

High Tunstall College of Science Curriculum Intent

Subject: Muslim Practices Year: G.C.S.E. Half term: 2

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| **Unit: Muslim Practices** | **Progress** | | |
| **Key ideas** | **R** | **A** | **G** |
| To know the Five Pillars and the Ten Obligatory Acts  To understand the importance of the Shahadah |  |  |  |
| To know when Muslims pray and how they prepare for prayer  To understand the importance of facing Makkah when praying |  |  |  |
| To have an overview of the movements and recitations used in prayer.  To know what makes the Jummah prayer different.  To understand the importance of prayer for Muslims. |  |  |  |
| To know the origins, duties and benefits and expectations of fasting during Ramadan.  To understand why the Night of Power is important. |  |  |  |
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| To know the origins of Zakah and how and why it is given.  To understand the Shi’a practice of Khums. |  |  |  |
| To understand the importance of Hajj  To understand the origins of Hajj and know how the pilgrimage begins. |  |  |  |
| To know how the pilgrimage to Makkah ends and the significance of Hajj for Muslims |  |  |  |
| To understand the origins, influence and significance of Jihad.  To understand both lesser and greater Jihad and the difference between them. |  |  |  |
| To understand the origins and meanings of Id-ul-Fitr and Id-ul-Adha.  To know how they are celebrated. |  |  |  |
| To understand the origins and meaning of Ashura and how it is commemorated |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | **The Five Pillars, The Ten Obligatory Acts and the Shahadah**  To know the Five Pillars and the Ten Obligatory Acts  To understand the importance of the Shahadah | Recall activity based on previous lesson to consolidate learning.  Key words defined  Discussion about what is central to student life  Outline of the Five Pillars and mind map created.  Ten Obligatory Acts task completed  Extension Task – 12 Mark GCSE  Freyer Model - Shahadah | The Five Pillars  The Ten Obligatory Acts  Shahadah |
| **2** | **Salah: The Daily Prayers**  To know when Muslims pray and how they prepare for prayer  To understand the importance of facing Makkah when praying | Recall activity based on previous lesson to consolidate learning.  Key words defined  Spider diagram created about prayer in Islam and AFL to consolidate learning  PEEEL paragraph about Wudu  Freyer Model - Prayer | Mihrab  Prostration  Salah  Jummah Prayer  Wudu  Qiblah Wall  Rak’ah  Recitation |
| **3** | **Salah: The Daily Prayers Part 2**  To have an overview of the movements and recitations used in prayer.  To know what makes the Jummah prayer different.  To understand the importance of prayer for Muslims. | Recall activity based on previous lesson to consolidate learning.  Two quotes from the Qur’an defined using dingbat activity  Information gathering task on Rak’ah  Literacy activity on Jummah Prayer  Spider diagram completed (in pairs) about the importance of Prayer  Freyer Model – Jummah Prayer | Mihrab  Prostration  Salah  Jummah Prayer  Wudu  Qiblah Wall  Rak’ah  Recitation |
| **4** | **Sawm: Fasting during Ramadan**  To know the origins, duties and benefits and expectations of fasting during Ramadan.  To understand why the Night of Power is important. | Recall activity based on previous lesson to consolidate learning.  Key words defined  Quote from the Qur’an defined using dingbat activity  Spider diagram about Ramadan created by watching two clips from YouTube  Collaborative learning task completed about Ramadan and AFL  Table showing whether it is easier to observe Ramadan in a Muslim country or the UK. AFL completed  Freyer Model – Ramadan | Ramadan  Fasting  The Night of Power |
| **5** | **Sawm and the Night of Power**  To know the origins, duties and benefits and expectations of fasting during Ramadan.  To understand why the Night of Power is important. | Recall activity based on previous lesson to consolidate learning.  Quote from the Qur’an defined using dingbat activity  Spider diagram created from audio about the Night of Power and AFL  Living graph about the Night of Power as an extension task  Freyer Model - Night of Power | Ramadan  Fasting  The Night of Power Muhammad  Jibril  Qur’an  Allah  Makkah  Mount Hira |
| **6** | **Zakah: Almsgiving**  To know the origins of Zakah and how and why it is given.  To understand the Shi’a practice of Khums. | Recall activity based on previous lesson to consolidate learning.  Key words defined  Literacy task on Zakah and AFL  Information gathering activity on Zakah  5 sentences completed based on previous task and AFL  Differentiated activities based on student ability and AFL  Freyer Model - Zakah | Zakah  Sadaqah  Khums |
| **7** | **Hajj: Pilgrimage Part 1**  To understand the importance of Hajj  To understand the origins of Hajj and know how the pilgrimage begins. | Recall activity based on previous lesson to consolidate learning.  Key words defined  Class discussion around image of stoning of the devil on Hajj  Notes made about Hajj from film clip  Pyramid of learning activity completed about Hajj  Freyer Model - Pilgrimage | Pilgrimage  Hajj  Ka’aba |
| **8** | **Hajj: Pilgrimage Part 2**  To know how the pilgrimage to Makkah ends and the significance of Hajj for Muslims | Recall activity based on previous lesson to consolidate learning.  Mind map created to consolidate prior learning about hajj  Information gathering task completed about the different stages of Hajj  GCSE question: Explain two Muslim beliefs about the importance of Hajj (5 Marks)  Freyer Model - | Ka’aba  Jibril  Safa and Marwah  Hajira  Zamzam  Dhul-Hijah  Muzdalifah  Jamarat  Nabawi |
| **9** | **Jihad**  To understand the origins, influence and significance of Jihad.  To understand both lesser and greater Jihad and the difference between them. | Recall activity based on previous lesson to consolidate learning.  Discussion about how Jihad is portrayed in the newspapers  Key words defined  Mind map created about what Jihad is from film clip and AFL  Working in pairs, students complete a series of questions about Jihad  Freyer Model - Jihad | Greater Jihad  Lesser Jihad  Holy War  Jihad |
| **10** | **Festivals of Id-ul-Fitr and Id-ul-Adha**  To understand the origins and meanings of Id-ul-Fitr and Id-ul-Adha.  To know how they are celebrated. | Recall activity based on previous lesson to consolidate learning.  Students give five facts about Ramadan from previous learning  Literacy activity about where the festivals in Islam originated from  Mind map about Id-ul-Fitr and Id-ul-Adha based on two film clips about the festivals together with AFL  Sorting activity between Id-ul-Fitr and Id-ul-Adha  Extension Activity – Id-Ul-Adha is the most significant Islamic festival. Evaluate this statement.  Freyer Model - Festivals | Id-ul-Fitr  Id-ul-Adha |
| **11** | **The Festival of Ashura**  To understand the origins and meanings of Ashura and how it is commemorated. | Recall activity based on previous lesson to consolidate learning.  Literacy activity about the origin and meaning of Ashura together with AFL  Literacy activity to consolidate learning about the story of Ashura  Spider diagram completed about how Ashura is commemorated and AFL  2 PEEL paragraphs about the origins and meaning and commemoration  Freyer Model - Ashura | Ashura  Kabala  Hussain  Yazid  Martyr  Sunni  Shi’a  Moses  Israelites  Egypt  Flagilation |