

Topic: Component 1: The study of religions: beliefs, teaching and practices - Islam

SECTION	KNOWLEDGE	SKILLS	REVIEW
The six articles of faith in Sunni Islam	<ul style="list-style-type: none"> • Tawhid; • Angels; • authority of the holy books; • prophets of God; • Day of Judgment; • the supremacy of God's will. 	Topic Specific PPT & Resources on shared area. Other learning opportunities could include: <ul style="list-style-type: none"> - Students might be asked to write down key beliefs that religious people have - Working in small groups students could prepare a fact file on each of the articles 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket
The five roots of Usul ad-Din in Shi'a Islam	<ul style="list-style-type: none"> • Tawhid; • Prophet hood; • the Justice of God; • the Imamate; • resurrection. 	Topic Specific PPT & Resources on shared area. Other learning opportunities could include: <ul style="list-style-type: none"> - Students might compare these roots with the six articles of faith and complete a similarities and differences table. This could then be shared through whole class discussion. - Students might consider whether certain articles are more important than others. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - recall the six articles of faith - Exit Ticket / Plenary Game
The oneness of God (Tawhid)	Knowledge & understanding of: <ul style="list-style-type: none"> • The oneness of God (Tawhid) and the supremacy of God's will. • Qur'an Surah 112. 	Topic Specific PPT & Resources on shared area. Other learning opportunities could include: <ul style="list-style-type: none"> - Look at the 99 beautiful names of Allah and discuss 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game

		<p>how they enhance understanding of Tawhid and the supremacy of God's will</p> <ul style="list-style-type: none"> - Study some of the following: Surahs 1, 4 and 112. 	<ul style="list-style-type: none"> - How does belief in Tawhid and the supremacy of God's will influence Muslims? Could be a hwk question or exit ticket
The nature of God	<p>To be able to describe Allah as:</p> <ul style="list-style-type: none"> • Omnipotent, beneficent, merciful, fair and just • (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could be asked to use words to describe God. Maybe give them an example to start off? Feedback could be as a whole class or in groups and set the scene for the lesson - Students could look at the 99 beautiful names of Allah and discuss how they enhance understanding of Tawhid. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Homework – complete the 2 AQA questions based on lesson - Exit Ticket / Plenary Game
Angels	<ul style="list-style-type: none"> • Their nature and role, including Jibril and Mika'il. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could be asked whether they believe in angels or not; if yes, then what do they believe about them and if not, why not? - Students may create a job advert for one of the angels. In the advert students need to include the key qualities required, what the working patterns are, who and what they are responsible to and for and 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - 4 & 5 Mark AO1 questions – could be completed for homework - Exit Ticket / Plenary Game

		any other relevant bits of information. Allow students to be creative. This could be set as a homework task to complete	
Predestination (al-Qadr) and human freedom	<ul style="list-style-type: none"> • What predestination is. • The concept of human freedom. • The implications of these for everyday life and the Day of Judgement. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - beginning the lesson by asking students about the choices they have made before the lesson: this could include waking up, getting the bus to school, attending lesson etc. (This can be done on a time line.) Predestination (al-Qadr) and human freedom and its relationship to the Day of Judgement. Get students to think about the choices that they have as humans and that most of us can do what we want. Explore here the possible consequences of our actions even though we have free will. - Students could be asked to write a diary entry in the life of a Muslim. The diary could include the good actions that they completed during the day (including salah, being kind etc) and the bad (lying, backbiting, bullying etc) 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game - 3 AO1 questions – 2mk, 4mk & 5 mk (all on PPT resource)

Life after death (Aakhirah)	<ul style="list-style-type: none"> • Muslim beliefs about life after death. • Human responsibility and accountability. • Resurrection • Concept of heaven and hell • Description of these from the Qur'an. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Discuss belief in an afterlife. Students could look up a description of the afterlife from Surah 37: 43 – 48. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game - Reflection question on PPT could be used as final lesson review (slide 12)
Prophethood (Risalah)	<ul style="list-style-type: none"> • The role and importance of Adam, Ibrahim and Muhammad. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could discuss what qualities a person needs to be called a prophet. - Key questions to consider: how did the prophets get their message? What was the message? What did the prophets do with their message? Were prophets special people? Are there any prophets today? 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game - 12mk question to be completed for homework
The Qur'an	<ul style="list-style-type: none"> • The revelation and authority of the Qur'an. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - playing a recording of the Qur'an being recited. Students could be asked to note down their thoughts on this. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game - AQA 2mk & 4mk questions on PPT could be used as exit ticket
Other Holy Books	<ul style="list-style-type: none"> • The Torah, • the Psalms, • the Gospel, • the Scrolls of Abraham 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p>	<ul style="list-style-type: none"> - Check progress & understanding from exercise books

	<ul style="list-style-type: none"> • and their authority. 	<ul style="list-style-type: none"> - Students could be given extracts from each of these holy books and asked to compare the similarities and differences. - Get students to make links between the Qur'an and other holy books. - Students could be asked to write a blurb for each of these as a way of differentiating the key themes. 	<ul style="list-style-type: none"> - Exit Ticket / Plenary Game - AQA 2mk & 4mk questions on PPT could be used as exit ticket
The Imamate in Shi'a Islam	<ul style="list-style-type: none"> • The role and significance of the Imamate in Shi'a Islam. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could access the following website to create a chart showing the twelve Imams and to make notes on Shi'a leadership today: bbc.co.uk/religion/religions/islam 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game - Explain two Muslim beliefs about the 5 roots of 'Usul ad-Din in Shi'a Islam. Refer to scripture or sacred writing in your answer [5 marks]
Assessment	<ul style="list-style-type: none"> • Assessing students on the Key Beliefs section of the unit. 		<ul style="list-style-type: none"> - AQA GCSE Assessment Criteria
The Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam	<ul style="list-style-type: none"> • Introduction to the concept of pillars in Sunni Islam • The Ten Obligatory Acts of Shi'a Islam. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could be asked to make a list of items required to make a 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game

