



Year 8 Islam

8 Lessons

Aims: This unit enables pupils to reinforce earlier primary school learning about Islam, and to build a clear and accurate picture of the religion that includes its origins, its present place in British life and its beliefs, teachings and spirituality.

The focus is on Islam in Britain today: Muslims are the second largest religious community in the UK after Christians, numbering between 1.5 and 2 million people, including over 70 000 in the East Midlands region, of who over 5000 live in Northamptonshire.

The work asks pupils to think for themselves about questions to do with God / Allah, living a Muslim way of life, how the faith is expressed and about the identity of British Muslims and the contributions they make to national life. The unit encourages pupils to explore their own beliefs, values, commitments and ways of living in the light of what they discover about British Islam.

Where the unit fits in

This unit links with the following key stage 3 guidelines in the National Curriculum:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the Muslim religion in Britain today, building on learning about Islam from Key Stage 2. The focus on local and national examples has the intention of enabling pupils to explore the idea of “British Muslim identity” and carries with it a part of RE’s concern for attitudes that enable respect for all and community cohesion.

Links to KS4:

- Component 3 (World Faith) Route A: Students will study the beliefs and teachings & Practices of Muslims

Key Skills	Literacy Links	Numeracy Links
<ul style="list-style-type: none"> To learn to use ICT and dictionaries for research To develop and demonstrate extended writing skills (description/explanation/analysis and evaluation) To develop an understanding of Muslim beliefs 	<p>Key Words:</p> <p>Literacy is embedded throughout the scheme of work with a particular focus on key language and terminology. Pupils should also be encouraged to use these key terms in their answers. This focus will go beyond the lessons and there is a set homework for pupils to learn key terminology including spelling for an assessment at the end. Their assessment should be marked for literacy and use of the key terms should be highlighted and praised.</p> <p>Allah, Qur’an, Mosque, Mecca, Muhammad, Tawhid, Shahadah, Revelation, Ramadan, Sawm Zakat, Hajj, Sunni, Shi’a, Sharia Law,</p>	<p>Chronology opportunities – researching past events</p>
Assessment	Cross-Curricular Links	

<p>8 Mark Style GCSE answer: How do Muslims know the best way to live in the UK? Explain two ways in your answer</p>	<ul style="list-style-type: none"> • Chronology: Maths • English Language • Geography – Located Mecca and the surrounding area
	<p>SMSC Opportunities and British Values</p>
	<p>Opportunities for spiritual development come from exploring the spiritual lives of British Muslims in ways that enable deeper reflection by pupils on their own sources of inspiration and purpose in life;</p> <p>Opportunities for moral development come from thinking about the idea of moral effort, struggling for goodness and jihad in their own experience;</p> <p>Opportunities for cultural development come from engaging in increasing accuracy and depth with the meaning and expression of British Muslim identities, so that pupils can appreciate the diversity of life in the UK.</p>
<p>Opportunities for further Learning</p>	
<p>Option 1: Revision - Learn and Revise Core facts for ROCK Test from knowledge organiser</p> <p>Option 2: E Learning - Case Study of a British Mosque</p> <p>Option 3: Creative – Research 5 pillars of Islam and explain each pillar and its impact of the daily lives of Muslims & Build 5 pillars of Islam</p> <p>Option 4: Demonstrate – Apply learning of Allah to explore the 99 names of Allah</p>	