledge for recall. V- Jannah, Jahannam, responsibility, accountability  | Recap – previews lessons Religion and life- life after death  | To explore big questions on life after death.  | Video retrieval quiz Analysis of life after death – quiz Counter argument response with knowledge learnt  | NA | P88-89 of Oxford work booklet  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%205%20Beliefs%20and%20Practices%20Islam%5CBeliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. What is the role of the prophet?
 | K- the identify the role and responsibility of a prophet and explore the jobs of Prophet Adam and IbrahimS- pupils to summarise and retain knowledge for recall. V- source of authority, Risalah, prophethood, Adam, Ibrahim | Recap Year 7 – Prophets  | To understand the commonalty between the Abrahamic faiths through the prophets  | Video retrieval quizAnalysis of Prophet Adam and Ibrahim’s life– quiz  | NA | P90-91 of Oxford work booklet  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%205%20Beliefs%20and%20Practices%20Islam%5CBeliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Is prophet Mohamed the most important prophet?
 | K- Life of prophet Muhammad- is the most important of prophets?S- pupils to summarise and retain knowledge for recall. V- seal of the prophets  | Recap all prophets  | Pupils are able to weigh up evidence for different prophets significance. Pupils gain a greater understanding of what counts as evidence and how robust evidence has to be in order to be convincing. | Prophet Mohamed information analysis- quiz Balloon Debate of three prophets 12 mark question – Adam’s is the most important prophet.  | NA | P92-93 of Oxford work booklet  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%205%20Beliefs%20and%20Practices%20Islam%5CBeliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. What is the role and significance of the Imams (shia)?
 | K-to understand the role of the Imamate and Imam Mehdi S- pupils to summarise and retain knowledge for recall. V- Roots of Religion, Ali, The Imamate  | Recap- Divine  | A deep level of understanding on Shia beliefs.  | Video analysis quiz Imamate information analysis – quiz  |  | P94-95 of Oxford work booklet  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%205%20Beliefs%20and%20Practices%20Islam%5CBeliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |
| 1. Is the Qur’an the most important source of authority?
 | K-.S- pupils to summarise and retain knowledge for recall. V- recitation, revelation, authority,  |  Recap – Hadiths and Qur’an quotes  | Exploring the different sources of authority from Islam – Hadith. To demonstrate the commonality of holy books.  | Justification pyramidVideo analysis of Hadith retrieval quizJustification book case of the different holy books 12-mark question improvement  | 12-mark question improvement with new knowledge  | P96-98 of Oxford work booklet  | Lesson PowerPoints [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CYear%2010%20-%20GCSE%20lessons%5CUnit%205%20Beliefs%20and%20Practices%20Islam%5CBeliefs)Knowledge organiser found [here](file:///T%3A%5CBeliefs%5CRELIGIOUS%20EDUCATION%5CKnowledge%20organisers%5CNew%20for%202020-21%5CGCSE) |