

AL-ASHRAF SECONDARY SCHOOL FOR GIRLS

ACADEMIC YEAR 2015-2016

YEAR 9

**EDEXCEL/ AQA GCSE RELIGIOUS STUDIES A FULL COURSE
SCHEMES OF WORK (Term 1 Duration 7 weeks)**

<i>Independent Learners</i>	<i>Creative Thinkers</i>	<i>Reflective Learners</i>	<i>Team Workers</i>	<i>Self Managers</i>	<i>Effective Participators</i>
<i>Identify questions to answer and problems to solve. Explore issues, events or problems from different perspectives.</i>	<i>Generate ideas and explore possibilities. Create solutions and follow ideas through.</i>	<i>Identify and invite feedback. Deal positively with praise, setbacks and criticism to inform future progress.</i>	<i>Collaborate and show consideration to others. Work towards common goals.</i>	<i>Organise time and resources, prioritising resources. Show commitment / perseverance.</i>	<i>Discuss issues of concern to seek resolution. Propose practical ways forward, breaking tasks down into manageable steps.</i>

BELIEFS AND TEACHINGS	WEEK 1	INTRODUCTION TO SPECIFICATION	Resources	<ul style="list-style-type: none"> • The Edexcel/AQA GCSE Religious Studies Student Book, provides useful information. • Taleemul Haq • BBC Bitesize • True tube
ISLAM	WEEK /2/3/4 Content coverage	MALAIKAH (Angels)		
Aims/learning outcomes	<ul style="list-style-type: none"> • To be able to outline Muslim beliefs about Angels. • To explore the four famous Angels and how they are shown in the Quran. • To examine why some would not agree with the belief in Angels • To understand the importance of belief in Islamic teaching on Angels. • To be able to give personal and opposing views about this belief. 			
SMSC (Spiritual, moral, social & cultural development)	Spiritual development is reflected by: <ul style="list-style-type: none"> • Exploring religious beliefs, enjoyment in learning about themselves, others and 		Differentiation	All pupils will be able to outline the famous Angels in Islam.

	<p><i>the world.</i></p> <ul style="list-style-type: none"> • <i>Use of imagination and creativity by reflecting on key questions of meaning of truth.</i> • <i>Showing respect and tolerance for people’s opinions and feelings.</i> • <i>Experiencing a sense of belonging by developing their own views and ideas on religious and spiritual issues</i> <p><i>Moral development is reflected by:</i></p> <ul style="list-style-type: none"> • <i>The right of others to hold differing views. Consideration and concern for people with differing views</i> • <i>Differentiation between right and wrong.</i> <p><i>Social development is reflected by:</i></p> <ul style="list-style-type: none"> • <i>Personal responsibilities and rights of being members of communities (local, national and global);</i> • <i>The ability to relate to others including a range of religious, ethnic backgrounds.</i> • <i>To work with others for the common good by developing a shared sense of belonging and participating, active contribution, communities.</i> <p><i>Cultural development is reflected by :</i></p> <ul style="list-style-type: none"> • <i>Respect for their own culture and that of others (culture diversity)</i> • <i>Showing interest in differences in relation to culture</i> 		<p><i>Most pupils will be able to explain the role and importance of Angels for Muslims.</i></p> <hr/> <p><i>Some pupils will be able to reflect and evaluate the concept of belief in the unseen. Giving personal and vice versa reasons (Developed)</i></p>
<p>Activities/Assessment</p>	<ul style="list-style-type: none"> • <i>Review key word definitions as a starter.</i> • <i>Discuss as a class ways in which they communicate with people. Which of these ways do they think is the most effective?</i> 	<p>Cross Curricular</p>	<p>ICT</p> <ul style="list-style-type: none"> • <i>Making use of publisher to complete their booklet</i> • <i>Researching vice versa points of view</i>

