

# Scheme of work

## Religious Studies

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

---

To help teachers in planning a course of study for the new GCSE Religious Studies specification (8062) , a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Provided the content as given in the specification is covered, any sensible approach is legitimate.

#### **Assumed coverage**

The scheme of work which follows is based on 120 guided learning hours for the full GCSE.

Each of the religions studied should be covered in approximately 30 hours.

Teach alongside: the second religion studied for Component 1 and the four thematic studies from Component 2.

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 1	The six articles of faith in Sunni Islam	Tawhid; Angels; authority of the holy books; prophets of God; Day of Judgment; the supremacy of God's will.	<p>The focus should be on describing and explaining each of the articles and the implications for Muslims.</p> <p>This is a brief introduction and some of these articles will be covered in more detail in lesson 3-5.</p>	<p>Students might be asked to write down key beliefs that religious people have (either on post-it note or mini whiteboard).</p> <p>Students could be given information on the six articles of faith, either through a video or a textbook.</p> <p>Working in small groups (collaborative learning) students could prepare a fact file on each of the articles.</p> <p>Students need to be given clear criteria for what they are expected to include:</p> <ul style="list-style-type: none"> <li>• definition of keyword</li> <li>• key beliefs about this article</li> <li>• how this belief may affect a</li> </ul>	<p>Information pertaining to the six articles of faith.</p> <p>A suitable textbook on Islam.</p> <p>Laptops/ use of computers to research.</p> <p>A suitable and relevant film clip on six articles of faith.</p> <p>A suitable worksheet with the 99 names of Allah.</p> <p>Study some of the following: Surahs 1, 4 and 112.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
				<p>Muslim's life.</p> <p>Students could share their fact files either on their tables or as a whole class or students attempt a 5 mark exam question this topic.</p> <p>As a homework task, students could research the five roots of Usul ad-Din in Shi'a Islam: are there any similarities between the articles of faith?</p>	<p>Exam question. Mark scheme including levels of response.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 2	The five roots of Usul ad-Din in Shi'a Islam	Tawhid; Prophet hood; the Justice of God; the Imamate; resurrection.	<p>The focus is on the terms and nature of these roots.</p> <p>The emphasis should be on encouraging students to compare Sunni and Shi'a beliefs and to consider whether some articles are more important than others.</p>	<p>The class might recall the six articles of faith by completing a crossword or word search; this can be differentiated for lower ability by giving prompts for each article.</p> <p>Students could be given a table with each of these roots as a heading. Information regarding each of these roots to be printed and placed around the classroom.</p> <p>Working in groups, students nominate one person to stand at an information sheet for 60 seconds. The person must try to remember as much information about this root before returning to the group and sharing the information. This is repeated five times to cover all five roots.</p> <p>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.</p>	<p>Find suitable puzzles on the internet.</p> <p>Information regarding the five roots of Usul ad-Din, from a textbook or a reliable source on the internet.</p>

---

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
				<b>Extension opportunity</b> Students might consider whether certain articles are more important than others.	

