

AL-ASHRAF SECONDARY SCHOOL FOR GIRLS

ACADEMIC YEAR 2016-2017

YEAR 7		TAFSEER (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>

Week 1/2/3	Content coverage	Introduction to Tafsir	Resources
Aims/learning outcomes	<ul style="list-style-type: none"> To analyse the literal and technical meaning of Tafseer. To identify the authentic sources of Tafseer & dangers of extremist ideology through misinterpretation of verses. To reflect on the importance of Tafseer. To identify what is meant by purpose of revelation. 		<ul style="list-style-type: none"> Mariful Quran volume 1 Tafsir Ibn Kathir Qur'an CDs. Tasheelul Duroosil Quraan Internet Object lesson – Materials (Sponge – large tub filled with water – spray bottle filled with water)

<p>SMSC (Spiritual, moral, social & cultural development)</p>	<ul style="list-style-type: none"> • <i>How a Muslim connects to Allah (ST) through the recitation of the Holy Qur'an.</i> • <i>Role of the Holy Qur'an in bringing solace to the heart. Listening to beautiful, soothing recitations.</i> • <i>Moral & social revolution of the Qur'an against the backdrop of age of ignorance.</i> • <i>Respect for humanity as Allah's creation.</i> • <i>Peaceful message of the Holy Qur'an.</i> • <i>Universal message of equality, justice and brotherhood.</i> • <i>No coercion in religion.</i> • <i>Comparing Surah Faatiha with the Lord's Prayer in Christianity</i> 	<p>Differentiation</p>	<p><i>All pupils will be able to make connection between the Quran and Tafseer.</i></p> <hr/> <p><i>Most pupils will be able to identify where Tafseer is deduced from.</i></p> <hr/> <p><i>Some pupils will be able to relate the parable and the important relationship between Qur'an and Tafseer.</i></p>
<p>Activities/Assessment</p>	<ul style="list-style-type: none"> • <i>Discuss as a class what is Tafseer?</i> • <i>To create a diagram highlighting the sources of Tafseer.</i> • <i>Object lesson – To illustrate the significance of studying the Taseer by showing difference between studying</i> 	<p>Cross Curricular</p>	<p>History</p> <ul style="list-style-type: none"> • <i>The science of Tafseer.</i> <p>Science</p> <ul style="list-style-type: none"> • <i>Absorption of materials. (Object lesson)</i> <p>English</p> <ul style="list-style-type: none"> • <i>Speaking skills through discussions.</i> • <i>Literacy skills in written work including SPAG.</i>

	<p><i>the Quran, and just reading it. (just to check it off as to do list or to please Parents)</i> <i>To write up a summary of the object lesson.</i></p> <ul style="list-style-type: none"> • <i>Worksheet questions.</i> 		<p>ICT</p> <ul style="list-style-type: none"> • <i>Making use of the internet to find suitable images to aid their summary on the object lesson.</i>
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Week 4/5/6	Content coverage	Surah Fatihah - Introduction	Resources	<ul style="list-style-type: none"> • <i>Mariful Quran volume 1</i> • <i>Tafsir Ibn Kathir</i> • <i>Tasheelul Duroosil Quraan</i> • <i>The Holy Quran</i> • <i>Access to the computer and internet</i> • <i>Object lesson – Materials (Bucket – water – eyedropper)</i>
Aims/learning outcomes	<ul style="list-style-type: none"> • <i>To analyse why Surah Fatihah is the first Surah in the Quran when Surah Alaaq was one of the first surah’s to be revealed.</i> • <i>To identify the reason behind the naming of this Surah.</i> • <i>To explore the main characteristic of Surah Fatihah.</i> • <i>To identify the other names given to Surah Fatihah and the reasons for them.</i> • <i>To understand the significance of Surah Fatihah through the link of Salah.</i> • <i>To identify the division made in Surah Fatihah.</i> 			
SMSC (Spiritual, moral, social & cultural development)	<ul style="list-style-type: none"> • <i>Surah Al-Faatihah as the fountainhead of the Holy Qur’an.</i> • <i>Connecting with Allah (SWT) through recitation.</i> • <i>Beseeking ‘Hidayah’ (guidance) through Surah Al-Faatihah.</i> 		Differentiation	<p><i>All pupils will be able to outline why this Surah has been given the name Fatihah.</i></p> <p><i>Most pupils will be able to recall the attributive names given to Surah Fatihah.</i></p>