		<p>building. They could be asked why they chose these materials and explore the concept of pillar before linking to the five pillars.</p> <ul style="list-style-type: none"> - They could consider the effect of removing the main pillar of a building and the effect that it has and relating this to how Muslims see the Shahadah 	<ul style="list-style-type: none"> - 4 questions on slide 10 of PPT could be set as Homework task
Shahadah	<ul style="list-style-type: none"> • The concept of Shahadah as the declaration of faith and its importance for Muslims. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students should be aware of the difference between the version of the Shahadah as used by Sunni Muslims and that used by Shi'a Muslims. The more able should also understand that the Shahadah is not a separate pillar for Shi'a Muslims but that they connect it to their creed 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game -
Salah	<ul style="list-style-type: none"> • The significance of Salah. • How and why Muslims pray including: times; directions; ablution (wudu); movements (rak'ahs) and recitations; • salah in the home and mosque and elsewhere; • Friday prayer (Jummah). 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could give two key differences in the practice of prayer by Shi'a Muslims from that by Sunni Muslims. Students could explain these differences in the form of a letter written by a Shi'a to a Sunni Muslim. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game - Homework - <i>Salah is the most important duty a Muslim can complete</i>" 12mks

	<ul style="list-style-type: none"> • Key differences in the practice of salah in Sunni and Shi'a Islam. • Different Muslim views about the importance of prayer 		
Sawm	<ul style="list-style-type: none"> • The role and significance of fasting during the month of Ramadan including: origins; duties; benefits of fasting; the exceptions and their reasons; • the Night of Power 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - get the students to consider the following questions 'What is the purpose of fasting? Why do Muslims observe fasting so strictly? What effect do you think it has on a Muslim community? Qur'an, Surah 2:183 – 4 may be a suitable starting point for discussion. 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game - Reflection questions (slide 8 of PPT) could be used as exit ticket
Zakah	<ul style="list-style-type: none"> • The role and significance of giving alms including: origins; how and why it is given; benefits of receipt; • Khums in Shi'a Islam. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could be asked to make a pie chart on how they would spend £500, giving them categories such as: parents, siblings, friends, clothes, leisure, and charity. Then compare this with what the money for Zakah may be spent on. They could then create another pie chart, saying how if they were Muslims responsible for distributing Zakah, they would allocate 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game

		£500 to the different uses to which it might be put.	
Hajj Eid-ul-Adha	<ul style="list-style-type: none"> • The role and significance of the Pilgrimage to Makkah including: the origins; how hajj is performed; the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, • Muzdalifah and their significance; • the role of hajj, why it is performed. • The origins, meanings and ritual of Id-ul-Adha. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could be asked to write a diary in the first person about someone's first-hand experience of Hajj or they could be asked to make a travel brochure explaining Hajj to someone participating for the first time. This should include practical details as well as information about the purpose of Hajj and the stages of the pilgrimage 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game - Homework: It is important that Muslims celebrate their festivals in Great Britain today". [12 mark
Jihad	<ul style="list-style-type: none"> • The meaning and significance of greater and lesser jihad: • origins, influence and conditions for the declaration of lesser jihad. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - Students could be asked to look at ways tabloid newspapers use the term Jihad and ask students whether they have got it right 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game - Slide 18 reflection task could be used as exit ticket
The Ten Obligatory Acts of Shi'a Islam: 7-10	<ul style="list-style-type: none"> • The final four Obligatory Acts: their meaning and how Shi'a Muslims might practise them in their lives. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> - The class could be divided into four groups, each taking one of Acts 7-10. They could prepare and deliver to the rest of the class a presentation that covers: what the Obligatory Act is, what it means for, how it might be practised in 	<ul style="list-style-type: none"> - Check progress & understanding from exercise books - Exit Ticket / Plenary Game - Homework - Explain what the five pillars and ten obligatory acts are and consider why they are important to Muslims

		<p>the lives of Shi'a Muslims today. The less able might work on the 7th and 8th Acts in terms of what is permitted / prohibited (halal / haram) in Islam. The more able might include in their presentation a consideration of whether the 9th and 10th Acts are a source of division within and beyond Islam.</p>	
Id –UI Fitr	<ul style="list-style-type: none"> The origins, meanings and rituals of Id-UI-Fitr and its importance for Muslims in Great Britain today. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> Students could create an information booklet suitable for children to read during Ramadan 	<ul style="list-style-type: none"> Check progress & understanding from exercise books Exit Ticket / Plenary Game
Ashura	<ul style="list-style-type: none"> The origins, meanings and rituals of Ashura. 	<p>Topic Specific PPT & Resources on shared area. Other learning opportunities could include:</p> <ul style="list-style-type: none"> Students could create fact files on the differing reasons for observing Ashura and the different rituals carried out by Sunni and Shi'a Muslims 	<ul style="list-style-type: none"> Check progress & understanding from exercise books Exit Ticket / Plenary Game
Assessment	<ul style="list-style-type: none"> Assess students' knowledge and understanding of the topics in the Practices section of the unit. 		<ul style="list-style-type: none"> AQA GCSE Assessment Criteria