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 3	The oneness of God (Tawhid)	The oneness of God (Tawhid) and the supremacy of God's will. Qur'an Surah 112.	<p>The focus is to give students a deeper understanding of the concept of Tawhid and how Muslims apply this teaching in their daily lives.</p> <p>Students could breakdown each of the key elements and look at these in detail.</p>	<p>Look up the meanings of the term Tawhid.</p> <p>Look at the 99 beautiful names of Allah and discuss how they enhance understanding of Tawhid and the supremacy of God's will.</p> <p>Study some of the following: Surahs 1, 4 and 112.</p> <p>Students might create an acrostic poem on the word Tawhid. In order to facilitate this it is important that students have a good understanding of this word.</p> <p>Students share their acrostic poems with the class and teacher nominates a winner.</p> <p><b>Differentiation and extension opportunity</b> Students could be given prompts to simplify the acrostic poem task with a visual aid or a bank of words to choose from. The more able could be asked to complete these using full sentences.</p>	<p>Sally Lynch, Claire Clinton, Janet Orchard and Deborah Weston <i>Islam in Today's World</i>, Religion in Focus Series, gives an excellent explanation of Tawhid.</p> <p>Acrostic poem template created on word processor.</p> <p>An appropriate video to explain the concept of Tawhid.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 4	The nature of God	Omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence.	The focus in this lesson is to look at the qualities of God and how Muslims understand the nature of God through them.	<p>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.</p> <p>Students could look at the 99 beautiful names of Allah and discuss how they enhance understanding of Tawhid. Study some of the following: Surahs 1, 4 and 112. Group work on Surah 1, the name of Allah; God's compassion; Allah as creator; worship of Allah.</p> <p>Students could match opinions about God to one of the reasons given for each one. Develop the reason given, and say why it supports the opinion stated. Discuss whether these are good reasons for the opinion stated.</p> <p><b>Opinions</b></p> <ul style="list-style-type: none"> <li>• It is obvious that there must be a God.</li> <li>• Muslims cannot believe that God is all-forgiving.</li> <li>• There is no God.</li> <li>• God cannot be described.</li> </ul>	<p>God as a guide. Sally Lynch, Claire Clinton, Janet Orchard and Deborah Weston, <i>Islam in Today's World</i>, Religion in Focus Series, gives an excellent explanation.</p> <p>Diamond 9 grid.</p> <p>Paper and coloured pens for calligraphy.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
				<p><b>Reasons</b> Because:</p> <ul style="list-style-type: none"> <li>• God created the world. There would be no world if God did not exist.</li> <li>• Muslims believe that evil doers are punished in hell.</li> <li>• There is evil and suffering.</li> <li>• God is not like anything else.</li> </ul> <p><b>Differentiation and extension opportunity</b> Students could choose one of the 99 beautiful names and write it out (the more able in Arabic, the less able in English) and illustrate it. Before starting, there might be discussion of what types of illustrations are not permitted in Islamic art and why. Students could evaluate which quality is more important and justify why they think this. This can be done as a diamond 9.</p>	

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 5	Angels	Their nature and role, including Jibril and Mika'il.	Students should explore the different duties allocated to the angels and how this affects the lives of Muslims.	<p>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.</p> <p>Students may be given information about the role of angels in Islam and that they are creatures created by Allah who are continuously in his service. Students could be provided with the names of the four main angels.</p> <p>Students could then complete a table mapping out the information. This could include the name of the angel, role, duties, why this role is important and how this affects the lives of Muslims.</p> <p>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 any other relevant bits of information. Allow students to be creative. This could be set as a homework task to complete.</p>	<p>Whiteboards for entry task.</p> <p>Information about the four main angels- see from a textbook</p> <p>Advert template for final task.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 6	Predestination (al-Qadr) and human freedom	<p>What predestination is.</p> <p>The concept of human freedom.</p> <p>The implications of these for everyday life and the Day of Judgement.</p>	<p>Students consider the two key elements of predestination and freedom and the impact of these on the lives of Muslims.</p>	<p>Teacher could begin 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.</p> <p>Students could be given a definition of predestination (al-Qadr) and asked to respond to a series of scenarios. How would a Muslim react to them? Scenarios could include a death of a loved one, a natural disaster, winning a race, passing exams etc. Students should be encouraged to think about all aspects being determined by Allah.</p> <p>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</p>	<p>Timeline of events for starter task.</p> <p>Scenarios for main task.</p> <p>Diary template.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
				<p>the bad (lying, backbiting, bullying etc) and explain the emotions that they felt and how they responded after each of these actions.</p> <p>Students could be asked to write a resolution for the coming week, month or year.</p> <p><b>Differentiation and extension opportunity</b> Each of the activities may be simplified by offering writing frames or word banks. The more able could be asked to develop their diary entries into a letter to a friend or a newspaper, justifying their actions as a Muslim.</p>	

