



# ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

## AQA Religious Studies (Specification A) Religious, philosophical and ethical studies Scheme of Learning

### Year 10 – Term 4 + 5 Islamic Practices

#### Intent – Rationale

AQA GCSE religious education paper requires students to study two religions. In the RCT we study Christianity and Islam. Students must know both beliefs and practices within the religions. This scheme will cover Islamic practices including keywords, concepts and exam practice. The scheme will address the diversity of believers within Islam and identify the significance and implications of how the differing beliefs affects practices. There is also an opportunity to discuss and reduce intolerances that may have arisen politically and socially and address British values and their acceptance in all diverse communities in the country. .

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Yr8 – Charity: Islamic attitude to Charity            Yr8 – Festivals – Ramadan and Eid Ul Fitr            Yr9 – Islam beliefs</p>	<ul style="list-style-type: none"> <li>• Yr9 – Islam beliefs – recap/retrieval of ideas from previous topic</li> <li>• Yr 11 - Themes A, B, D, F: all areas require students to discuss impact and motivation for actions linking to Key religious beliefs.</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>• English – structure of an argument</li> <li>• PSHE – tolerance, diversity, respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have an opportunity to learn about themselves and others (SP2). To understand and appreciate the viewpoints of others and understand where these derive from (M3). Respect and tolerance of other faiths and beliefs, developing and demonstrating skills and attitudes allowing them to contribute fully and participate in British life. (SO3) Understand a range of different cultures within modern Britain. (C2)</li> <li>• Within this unit students will have opportunity to explore, investigate and question Islam and challenge stereotypes. (BV 3, 4, 5)</li> <li>• Students will have opportunity to discuss, question and challenge ideologies. (GB4 a &amp; b)</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>• Key words, spelling. Whole school SPAG in use.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



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## AQA Religious Studies (Specification A) Religious, philosophical and ethical studies Scheme of Learning

### Year 11 – Term 1 Islamic Practices

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><b>Know</b></p> <p>The two main branches within Islam – Sunni and Shia and the nature of their beliefs. This includes beliefs about Allah, 5 roots, 6 articles and the impact of these beliefs.            The 5 Pillars – Shahadah, Salah, Zakat, Sawm and Hajj. The impact practicing these has on the believer.            The 10 obligations and the impact on practicing these has on the believer.            Festivals – Eid ul Fitr, Eid ul Adha and Ashura – the impact on the believer.</p> <p style="text-align: center;"><b>Apply</b></p> <p>Knowledge can be applied through exam style question 4, 5 and 12.            Socratic quiz            Keyword tests</p> <p style="text-align: center;"><b>Extend</b></p> <p>Evaluating the views of themselves and others using religious evidence in order to substantiate and develop claims.            Analyse the impact the practices have on individuals, communities and denominational groups and establish conclusions to reflect this process.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>• The Five Pillars</li> <li>• The Ten Obligatory Acts</li> <li>• Shahadah</li> <li>• Salah</li> <li>• wudu</li> <li>• Mihrab</li> <li>• Qiblah wall</li> <li>• Rak’ah</li> <li>• Recitation</li> <li>• Prostration</li> <li>• Jummah prayer</li> <li>• Ramadan</li> <li>• Fasting –</li> <li>• The Night of Power</li> <li>• Zakah</li> <li>• Sadaqah</li> <li>• Khums</li> <li>• Pilgrimage</li> <li>• Hajj</li> <li>• Ka’aba</li> </ul>	<ul style="list-style-type: none"> <li>• A range of 12 mark questions</li> <li>• A range of 4 or 5 mark questions – Teacher assessed</li> <li>• A range of 4 or 5 mark questions – Peer assessed.</li> <li>• Yr 9 internal examination.</li> </ul>

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- Hajji
- Jihad

## Implementation – Concepts

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
Diversity of believers in Islam	Starter - watch Videos to highlight differences between Islamic denominations. (one or both) Using the handout and p. 80 -81 complete each branch with key information. Add any quotes where necessary. Plenary – watch True tube video highlighting tensions between Sunni & Shi'a or you could also watch Muslims like us, BBC iplayer 2 episode, Abdul response to women. Highlight issues; are they surprised these things are still a problem? Can they understand the conflict?	Mind map – feedback and PPT slide to support material that should have been collected.	Mind map can be altered to reflect differentiation and challenge. <b>The most challenging approach would be to give students the branch titles and let them develop the content.</b> This can be scaffolded for L/A students providing more content, keywords to put in correct places, provide quotes to be distributed appropriately etc.	10 obligatory acts sheet for Students to complete.	True tube Video  Religious studies Specification A – Hodder Education (p.80-81) The Oxford Teacher Handbook for GCSE Islam – OUP (handout)
Salah	Starter – Quick quiz to check prior knowledge. Students to complete a carousel using p. 115-118 to help them. Feedback content at the end.	Quick Quiz Feedback at the end of lesson. 4/5 mark question	Carousel can be completed with peer support or independently. It can also be scaffolded to provide sentence starters/key word choice/clues to help guide students. <b>Challenge I within the worksheet with more open-ended questions. Scanning and summarising information. An element of competition may also be introduced.</b>		PPP WORKSHEET
Sawm & Zakah	Starter – unscramble the keywords Task 1 – complete the table using p.120-123. Silent debate – controversial statements about the way different Muslims worship as well as priorities.	Table can be peer assessed. 4/5 mark question.	Table can be differentiated by adding some answers, or letters. <b>Challenge- silent debate. Adding views, questions opinions- these things can be altered depending on group dynamic too.</b> <b>Extension – 4/5 mark question or evaluation of Zakah if it is enforced- does it count?</b>	Divisions in Islam worksheet.	PPT WORKSHEET
Hajj	Starter – what do you think you know? Watch vice video about the reality of Hajj. (20 mins) Complete the sheet about Hajj. (2.2.5) Alternatively students could memory map the route in groups and annotate after.	Homework is assessed.	Differentiation through peers. <b>Challenge in the alternative task of annotation as students need to decide the most important events themselves.</b>	Complete the 12 mark question using information from the lesson today.	PPT  The Oxford Teacher Handbook for GCSE Islam – OUP (handout)
Ashura	Starter – thought bubbles. Ask students to answer each bubble as they appear to highlight and emphasis the importance of remembering. Complete the matching task using p.144 to help.	Student feedback.	Matching task can be differentiated. <b>Challenge through questioning.</b> <b>Extension – exam question – 4 mark.</b>	Revision sheet to begin preparation for end of unit test.	PPT  Religious studies Specification A – Hodder Education (p.144)



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					The Oxford Teacher Handbook for GCSE Islam – OUP (handout)2.1.2
Festivals – Eid ul – Adha and Eid ul -Fitr	<p>Starter – quiz</p> <p>Main task – fact finding. Students come to front and collect a question. They use the resources to find the answer, return to teacher with Q &amp; A before returning for a new question.</p> <p>Exam practice – post it notes to bullet point key ideas, pass sheets on and then other group is to order in priority of use, finally next group is to add anything previously missed – quotes, ideas etc.</p>	Exam question	<p>Differentiation through groups and peer support. Completion of questions after task can be limited to main ones.</p> <p>Challenge- through exam practice as tasks go on students have more opportunity to think about what makes a ‘good’ answer.</p> <p>This task is naturally extended as students need to complete the exam question. This could be started earlier by the more able or have another question included.</p>	Complete one of the exam questions looked at in the lesson.	PPT