	<ul style="list-style-type: none"> • <i>Respect & tolerance for other faiths – comparative study with Lord’s Prayer.</i> 		<p><i>Some pupils will be able to evaluate the significance of Surah Fatihah in ones daily life.</i></p>
Activities/Assessment	<ul style="list-style-type: none"> • <i>Analyzing the Description mentioned at the top of Surah Fatihah and Surah Alaaq.</i> • <i>Discuss how Allah converses with his servants through Surah Fatihah.</i> • <i>To complete the conservation with Allah (sheet)</i> • <i>Design a poster on the computer showing the division made in surah Fatihah.</i> • <i>Object lesson - highlighting the concept of Allah’s unlimited mercy and his love for his servants. To write up a summary on the activity carried out.</i> • <i>Worksheet questions.</i> 	Cross Curricular	<p>English</p> <ul style="list-style-type: none"> • <i>Quality of written communication including SPAG.</i> • <i>Speaking skills through discussions.</i> <p>ICT</p> <ul style="list-style-type: none"> • <i>Design a poster</i> <p>Maths/Science</p> <ul style="list-style-type: none"> • <i>Value and measurements</i>

Week 7	Content coverage	<i>Surah Fatihah</i> <i>Verses 1 - 4</i>	Resources	<ul style="list-style-type: none"> • <i>Mariful Quran volume 1</i>
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<p>Aims/learning outcomes</p>	<ul style="list-style-type: none"> • <i>The virtues of Bismallah-ir-Rahman-ir-Rahim.</i> • <i>To Explore the Nature of Allah as shown in the terms Rahmaan and Raheem.</i> • <i>To understand why Allah is due to all praise</i> • <i>To explore what is meant by Allah being the Master.</i> • <i>To analyse why Muslim' object of worship can only be Allah.</i> • <i>Attributes of God in other religions.</i> 		<ul style="list-style-type: none"> • <i>Tafsir Ibn Kathir</i> • <i>Tasheelul Duroosil Quraan</i> • <i>Access to the computer and internet</i> • <i>Catalogues/ Magazines</i> • <i>Images of different pathways</i> • <i>Materials for Mobiles: (Drinking straws - Paper clips - Construction paper – Scissors- Coloured card – Blue tack)</i>
<p>SMSC (Spiritual, moral, social & cultural development)</p>	<ul style="list-style-type: none"> • <i>Adorning the spirit through the Beautiful names of Allah.</i> • <i>Rahmaan – Most Beneficent</i> • <i>Raheem – Most Merciful</i> • <i>Cultural development through exploring different attributes of God in other</i> 	<p>Differentiation</p>	<p><i>All pupils will be able to outline the significance of saying Bismallah-ir-Rahman-ir-Rahim.</i></p> <hr/> <p><i>Most pupils will be able to evaluate the difference between the terms Rahman and Rahim.</i></p>

	<i>faiths.</i>		<i>Some pupils will be able to relate all the main points focused in Verses 1 - 3</i>
Activities/Assessment	<ul style="list-style-type: none"> • <i>Make a collage of images/pictures (cut out from catalogues) of things that people may worship besides Allah.</i> • <i>To analyse the pictures of different pathways given. Discuss which one would they follow and why?</i> • <i>Discuss the other times when one may recite Surah Fatihah besides Salah.</i> • <i>Worksheet</i> • <i>To design a hanging mobile with a list of all the different times one should be reminded to recite Bismallah-ir-Rahman-ir Rahim. (Group work)</i> <i>To hang around the School building.</i> 	Cross Curricular	<p><i>ICT/</i></p> <ul style="list-style-type: none"> • <i>Making use of the internet to find images.</i> <p><i>English</i></p> <ul style="list-style-type: none"> • <i>Speaking skill through discussions.</i> <p><i>Craft</i></p> <ul style="list-style-type: none"> • <i>Cutting out pictures from catalogues.</i> • <i>Creativity skills – Making mobiles to hang up in classroom</i> <p><i>RE</i></p> <ul style="list-style-type: none"> • <i>Comparative study of God's attributes.</i>