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 7	Life after death (Aakhirah)	Muslim beliefs about life after death. Human responsibility and accountability. Resurrection Concept of heaven and hell Description of these from the Qur'an.	Students examine Muslim beliefs about the afterlife.	<p>Big question: Teacher could ask students to write/draw what they think happens when they die.</p> <p>Discuss belief in an afterlife. Students could look up a description of the afterlife from Surah 37: 43 – 48.</p> <p>The teacher may use artwork to illustrate the descriptions of paradise and hell. Teacher may allow students to compare these with what they drew/wrote in the entry task.</p> <p>Discuss the evidence that could be used in support of a belief in life after death and the reasons people could give for not believing in life after death.</p>	<p>Sally Lynch, Claire Clinton, Janet Orchard and Deborah Weston., Islam in Today's World, Religion in Focus Series, gives an excellent explanation or alternative relevant textbook.</p> <p>Pictures of the afterlife, both of heaven and hell.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 8	Prophethood (Risalah)	The role and importance of Adam, Ibrahim and Muhammad.	The focus should be on understanding the concept of prophethood and the role and importance of Adam, Ibrahim and Muhammad.	<p>Look up the meaning of the term Risalah. Students could discuss what qualities a person needs to be called a prophet.</p> <p>In small groups students could be asked to find out about the main prophets in Islam including Adam Ibrahim and Muhammad, and give a class presentation.</p> <p>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?</p>	<p>A relevant textbook.</p> <p>Access to computers/laptops for research.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 9	The Qur'an	The revelation and authority of the Qur'an.	Students should examine how the Qur'an was revealed and why it holds authority for Muslims.	<p>Teacher could play a recording of the Qur'an being recited. Students could be asked to note down their thoughts on this.</p> <p>Students may be put into groups to complete a card sort activity to put the story of revelation into chronological order.</p> <p>Students could be asked to choose a topic, eg food laws, family, divorce etc. and find out what the Qur'an says. Students could then create a poster to teach young Muslims about what the Qur'an is, and why they should obey the laws found in it.</p> <p>Spider diagrams and mind maps could be created on the different uses of the Qur'an, eg everyday life, as a source of law, in worship.</p>	<p>Card sort activity.</p> <p>A suitable and relevant film clip on the revelation of the Qur'an.</p> <p>A relevant textbook.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 10	Other Holy Books	The Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.	The focus should be on looking at the other holy books revealed by Allah and the authority that they have.	<p>Students could be given extracts from each of these holy books and asked to compare the similarities and differences.</p> <p>Teacher could get students to make links between the Qur'an and other holy books.</p> <p>Students could be asked to write a blurb for each of these as a way of differentiating the key themes.</p>	<p>Relevant extracts from these holy scriptures.</p> <p>A template for a blurb or writing frame.</p> <p>A relevant textbook.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 11	The Imamate in Shi'a Islam	The role and significance of the Imamate in Shi'a Islam.	The focus is on looking at the concept of imamate and its importance in Shi'a Islam.	<p>Students could be given information on the concept of imamate in Shi'a Islam; this could be through a worksheet or an appropriate video.</p> <p>Students could access the following website to create a chart showing the twelve Imams and to make notes on Shi'a leadership today:  <a href="http://bbc.co.uk/religion/religions/islam">bbc.co.uk/religion/religions/islam</a>  Click on subdivisions.</p> <p><b>Extension opportunity</b>  Research Shi'a beliefs about the Mahdi.</p>	<p>A relevant video clip or worksheet on the imamate in Shi'a Islam.</p> <p><a href="http://bbc.co.uk/religion/religions/islam">bbc.co.uk/religion/religions/islam</a></p> <p>Access to computer /laptops for research</p> <p>A relevant textbook.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lessons 12-13	Assessment	Assessing students on the Key Beliefs section of the unit.	The focus should be on assessing students understanding of the Key Beliefs section of the unit. In the first lesson, students should be allowed to recap and revise the content covered to date while at the same time learning about exam skills. In the second lesson they could complete a 45 minutes assessment on Key Beliefs.	<p>Preparation for assessment in the first lesson: Students could be given a quick quiz to recap key themes covered.</p> <p>Students could be given an overview of exam style questions and timings for each type of question. They could look at a mark scheme to see how questions are marked. They could be given time for paired or individual revision.</p> <p><b>Assessment</b> Student could be given forty-five minutes to complete an assessment in controlled conditions. The teacher could ask students for their feedback as a plenary task. Questions may include: what they thought about the format, was there anything that they couldn't answer? If so, why?</p>	<p>Quiz covering main themes.</p> <p>A mark scheme.</p> <p>Copy of assessments.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 14	Feedback from the assessment and target setting	<p>Students set their targets for next section of the unit.</p> <p>Complete corrections and improve assessment score.</p>	<p>This lesson should be used to allow students to assess their own learning and set clear targets and complete corrections with a clear framework.</p>	<p>The teacher could bring up model answers from each question on the assessment.</p> <p>Teacher may allow students to mark this and say what was good/not so good about the answers.</p> <p>Teacher could then give out the marked assessments and allow students time to complete their corrections.</p> <p>Students could then set their targets for the next section of this unit.</p>	<p>Model answers from the assessment.</p> <p>Marked assessments.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 15	The Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam	Introduction to the concept of pillars in Sunni Islam The Ten Obligatory Acts of Shi'a Islam.	The focus should be on explaining the concept of pillars in Sunni Islam and the Ten Obligatory Acts of Shi'a Islam.	<p>Students could be asked to make a list of items required to make a building. They could be asked why they chose these materials and explore the concept of pillar before linking to the five pillars.</p> <p>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.</p> <p>Students could create a chart that shows what Sunni and Shi'a Muslims have in common in the Pillars/Obligatory Acts and the extra requirements for Shi'a Muslims.</p>	Images of buildings.

