

High Tunstall College of Science Curriculum Intent

Subject: Islam Year: 9 Half term: 2

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| **Unit: Muslim Beliefs** | **Progress** |
| **Key ideas** | **R** | **A** | **G** |
| To understand Muslim beliefs about the Nature of God |  |  |  |
| To know the events in the life of Muhammad and why he is important for Muslims |  |  |  |
| To know the origins of Sunni and Shi’a Islam and the key beliefs of the groups |  |  |  |
| To explain Muslim beliefs about angels |  |  |  |
| To understand Muslim beliefs about life after death. To understand the importance of human responsibility and accountability for Muslims |  |  |  |
| To explain what the word Islamophobia means and why some people hold this view.To explain the role of the media in promoting fear and hatred.  |  |  |  |
| To understand and explain some of the challenges faced by Muslims living in Britain today. |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | **The Nature of God**To understand Muslim beliefs about the Nature of God | Regular Recall activity to consolidate learning from previous lessonsSeven characteristics of God identified Table completed showing the characteristic, meaning of the word and (where relevant) Qur’an quote.Extended Writing:12 Mark GCSE question Freyer Model – Immanent  | Immanent TranscendentOmnipotentBeneficentMercifulFairJust |
| **2** | **Muhammad and the Imamate**To know the events in the life of Muhammad and why he is important for Muslims | Recall activity (5 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) 5 questions completed about Muhammad’s lifeFreyer Model - Muhammad | MuhammadQur’an JibrilReciteKadijah Makkah (Mecca)Allah ImamateSunniShiaCaliph Imam |
| **3** | **Sunni and Shi’a Islam**To know the origins of Sunni and Shi’a Islam and the key beliefs of the groups | Regular Recall activity to consolidate learning from previous lessons 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 SunniShia (Shi’i) |
| **4** | **Angels**To explain Muslim beliefs about angels | Recall activity (5 questions) to consolidate learning from previous lesson Quran 13:11 written down Mind map completed about angels in Islam and class discussion to consolidate learningAngel bingo where students have to attempt to complete up to 30 questions about angels. Extension activity – GCSE questions about angelsFreyer Model - Jibril | AngelsMessengerAllah JibrilMikail |
| **5** | **Life After Death** To understand Muslim beliefs about life after death. To understand the importance of human responsibility and accountability for Muslims | Recall activity (5 questions) to consolidate learning from previous lesson Key words definedMind map completed about Muslim beliefs about life after death and questioning activity to consolidate learningMarket Place activity for students to gather information about Life After Death Extension Task - 12 Mark GCSE question completedFreyer Model - Heaven | AkhirahResurrectionHeavenHell |
| **6** | **Islampophobia** To explain what the word Islamophobia means and why some people hold this view.To explain the role of the media in promoting fear and hatred.  | Recall activity (5 questions) to consolidate learning from previous lesson.Class discussion about prejudice / portrayal of Muslims in the mediaMind map made from Show Racism the Red Card film on Islamophobia and green pen improvements.Extension activity – Three questions about Islamophobia and PEEE structure.Freyer Model - Islamophobia | PrejudiceDiscriminationIslamophobiaPortrayal  |
| **7** | **Islam in Britain**To understand and explain some of the challenges faced by Muslims living in Britain today. | Recall activity (5 questions) to consolidate learning from previous lesson.Discussion about four images of Islam in Britain and what they show about Islam in BritainNotes made from Sky News documentary about social life, marriage, prevent agenda, radicalisation, terrorism, integration and views of the police. Written tasks completed.Freyer Model – Challenges | Social LifeMarriagePrevent and PropagandaRadicalisationTerrorismIntegrationSecurityChallenges |