

High Tunstall College of Science Curriculum Intent

Subject: Muslim Beliefs Year: G.C.S.E. Half term: 1

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| **Unit: Muslim Beliefs** | **Progress** | | |
| **Key ideas** | **R** | **A** | **G** |
| To understand Muslim beliefs in the Oneness of God and the Supremacy of God’s will |  |  |  |
| To know the origins of Sunni and Shi’a Islam and the key beliefs of the groups |  |  |  |
| To understand Muslim beliefs about the Nature of God |  |  |  |
| To explain Muslim beliefs about angels |  |  |  |
| To understand Muslim beliefs about predestination and freedom |  |  |  |
| To understand Muslim beliefs about life after death.  To understand the importance of human responsibility and accountability for Muslims |  |  |  |
| To understand the concept of Risalah and the role of Adam as a prophet. |  |  |  |
| To understand the importance of Ibrahim and how Muslims remember him. |  |  |  |
| To know the events in the life of Muhammad and why he is important for Muslims |  |  |  |
| To understand areas of strength and areas for development about Muslim beliefs  To prepare revision material for the GCSE examination. |  |  |  |
| To complete the end of unit assessment on Muslim beliefs |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | **The Oneness of God and supremacy of God’s will**  To understand Muslim beliefs in the Oneness of God and the Supremacy of God’s will | Overview of key beliefs of Islam through dingbat activity and key words defined  Annotation of Surah 112  Literacy gap fill activity on Muslim beliefs about God  Literacy sequencing activity about the supremacy of God’s will.  Literacy activity about the impact of belief in God  Freyer Model - Supremacy | Supremacy  Muslim  Islam  Allah  Tawhid  Monotheistic |
| **2** | **Sunni and Shi’a Islam**  To know the origins of Sunni and Shi’a Islam and the key beliefs of the groups | Recall activity (10 questions) to consolidate learning from previous lesson  Life of Muhammad mind map completed from film clip  Table showing differences between Sunni and Shi’a Muslims  Market place activity for the Five Roots of Usul a-d Din and the Six Articles of Faith  Freyer Model - Muslim | Qur’an  Sunnah  Sunni  Shia (Shi’i) |
| **3** | **The Nature of God**  To understand Muslim beliefs about the Nature of God | Recall activity (10 questions) to consolidate learning from previous lesson  Seven characteristics of God identified  Table completed showing the characteristic, meaning of the word and (where relevant) Qur’an quote.  12 Mark GCSE question completed  Freyer Model – Immanent | Immanent  Transcendent  Omnipotent  Beneficent  Merciful  Fair  Just |
| **4** | **Angels**  To explain Muslim beliefs about angels | Recall activity (10 questions) to consolidate learning from previous lesson  Quran 13:11 written down  Mind map completed about angels in Islam and class discussion to consolidate learning  Angel bingo where students have to attempt to complete up to 30 questions about angels.  Extension activity – GCSE questions about angels  Freyer Model - Jibril | Angels  Messenger  Allah  Jibril  Mikail |
| **5** | **Al Qadr (Predestination)**  To understand Muslim beliefs about predestination and freedom | Recall activity (10 questions) to consolidate learning from previous lesson  Discussion about time travel and whether students would want to see / know their future.  Overview of Al Qadr and sorting activity between Sunni and Shi’a beliefs  Spider Diagram about Muslim beliefs on Al Qadr  4 mark question about Al Qadr  Freyer Model - Predestination | Sunni  Shia  Predestination  Al Qadr  Free Will  Omniscient |
| **6** | **Life After Death**  To understand Muslim beliefs about life after death.  To understand the importance of human responsibility and accountability for Muslims | Recall activity (10 questions) to consolidate learning from previous lesson  Key words defined  Mind map completed about Muslim beleifs about life after death and questioning activity to consolidate learning  Market Place activity for students to gather information about Life After Death  12 Mark GCSE question completed  Freyer Model - | Akhirah  Resurrection  Heaven  Hell |
| **7** | **Risalah (Prophethood) and Adam**  To understand the concept of Risalah and the role of Adam as a prophet. | Recall activity (10 questions) to consolidate learning from previous lesson  Class discussion about communication  Literacy task (gap fill) to explain the importance of prophets in Islam  Mind map completed about prophets in Islam  Annotated image of Adam about what students know / have learnt  9 questions about Adam’s role in Islam  Freyer Model - Prophet | Prophet  Risalah  Prophethood  Iblis |
| **8** | **Ibrahim**  To understand the importance of Ibrahim and how Muslims remember him. | Recall activity (10 questions) to consolidate learning from previous lesson  Different images of Ibrahim (Sacrificing Ishmael, with Hagar and building the Ka’aba) to prompt discussion about what students already know.  Collaborative learning task on the life of Ibrahim  Active listening activity on the importance of Ibrahim to Muslims  Extension Task: 4 questions about Ibrahim  Freyer Model - Ibrahim | Ibrahim  Ishmael  Hagar  Sacrifice  Ka’aba  Idols  Father |
| **9** | **Muhammad and the Imamate**  To know the events in the life of Muhammad and why he is important for Muslims | Recall activity (10 questions) to consolidate learning from previous lesson  Mind map completed about the life of Muhammad  Sorting activity for the different events in Muhamamd’s life (sequencing task)  Recall of knowledge about the imamate (link to lesson 2)  12 mark GCSE question compelted  Freyer Model - Muhammad | Muhammad  Qur’an  Jibril  Recite  Kadijah  Makkah (Mecca)  Allah  Imamate  Sunni  Shia  Caliph  Imam |
| **10** | **The Holy Books in Islam**  To understand how the Qur’an was revealed and the authority it has in Islam.  To know about the Torah, Psalms, Gospel and Scrolls of Abraham. | Recall activity (10 questions) to consolidate learning from previous lesson  Key words defined  Mind map completed about the Qur’an  Market Place activity for students to gather information about the different holy books  Extension Task: Three GCSE questions about holy books  Freyer Model – Qur’an | Qur’an  Torah  Psalms  Gospel  Scrolls of Abraham |
| **11** | **Revision**  To understand areas of strength and areas for development about Muslim beliefs  To prepare revision material for the GCSE examination. | Recall activity (10 questions) to consolidate learning from previous lesson  Multi choice quiz to consolidate learning  Revision sheet completed about Muslim beliefs |  |
| **12** | **Assessment**  To complete the end of unit assessment on Muslim beliefs | G.C.S.E. questions completed about Muslim beliefs. |  |