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 16	Shahadah	The concept of Shahadah as the declaration of faith and its importance for Muslims.	The focus should be on the meaning and importance of Shahadah for Sunni and Shi'a Muslims.	<p>Students should be given a basic introduction to Shahadah. This could be through an information sheet or a video that explains what is meant by Shahadah and why it is considered the most important pillar in Sunni Islam.</p> <p>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 (Aqidah).</p> <p>Students should be able to explain how the Shahadah links to the Sunni six articles of faith and the Shi'a five roots of Usul ad-Din.</p>	<p>Relevant worksheet or video looking at what Shahadah means.</p> <p>A relevant textbook.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lessons 17-18	Salah	<p>The significance of Salah.</p> <p>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> <p>Key differences in the practice of salah in Sunni and Shi'a Islam.</p> <p>Different Muslim views about the importance of prayer</p>	<p>Students should focus on what prayer is, its conditions and also collective worship in the mosque (including Jummah prayer), together with understanding differences between Sunni and Shi'a practices and different views about the importance of prayer.</p>	<p>Students could find out about artefacts essential to performing the rituals of prayer, eg prayer mats, compass, etc.</p> <p>Students could be shown a video outlining the key rituals in prayer or students could be asked to design a prayer mat.</p> <p>Teacher could ask students to research the rituals of wudu.</p> <p>Prayer positions and times and preparation for prayer are essential topics for study. Clearly a visit to a mosque during prayer time will assist students in their study of this area of the Specification. Questions could be explored as a class discussion on the purposes of the physical movements: how can these movements help a Muslim? What are the differences for a Muslim praying alone and praying with others? The importance of Jummah prayer.</p> <p>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.</p>	<p>Prayer mat and compass.</p> <p>A relevant video outlining the rituals of Salah and wudu.</p> <p>Access to computers/laptops for research.</p> <p>A relevant textbook.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 19	Sawm	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 (Surah 96: 1–4).	Students should focus on the concept of Sawm and its importance.	<p>Students could be shown a video diary of a Muslim who has observed fasting. Small group work: each group could take a different scenario, eg a Muslim student taking exams, a Muslim footballer, a Muslim working in a café, a Muslim mother with several young children at home. They could discuss the problems that each of these would face in observing Ramadan and report back on their discussions to the rest of the class.</p> <p>The teacher could 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.</p> <p>Students could produce a booklet intended for Muslim primary school children, covering:</p> <ul style="list-style-type: none"> <li>(i) The aims of sawm,</li> <li>(ii) Those excused fasting,</li> <li>(iii) Ramadan,</li> <li>(iv) The meal at the end of the fast (iftar).</li> </ul>	<p>A relevant textbook or video on Sawm</p> <p>Access to computers/laptops for creating booklets</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 20	Zakah	The role and significance of giving alms including: origins; how and why it is given; benefits of receipt; Khums in Shi'a Islam.	The focus should be to look at the concept of Zakah and its conditions and also to study the concept of Khums in Shi'a Islam.	<p>Students could be given information on the meaning of Zakah and who must give it. The teacher may give students a worksheet that outlines the key conditions of zakah.</p> <p>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 £500 to the different uses to which it might be put. The pie charts could be printed out if done on laptops for a classroom display.</p> <p>Students could be given Surah 2:110 to look at the idea of charity, tax and purity and how they all relate to Zakah.</p> <p>Students could research the similarities and difference between Zakah and Sadaqah.</p> <p>Teachers could explain to students the</p>	<p>Relevant information sheets or text book on Zakah and Khums or a video looking at what Zakah/Khums is and its conditions.</p> <p>Access to computers/laptops for creating pie charts.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
				<p>Shi'a practice of Khums and the six ways in which this is to be shared out and what that means in practice. There might be paired discussions on whether 2.5% is enough; is it a reasonable amount; is the money you own yours? Does the Islamic attitude to money differ from that of the students?</p> <p><b>Differentiation and extension opportunity</b>  Less able students could make a list of things which they think are more valuable than money.  More able students could write an evaluation of the different uses for Zakah, stating whether or not they agree with them.</p>	

