

### What does it mean to be Muslim

*Students investigate key beliefs of Muslims and how this influences practices and daily life of Muslims in the UK.*

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Sunni & Shi'a Islam	1	<ul style="list-style-type: none"> <li>• Timeline of how Islam began.</li> <li>• The two main denominations in Islam – Sunni &amp; Shi'a. There similarities and differences.</li> <li>• Six Articles of Faith</li> <li>• Five Roots</li> </ul>	PPT	<p>British Values surrounding respect for different beliefs.</p> <p>Tackling Islamophobia through education.</p>	<p>Problem Solving: Students need to compare contrasting beliefs.</p>	<p>Challenge:</p> <ul style="list-style-type: none"> <li>• Detailed information on Five Roots and Six Articles for HPA.</li> </ul> <p>Scaffold:</p> <ul style="list-style-type: none"> <li>• Key Words List</li> <li>• Timeline with sentence starters already imputed.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 questions to start – recall activity every lesson.</li> </ul>
God/Allah	1	<ul style="list-style-type: none"> <li>• Knowledge hunt/investigation into Muslim beliefs about God.</li> <li>• Similarities and differences between the Islamic and Christian God.</li> <li>• Extended writing task comparing the two.</li> </ul>	<p>PPT</p> <p>Video</p>	<p>British Values surrounding respect for different beliefs.</p> <p>Tackling Islamophobia through education.</p>	<p>Problem Solving: Independent knowledge hunt task.</p> <p>Writing: Extended writing comparing Gods.</p>	<p>Challenge:</p> <ul style="list-style-type: none"> <li>• Arabic terminology used.</li> </ul> <p>Scaffold:</p> <ul style="list-style-type: none"> <li>• Key Words List</li> <li>• Sentence stems for extended writing.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 questions to start – recall activity every lesson.</li> </ul>
Mosques	1	<ul style="list-style-type: none"> <li>• General features of a Mosque (Mihrab, mussallah, muezzin)</li> <li>• Exploration into Cambridge Central Mosque</li> </ul>	<p>PPT</p> <p>Video</p>	<p>British Values surrounding respect for different beliefs.</p>	<p>Writing/Creativity: Writing an article about the</p>	<p>Challenge:</p> <ul style="list-style-type: none"> <li>• High Order questioning about the</li> </ul>	<ul style="list-style-type: none"> <li>• 3 questions to start – recall activity every lesson.</li> </ul>

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		<ul style="list-style-type: none"> <li>• What happens at a Mosque? What Holy book do they read from?</li> </ul>		<p>Tackling Islamophobia through education.</p> <p>Knowledge of local community &amp; multiculturalism.</p>	Cambridge Central Mosque.	<p>importance of Holy Buildings.</p> <ul style="list-style-type: none"> <li>• Extension questions such as why is the Qu'ran an important aspect in worship and prayer?</li> </ul> <p>Scaffold:</p> <ul style="list-style-type: none"> <li>• Dual Coding</li> <li>• Pre-printed worksheets (plan of mosque and also article)</li> </ul>	
Fasting	1	<ul style="list-style-type: none"> <li>• Explore the term sawm.</li> <li>• Investigate Laylat al-Qadr (the Night of the Decree)</li> <li>• Explore Eid-UI-Fitr (The Festival of the Breaking of the Fast)</li> <li>•</li> </ul>	PPT	<p>British Values surrounding respect for different beliefs.</p> <p>Tackling Islamophobia through education.</p> <p>Knowledge of local community/multiculturalism.</p>	<p>Creativity: Creating a poster inviting people to join the celebrations of Eid.</p>	<p>Challenge:</p> <ul style="list-style-type: none"> <li>• High Order questioning about the difficulties of Ramadan.</li> <li>• Developing personal worldview.</li> </ul> <p>Scaffold:</p> <ul style="list-style-type: none"> <li>• Pre-printed PPT slides.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 questions to start – recall activity every lesson.</li> </ul>
Pilgrimage	1	<ul style="list-style-type: none"> <li>• Mecca, Saudi Arabia</li> <li>• The Kaaba</li> <li>• Significance of Hajj, link to the 5 Pillars of Islam</li> </ul>	<p>PPT</p> <p>Videos</p>	<p>British Values surrounding respect for different beliefs.</p>	<p>Oracy: Justifying points in discussion about</p>	<p>Challenge:</p> <ul style="list-style-type: none"> <li>• Reflective questions on what the</li> </ul>	<ul style="list-style-type: none"> <li>• 3 questions to start – recall activity every lesson.</li> </ul>

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				Tackling Islamophobia through education.	the importance of Hajj for Muslims.  Writing: Extended writing on 'Hajj is the most important pillar' Discuss.	difficulties of Hajj may be Scaffold: <ul style="list-style-type: none"> <li>Worksheet</li> <li>Sentence stems for extended writing.</li> </ul>	
Holy Dress	1	<ul style="list-style-type: none"> <li>Different types of Holy Dress – Niqab, Burqa etc</li> <li>What does the Qu'ran say about Holy Dress?</li> <li>Personal experiences of British Muslims wearing Holy Dress.</li> </ul>	PPT  Guided Reading Worksheet	British Values surrounding respect for different beliefs.  Tackling Islamophobia through education.	Reading: Guided reading task on excerpts from <i>'It's not about the Burqa'</i>	Challenge: <ul style="list-style-type: none"> <li>HPA to read paragraphs to the class.</li> </ul> Scaffold: <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>3 questions to start – recall activity every lesson.</li> </ul>
Revision & Assessment	1	<ul style="list-style-type: none"> <li>What are the similarities and differences between Sunni and Shi'a Muslims?</li> <li>What are the 5 Pillars of Islam?</li> <li>What is Ramadan and why is it important?</li> <li>'Hajj is the most important pillar' Discuss.</li> </ul>	PPT  Assessment Criteria	British Values surrounding respect for different beliefs.  Tackling Islamophobia through education.	Writing: Extended writing answering 4 questions.	Challenge: <ul style="list-style-type: none"> <li>Use of explanation and evaluation.</li> </ul> Scaffold: <ul style="list-style-type: none"> <li>Sentence starters</li> </ul>	<ul style="list-style-type: none"> <li>3 questions to start – recall activity every lesson.</li> </ul>
CTG	1	<ul style="list-style-type: none"> <li>Improving assessments based upon individual feedback.</li> </ul>	Assessment Criteria	British Values surrounding respect for different beliefs.  Tackling Islamophobia through education.	Writing: Closing the Gap		<ul style="list-style-type: none"> <li>3 questions to start – recall activity every lesson.</li> </ul>