

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 beliefsTo 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 definedAnnotation of Surah 112Literacy gap fill activity on Muslim beliefs about GodLiteracy sequencing activity about the supremacy of God’s will.Literacy activity about the impact of belief in God Freyer Model - Supremacy | Supremacy MuslimIslamAllahTawhidMonotheistic |
| **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 clipTable 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) |
| **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 completedFreyer Model – Immanent  | Immanent TranscendentOmnipotentBeneficentMercifulFairJust |
| **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 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** | **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 beliefsSpider Diagram about Muslim beliefs on Al Qadr4 mark question about Al QadrFreyer Model - Predestination | Sunni Shia Predestination Al QadrFree 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 definedMind map completed about Muslim beleifs about life after death and questioning activity to consolidate learningMarket Place activity for students to gather information about Life After Death 12 Mark GCSE question completedFreyer Model - | AkhirahResurrectionHeavenHell |
| **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 IslamFreyer Model - Prophet | ProphetRisalahProphethoodIblis |
| **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 IbrahimActive listening activity on the importance of Ibrahim to MuslimsExtension Task: 4 questions about IbrahimFreyer Model - Ibrahim | IbrahimIshmaelHagarSacrificeKa’abaIdolsFather |
| **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 compeltedFreyer Model - Muhammad | MuhammadQur’an JibrilReciteKadijah Makkah (Mecca)Allah ImamateSunniShiaCaliph 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 definedMind map completed about the Qur’an Market Place activity for students to gather information about the different holy booksExtension Task: Three GCSE questions about holy booksFreyer Model – Qur’an | Qur’anTorah PsalmsGospelScrolls of Abraham |
| **11** | **Revision** To understand areas of strength and areas for development about Muslim beliefsTo 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.  |  |