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lessons 21-22	Hajj Eid-ul-Adha	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.	The focus should be on looking at the rites of Hajj, including the observance of Id-ul-Adha and their significance to Muslims.	<p>The class could be asked to create a presentation on the rites and rituals of Hajj, the teacher could divide up the class and ask each small group to research one area of the Hajj to show as a PowerPoint presentation to the rest of the class. The main parts might be:</p> <ul style="list-style-type: none"> <li>(i) Background to the Hajj,</li> <li>(ii) Ihram and its significance,</li> <li>(iii) The Ka'aba,</li> <li>(iv) Safa and Marwah,</li> <li>(v) Plain of Arafat and its importance,</li> <li>(vi) Mina – stoning the devil,</li> <li>(vii) Sacrifice and the story of Ibrahim,</li> <li>(viii) Id-ul-Adha.</li> </ul> <p>Students could also 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.</p> <p><b>Extension opportunity</b> Students could examine how environmental concerns have affected the hajj.</p>	<p>Access to a computer/laptop. Information on the Hajj. This could be in the form of a relevant worksheet, information in text books or video.</p> <p>Access to computers / laptops for research and creating a diary entry or travel brochure.</p> <p>Websites such as <a href="http://greenpilgrimage.net">greenpilgrimage.net</a> explain the 'greening' of the hajj</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 23	Jihad	The meaning and significance of greater and lesser jihad: origins, influence and conditions for the declaration of lesser jihad.	Focus in these lessons should be to look at the concept of Jihad, the different types and its conditions.	<p>Students could be asked to find out what is meant by Jihad, greater Jihad and lesser Jihad. The teacher could divide the class in to groups to look at each of these in detail and present back the findings to the class.</p> <p>Students could also be asked to look at ways tabloid newspapers use the term Jihad and ask students whether they have got it right.</p>	<p>Accurate information about the different types of Jihad.</p> <p>Cut outs of newspapers headlines where the term Jihad has been used.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 24	The Ten Obligatory Acts of Shi'a Islam: 7-10	The final four Obligatory Acts: their meaning and how Shi'a Muslims might practise them in their lives.	Focus in this lesson on the meaning and importance in the lives of Shi'a Muslims of Obligatory Acts 7-10.	<p>Teachers could recap Lesson 15 which outlined the Ten Obligatory Acts.</p> <p><b>Differentiation opportunity</b> 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 the lives of Shi'a Muslims today. The less able might work on the 7<sup>th</sup> and 8<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> Acts are a source of division within and beyond Islam.</p>	Relevant information about the Obligatory Acts 7-10 in a text book or on a worksheet prepared for the groups.

