

**AL-ASHRAF SECONDARY SCHOOL FOR GIRLS**

**ACADEMIC YEAR 2017-2018**

**YEAR 7**

**TAFSEER (Term 3 Duration 6 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>

<b>Week 1</b>	<b>Content coverage</b>	<b>Surah Al Falaq</b>	<b>Resources</b>
		<b>Introduction</b>	
<b>Aims/learning outcomes</b>	<ul style="list-style-type: none"> <li>To explore why this Surah is called "The Daybreak"</li> <li>To understand the nature of Surah Al Falaq</li> <li>To explore the significance and benefits of Surah Al Falaq</li> <li>To identify the beauty of Surah Al Falaq</li> </ul>		<ul style="list-style-type: none"> <li>Mariful Quran</li> <li>Tafsir Ibn Kathir</li> <li>Tasheelul Duroosil Quraan</li> </ul>
<b>SMSC (Spiritual, moral, social &amp; cultural development)</b>	<ul style="list-style-type: none"> <li>How a Muslim seeks protection, Self purification and rectification from evil influences</li> <li>Peaceful message of the Quran</li> <li>Importance of good moral values and harms of vices.</li> <li>Comparative study – promoting respect and tolerance for other faiths</li> </ul>	<b>Differentiation</b>	<p>All pupils will be able to explain the main subject matter of Surah Falaq</p> <p>Most pupils will be able to relate the need to seek protection through the recitation of Surah Al Falaq</p> <p>Some pupils will be able to highlight examples of physical and spiritual calamities</p>
<b>Activities/Assessment</b>	<ul style="list-style-type: none"> <li>Discuss the Shan E Nuzool (cause of revelation) of Surah Al Falaq and Surah</li> </ul>	<b>Cross Curricular</b>	<p>ICT/</p> <ul style="list-style-type: none"> <li>Making use of the internet for researching information</li> </ul>

	<p><b>An Naas</b></p> <ul style="list-style-type: none"> <li>• <i>Discuss why this Surah is called the Daybreak</i></li> <li>• <i>To analyse the difference between the Surah Al Falaq and Surah An Naas</i></li> <li>• <i>Worksheet</i></li> </ul>		<p><b>English</b></p> <ul style="list-style-type: none"> <li>• <i>Speaking skill through discussions.</i></li> <li>• <i>Quality of written communication (SPAG)</i></li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>• <i>Essence of forgiveness and peace in relation to all faiths</i></li> </ul> <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• <i>Keeping safe/protection</i></li> </ul>
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<b>Week 2/3</b>	<b>Content coverage</b>	<b>Surah Al Falaq (Daybreak)</b>  Verses 1-5	<b>Resources</b>	<ul style="list-style-type: none"> <li>• <i>Mariful Quran</i></li> <li>• <i>Tafsir Ibn Kathir</i></li> <li>• <i>Tasheelul Duroosil Quraan</i></li> <li>• <i>Numan Ali khan illustration on Surah Al Falaq</i></li> <li>• <i>Access to the computer and internets</i></li> <li>• <i>Newspapers</i></li> </ul>
<b>Aims/learning outcomes</b>	<ul style="list-style-type: none"> <li>• <i>To identify the inner meaning of the term Falaq</i></li> <li>• <i>To explore which types of evils one seeks protection from in Surah Al Falaq</i></li> <li>• <i>To identify why one must seek protection from the darkness of the night</i></li> <li>• <i>To understand the main reason why protection is sought against those who practice witchcraft.</i></li> <li>• <i>To identify the harms and evils of Jealousy</i></li> <li>• <i>The significance of calling upon Allah for protection of our Deen</i></li> </ul>			

