

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 ActsTo understand the importance of the Shahadah |   |   |   |
| To know when Muslims pray and how they prepare for prayerTo 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 HajjTo 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 ActsTo understand the importance of the Shahadah | Recall activity based on previous lesson to consolidate learning. Key words definedDiscussion about what is central to student lifeOutline of the Five Pillars and mind map created.Ten Obligatory Acts task completedExtension Task – 12 Mark GCSE Freyer Model - Shahadah | The Five PillarsThe Ten Obligatory ActsShahadah |
| **2** | **Salah: The Daily Prayers**To know when Muslims pray and how they prepare for prayerTo understand the importance of facing Makkah when praying | Recall activity based on previous lesson to consolidate learning. Key words definedSpider diagram created about prayer in Islam and AFL to consolidate learningPEEEL paragraph about WuduFreyer Model - Prayer | MihrabProstrationSalahJummah PrayerWuduQiblah WallRak’ahRecitation |
| **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 activityInformation gathering task on Rak’ahLiteracy activity on Jummah PrayerSpider diagram completed (in pairs) about the importance of PrayerFreyer Model – Jummah Prayer | MihrabProstrationSalahJummah PrayerWuduQiblah WallRak’ahRecitation |
| **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 definedQuote from the Qur’an defined using dingbat activitySpider diagram about Ramadan created by watching two clips from YouTubeCollaborative learning task completed about Ramadan and AFLTable showing whether it is easier to observe Ramadan in a Muslim country or the UK. AFL completedFreyer Model – Ramadan | RamadanFastingThe 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 activitySpider diagram created from audio about the Night of Power and AFL Living graph about the Night of Power as an extension taskFreyer Model - Night of Power | RamadanFastingThe Night of PowerMuhammadJibrilQur’an AllahMakkah 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 definedLiteracy task on Zakah and AFLInformation gathering activity on Zakah5 sentences completed based on previous task and AFLDifferentiated activities based on student ability and AFLFreyer Model - Zakah | ZakahSadaqahKhums |
| **7** | **Hajj: Pilgrimage Part 1**To understand the importance of HajjTo understand the origins of Hajj and know how the pilgrimage begins.  | Recall activity based on previous lesson to consolidate learning. Key words definedClass discussion around image of stoning of the devil on HajjNotes made about Hajj from film clipPyramid of learning activity completed about HajjFreyer Model - Pilgrimage | PilgrimageHajjKa’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 hajjInformation gathering task completed about the different stages of HajjGCSE question: Explain two Muslim beliefs about the importance of Hajj (5 Marks)Freyer Model - | Ka’abaJibrilSafa and MarwahHajiraZamzamDhul-HijahMuzdalifahJamaratNabawi |
| **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 newspapersKey words definedMind map created about what Jihad is from film clip and AFLWorking in pairs, students complete a series of questions about JihadFreyer Model - Jihad | Greater JihadLesser JihadHoly WarJihad |
| **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 fromMind map about Id-ul-Fitr and Id-ul-Adha based on two film clips about the festivals together with AFLSorting activity between Id-ul-Fitr and Id-ul-AdhaExtension Activity – Id-Ul-Adha is the most significant Islamic festival. Evaluate this statement.Freyer Model - Festivals | Id-ul-FitrId-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 AFLLiteracy activity to consolidate learning about the story of AshuraSpider diagram completed about how Ashura is commemorated and AFL2 PEEL paragraphs about the origins and meaning and commemorationFreyer Model - Ashura | AshuraKabalaHussainYazidMartyrSunniShi’aMosesIsraelitesEgyptFlagilation |