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 25	Id –Ul Fitr	The origins, meanings and rituals of Id-Ul-Fitr and its importance for Muslims in Great Britain today.	The focus here is to look at the meaning of this festival and the particular rituals that take place during it	<p>Students could be asked to research the festival and the rituals that take place.</p> <p>Students could create an information booklet suitable for children to read during Ramadan.</p>	<p>Relevant information on Id-Ul-Fitr from text books or video.</p> <p>Access to computers/laptops.</p>

<b>Lesson Number</b>	<b>Topic title</b>	<b>Subject-specific detail</b>	<b>Guidance</b>	<b>Learning activity</b>	<b>Resources</b>
Lesson 26	Ashura	The origins, meanings and rituals of Ashura.	The focus here is to look at the meaning of this festival and the particular rituals that take place during it.	<p>Students could be shown a relevant video clip looking at the twelve months in Islam. They could then be asked to look specifically at the month of Muharram and the key events that took place during this time.</p> <p>Students could create fact files on the differing reasons for observing Ashura and the different rituals carried out by Sunni and Shi'a Muslims.</p>	<p>A relevant video clip on Ashura.</p> <p>Relevant information on Ashura from text books or from internet research.</p>

<b>Lesson Number</b>	<b>Topic title</b>	<b>Subject-specific detail</b>	<b>Guidance</b>	<b>Learning activity</b>	<b>Resources</b>
Lessons 27-28	Revision	Recap of all topics covered.	The focus should be to allow students to revise/recap all key aspects of the unit in preparation for the end of unit assessment.	Students could be asked to create a revision book for all the topics covered in this unit. They could be given a list of key topics that they must cover.	Computers/laptops or paper for booklets. Access to text books and computers/laptops for content.

<b>Lesson Number</b>	<b>Topic title</b>	<b>Subject-specific detail</b>	<b>Guidance</b>	<b>Learning activity</b>	<b>Resources</b>
Lesson 29	Assessment	Assess students' knowledge and understanding of the topics in the Practices section of the unit.	Students to complete a 45 minutes assessment of the Practices section of the unit.	<p>Students could be given 45 minutes to complete an assessment in controlled conditions.</p> <p>The teacher could ask students for their feedback as a plenary task.</p>	<p>Copies of assessments.</p> <p>Mark scheme including levels of response.</p>

<b>Lesson Number</b>	<b>Topic title</b>	<b>Subject-specific detail</b>	<b>Guidance</b>	<b>Learning activity</b>	<b>Resources</b>
Lesson 30	Feedback	Feedback on the assessment and target setting.	The focus should be to allow students to see what they have done well and set targets based on the feedback provided.	Students could be given their assessments back and asked to look at questions that they have done well in and the questions that they lost most marks in. Students could make corrections or improve their work. Students could be encouraged to set their own targets based on the feedback received.	Marked assessments.