<b>SMSC (Spiritual, moral, social &amp; cultural development)</b>	<ul style="list-style-type: none"> <li>• Importance of protecting one from physical influences (through recitation of the Holy Qur'an)</li> <li>• Taking a positive approach to tribulations and afflictions by bonding with Allah (seeking his assistance)</li> <li>• Differentiation between right and wrong and making good moral choices</li> </ul>	<b>Differentiation</b>	<p>All pupils will be able to outline the need to seek protection from the darkness of the night</p> <p>Most pupils will be able to highlight the specific evils protection is sought from in Surah Al Falaq</p> <p>Some pupils will be able to analyse the connection between the second and third source of evil mentioned in verses four and five</p>
<b>Activities/Assessment</b>	<ul style="list-style-type: none"> <li>• Discuss why protection needs to be sought from the darkness of night</li> <li>• Brainstorm examples of things which can benefit us but at the same time harm us</li> <li>• What the word Rabb means in level with Surah Nas</li> <li>• Draw an illustrated diagram on the video of Numan Ali Khan illustration on Surah Al Falaq</li> <li>• Research news papers articles on crimes committed due to jealousy</li> <li>• Worksheet</li> </ul>	<b>Cross Curricular</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Speaking skill through discussions.</li> <li>• Quality of written communication (SPAG)</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Drawing illustrated diagram</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• Making use of the internet</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>• Evil and suffering</li> </ul> <p><b>Citizenship/PSHE</b></p> <ul style="list-style-type: none"> <li>• Making choices -Moral decisions</li> </ul>

<b>Week 4/5/6</b>	<b>Content coverage</b>	Surah Al Ikhlas (sincerity) Introduction/ verses 1-3	<b>Resources</b>	<ul style="list-style-type: none"> <li>• Mariful Quran</li> <li>• Tafsir Ibn Kathir</li> <li>• Tasheelul Duroosil Quraan</li> <li>• Numan Ali Khan video Beautiful Names of Surah Al Ikhlas - Quran Gems -</li> </ul>
<b>Aims/learning outcomes</b>	<ul style="list-style-type: none"> <li>• To identify the cause of revelation of Surah Al Ikhlas</li> <li>• To explore the virtues of Surah Al Ikhlas</li> <li>• To understand the beautiful names given to Surah Al Ikhlas</li> </ul>			

	<ul style="list-style-type: none"> <li>To explore the Shan E Nuzool (cause of revelation) of Surah Al Ikhlas</li> <li>To identify Allah's Nature expressed through the terms Samad and Ahad</li> <li>To understand the principle of Tauheed</li> </ul>		
SMSC (Spiritual, moral, social & cultural development)	<ul style="list-style-type: none"> <li>Adorning the spirit through the Beautiful names of Allah.</li> <li>Ahad – The one</li> <li>As Samad – The eternal</li> <li>Comparative study –Christian concept of trinity</li> <li>Cultural development through exploring different attributes of God in other faiths.</li> </ul>	Differentiation	All pupils will be able outline the main subject matter of Surah Al Ikhlas
			Most pupils will be able to explain the nature of Allah mentioned in Surah Al Ikhlas
			Some pupils will be able to identify the many other names given to Surah Al Ikhlas
Activities/Assessment	<ul style="list-style-type: none"> <li>Discuss names of things or people that are unique and cannot be compared to anyone else. Why can they not override Allah's unique nature?</li> <li>Discuss why the quality of Samad exclusively belongs to Allah?</li> <li>Discuss the immense love the Sahabah had for Surah Al Ikhlas</li> <li>Watch Numan Ali khan video Beautiful Names of Surah Al Ikhlas - Quran Gems - worksheet</li> </ul>	Cross Curricular	<p>English</p> <ul style="list-style-type: none"> <li>Speaking skill through discussions.</li> <li>Quality of written communication (SPAG)</li> </ul> <p>Art</p> <ul style="list-style-type: none"> <li>Drawing illustrated diagram</li> </ul> <p>ICT</p> <ul style="list-style-type: none"> <li>Making use of the internet /watching video</li> </ul> <p>RE</p> <ul style="list-style-type: none"> <li>Belief in God</li> </ul> <p>Citizenship/PSHE</p> <ul style="list-style-type: none"> <li>Respect and tolerance for all faiths</li> </ul>