	<p>Why?</p> <ul style="list-style-type: none"> • <i>Students should work in groups to produce a booklet with the description of the Islamic teaching on angels, how it is used and its importance for Muslims.</i> • <i>Discuss why Muslims do not try to imagine what angels look like. Why do Muslims think it is wrong to draw pictures of Angels?</i> • <i>Worksheet made up of sample exam style questions.</i> 		<p>English</p> <ul style="list-style-type: none"> • <i>Speaking skills through debated discussions</i> • <i>Literacy development in written assignments (Quality of written communication and SPAG)</i>
<p>BELIEFS AND TEACHINGS</p> <p>ISLAM</p> <p>Aims/learning outcomes</p>	<p>WEEK 5/6/7</p> <p>Content coverage</p> <p>RISALAH (Prophethood)</p>	<p>Resources</p>	<ul style="list-style-type: none"> • <i>The Edexcel/AQA GCSE Religious Studies Student Book, provides useful information.</i> • <i>Poster paper and marker pens</i> • <i>A copy of the keyword definitions from the Edexcel specification. www.edexcel.com</i> • <i>Taleemul Haq</i> • <i>BBC Bitesize</i> • <i>True tube</i> • <i>RE Today</i>
<p>SMSC (Spiritual, moral, social & cultural development)</p>	<p>Spiritual development is reflected by:</p> <ul style="list-style-type: none"> • <i>Exploring religious beliefs, enjoyment in learning about themselves, others and the world.</i> • <i>Use of imagination and creativity by reflecting on key questions of meaning</i> 	<p>Differentiation</p>	<p><i>All pupils will be able to outline some of the important messenger or Prophets of Allah.</i></p> <p><i>Most pupils will be able to give a description of the channels of communication between God and humans.</i></p>

	<p><i>and truth.</i></p> <ul style="list-style-type: none"> • <i>Showing respect and tolerance for people’s opinions and feelings.</i> • <i>Experiencing a sense of belonging by developing their own views and ideas on religious and spiritual issues</i> <p><i>Moral development is reflected by:</i></p> <ul style="list-style-type: none"> • <i>The right of others to hold differing views. Consideration and concern for people with differing views.</i> • <i>Differentiation between right and wrong.</i> <p><i>Social development is reflected by:</i></p> <ul style="list-style-type: none"> • <i>Personal responsibilities and rights of being members of communities (local, national and global);</i> • <i>The ability to relate to others including a range of religious, ethnic backgrounds.</i> • <i>To work with others for the common good by developing a shared sense of belonging and participating, active contribution, communities.</i> <p><i>Cultural development is reflected by :</i></p> <ul style="list-style-type: none"> • <i>Respect for their own culture and that of others (culture diversity)</i> <p><i>Showing interest in differences in relation to culture</i></p>		<p><i>Some pupils will be able to reflect and evaluate if all prophets brought the same message. Giving personal and vice versa reasons. (Developed)</i></p>
<p>Activities/Assessment</p>	<ul style="list-style-type: none"> • <i>Discuss who is best suited to deliver messages and why?</i> • <i>Discuss as a class the ways radio messages are sent today. How can they relate the ways that represent the message of Islam?</i> • <i>Discuss and debate the statement “People can never be sure that a message is really from</i> 	<p>Cross Curricular</p>	<p>Art</p> <ul style="list-style-type: none"> • <i>Using their Creative skills to complete their poster</i> <p>ICT</p> <ul style="list-style-type: none"> • <i>Researching vice versa points of view</i> <p>Citizenship</p> <ul style="list-style-type: none"> •

	<p>God”</p> <ul style="list-style-type: none">• <i>Ask pupils if they can relate a story that is similar in the Torah, Bible and the Quran.</i>• <i>In groups, design a poster which needs to explain fully what Risalah is, some examples of prophets and what their main messages were and its importance for Muslims.</i>• <i>Each group should then present their poster to the class explaining why they have / haven't included certain information.</i>		<p>English</p> <ul style="list-style-type: none">• <i>Speaking skills through debated discussions</i>• <i>Literacy development in written assignments (Quality of written communication and SPAG)</i>
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