

High Tunstall College of Science Curriculum Intent

Subject: Islam Year: 9 Half term: 2

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 lessons  Seven 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  Transcendent  Omnipotent  Beneficent  Merciful  Fair  Just |
| **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 life  Freyer Model - Muhammad | Muhammad  Qur’an  Jibril  Recite  Kadijah  Makkah (Mecca)  Allah  Imamate  Sunni  Shia  Caliph  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  Sunni  Shia (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 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** | **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 defined  Mind map completed about Muslim beliefs about life after death and questioning activity to consolidate learning  Market Place activity for students to gather information about Life After Death  Extension Task - 12 Mark GCSE question completed  Freyer Model - Heaven | Akhirah  Resurrection  Heaven  Hell |
| **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 media  Mind 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 | Prejudice  Discrimination  Islamophobia  Portrayal |
| **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 Britain  Notes 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 Life  Marriage  Prevent and Propaganda  Radicalisation  Terrorism  Integration  Security  Challenges |