|  |
| --- |
| **Unit Overview: Islamic Beliefs** |
| **Half- Term:** | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | **No of Lessons:** | **12** |
| **Key Focus for Unit:***What is the key knowledge being delivered?* *What is the intent of this unit?* |
| This unit introduces students to the relevant and exciting topic of Islam, which is a part of RE GCSE Paper 1. This topic within the AQA specification can be divided into two sections; key beliefs within the Islamic faith and Sources of Authority within Islam. Students are to explore the key beliefs that underpin their practices. It is important for the student to look at the “why’s” of a Muslim’s practices.  |
| **Key Knowledge and Big Ideas:** *What Powerful Knowledge and Big Ideas are explored in this Unit?* *How have these progressed from previous learning?* |
| Big Ideas: * Nature of God
* Big Narratives
* God’s love of humanity

Contextual Knowledge:* Students are expected to explore the following: The Oneness of God, the supremacy of God’s will, the key beliefs between the Sunni and Shia branches, the nature and attributes of Allah, the importance of angels, predestination and life after death.
 |
| **Unit Assessment:***How will this unit be assessed?* *What is the frequency of assessments – baselines etc?* |
| Baseline Assessment:* Every plenary activity will have a GCSE exam question based on the content learnt. It will range from a 2-mark, 4-mark, 5 mark or 12 marks, giving students the opportunity to practise and develop their writing skills for their future exams.
* Recall strategies such as starter quizzes and HW quizzes on Teams will be used to assess students on their key knowledge.

Final Assessment: * There will be an end-of-unit assessment that is a GCSE style assessment. Students will be answering 5 questions on Islamic beliefs, worth 24 marks. These will be graded U-9, giving students an idea of their strengths and areas of improvement.
 |
| **Key Skills Explored** | **Vocabulary Selected for DVI** | **Links to Previous Unit** |
| Students will have the opportunity to develop their skills on:* Evaluation and analysis.
* Reading, interpreting and applying scripture.
* Asking questions
* Leading and participating in discussion
* Justifying opinions and making clear points.
* Expressing how their answer links to the question.
 | **Tier 2:** Solidarity, Authority, Supremacy. **Tier 3:** Muslims, Islam, Allah, Tawhid, monotheism, Qur’an, Sunnah, Sunni, Shia, Immanent, Transcendent, Omnipotent, Beneficent, Merciful, Fair, Adalat, Day of Judgement, Resurrection, Jibril, Mika’il, Predestination, Akhirah, Jannah and Jahannam., Ummah, Imamate, Divine Revelation, Prophethood, 6 Articles of Faith, 5 Roots of Usul ad-Din, Seal of the Prophets.  | In year 9, students would have investigated what constitutes a religion and explored Ninian Smart’s 7 Dimensions of a Religion. Students would have explored a few examples of rituals, narratives, institutional aspects, ethical and legal, doctrinal and the sacred objects within Islam.  |
| **Links to Careers/Employability** | **How does this unit prepare students for the next unit?** |
| This unit develops their culture capital and understand the importance of respect, tolerance and diversity in the modern day. Students will learn to work collaboratively in their pairs or teams. Students will be encouraged to articulate their opinions, reflect and be critical. | In Autumn 2, students will be exploring the Islamic practices. As they have explored the foundations of Islam, pupils will be able to apply the beliefs to the practices. Students have begun exam practice and so they can take their skills and develop it further in this unit.  |