

High Tunstall College of Science Curriculum Intent

Subject: GCSE Philo & Ethics Year: 11 Half term: 3 (Part2)

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| **Unit: The Law** | **Progress** | | |
| **Key ideas** | **R** | **A** | **G** |
| How do Muslims worship? |  |  |  |
| What is Zakah? |  |  |  |
| What is Sawm? |  |  |  |
| Why is Hajj such an important pillar? |  |  |  |
| What are the Islamic festivals and special days? |  |  |  |
| What actually is Jihad? |  |  |  |
| Assessment? |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | To recall the key Muslim practices  To investigate public worship  To compare this to private worship | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + primary research, secondary research, interviews, surveys, open/closed |
| **2** | To identify what Zakah is  To describe why Muslims do this pillar  To explain the impact of this on their lives | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + analysis, graph-work, summaries, synopsis |
| **3** | To identify what Sawm is  To describe why Muslims do this pillar  To explain the impact of this on their lives | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + planning, chronology, deadlines, teamwork, delegation, problem-solving |
| **4** | To identify what Hajj is  To describe why Muslims do this pillar  To explain the impact of this on their lives | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + planning, chronology, deadlines, teamwork, delegation, problem-solving |
| **5** | To investigate what festivals and celebrations are  To explain key Islamic festivals  To assess the impact and importance of these | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + planning, chronology, deadlines, teamwork, delegation, problem-solving |
| **6** | To explain Jihad  To compare and contrast lesser and greater Jihad  To evaluate the impact of this belief on practice | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + planning, chronology, deadlines, teamwork, delegation, problem-solving |
| **7** | To complete revision/reflections about Islam  To write-up such evaluations in structured-form  To improve such work based on teacher reflections | Summative assessment and marking/improvements. | Blooms Taxonomy + evaluation, introduction, complexity, successes, problems, solutions, next-steps |