

KAA Curriculum Overview		RE	Islam Year 12	EOY Exam	Sequencing and Progression	
<p>Rationale</p> <p><i>Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</i></p> <p>Religious Studies at KAA aims to develop our student’s knowledge and understanding of a wide range of religious and non-religious beliefs. Students are taught how to construct informed and balanced arguments on a range of different themes and topics. Students have the opportunity to engage with questions of belief, value, meaning, purpose, truth and ultimately prepare them for adult life in a pluralistic society and global community as thoughtful and engaged citizens.</p> <p>The content for this unit is focused and in-depth study of Islam. The study provides a foundation for understanding the key beliefs and values of a religion, recognising that ‘belief’ itself does not necessarily have the same role and emphasis in religions or between religions. The study helps students explore how believers attribute authority both to key people in the religious community and to various kinds of traditional, sacred texts. This study also explores various and diverse ways in which religious believers express their sense of identity through, for example, their most sacred rituals and their codes of behaviour. It gives students an opportunity to explore both common ground and diversity in the religious tradition.</p> <p>They will broaden their understanding through familiarity with the views of various contributors, from within and outside the tradition, who have studied this religion in some depth. Students will deepen and extend their understanding of their chosen religion by studying an aspect of the way in which the religion has changed and developed over time, so that they increase their awareness of diversity within traditions. This aspect of development will reflect the particular focus, concerns, emphases and values of the tradition concerned. Further depth of study is provided by a study of key scholars who have made a significant contribution, either historically or in the present, to an understanding of what it means to be a follower of this religion.</p> <p>Further breadth is added by giving students the opportunity to explore the interface between the religion and contemporary society. Students will explore a passage of text that is influential in the tradition of this religion. These studies will give students the opportunity to explore links between this paper and other areas of study, such as exploring common ground and diversity in the fields of philosophy and ethics.</p>				<p>A-Level Paper Explode (8) Demonstrate understanding by investigating different reasons, concepts and ideas.</p> <p>Assess (12) Requires reasoned argument of factors to reach a judgement regarding their importance/relevance to the question context.</p> <p>Clarify (10) Identify key ideas and explain key concepts.</p> <p>Evaluate (30) Review/analyse information, bringing it together to form a conclusion/judgement based on strengths/weaknesses, alternatives, relevant data or information. Come to a supported judgement</p> <p>20 mark removed due to timing but assessed elsewhere in year</p> <p>Analyse (20) Deconstruct information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question context.</p>	<p>How does this year build on what they’ve learnt last year?</p> <p>Knowledge of Islamic beliefs & practices will be recalled and deepened</p> <p>The skills of judgment making from GCSE will be developed throughout the year</p>	<p>How will it benefit them as they move forward next year?</p> <p>Ability to make synoptic links in 30 mark</p>
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Link to MTP Overview						
Topic studied & Fertile Question	Sources of wisdom and authority	Sources of wisdom and authority	Religious beliefs, values and teachings	Religious beliefs, values and teachings	Practices that shape and Express religious identity	Revision
Adjustments following last assessments / evaluation.						
Key knowledge and skills students need to have gained by the end of the unit	<p>Knowledge:</p> <p>The meaning and significance of the life and work of the Prophet Muhammad in its historical, political, religious and social context and assessment of his significance for Muslims today</p> <ul style="list-style-type: none"> The key events in the life of Muhammad, including his birth, childhood, marriage to Khadijah, Night of Power, life in Makkah, Hijrah, life in Madinah, return to Makkah, Last Sermon and death. Polytheism, animism and jinns, festivals, sacrifices, Christian, Jewish and Zoroastrian traditions, and the status of Makkah. Political and economic factors, social groupings and changes. Literature, including poetry. Understanding of his significance, including the strengths or otherwise of these background factors in an understanding of the 	<p>Knowledge:</p> <p>The interpretation, significance, treatment and use of the Qur’an</p> <ul style="list-style-type: none"> The status of the Qur’an as revealed word of Allah, its revelation and formation, purpose and message. This should include specific reference to its declaration of Allah and the nature of submission to Allah in Surah-Al-Fatiha 1. Surah Al-Baqarah 2 as a summary of the various messages of the Qur’an, including submission to the will of Allah Its significance as a basis and source of authority for all Muslim belief and practice. The use of the Qur’an and the Hadith in the establishment of Shari’ah law, and its various interpretations and 	<p>Knowledge:</p> <p>Six Beliefs</p> <ul style="list-style-type: none"> Interpretation and application The beliefs as the basis of Islam and their interconnections. Their centrality in different forms of Islam and for the life and expressions of believers. Key concepts/emphases of the individual Beliefs and the differences of interpretation in Islam: the belief in Allah as the one the belief in angels the belief in holy books the belief in the prophets the belief in the Day of Judgment, including beliefs about death, the afterlife, the self, and the meaning and purpose of life 	<p>Knowledge:</p> <p>Six Beliefs</p> <ul style="list-style-type: none"> Interpretation and application The beliefs as the basis of Islam and their interconnections. Their centrality in different forms of Islam and for the life and expressions of believers. Key concepts/emphases of the individual Beliefs and the differences of interpretation in Islam: the belief in Allah as the one the belief in angels the belief in holy books the belief in the prophets the belief in the Day of Judgment, including beliefs about death, the afterlife, the self, and the meaning and purpose of life 	<p>Knowledge:</p> <p>Five Pillars</p> <ul style="list-style-type: none"> The central role of the five pillars of Islam as fulfilling the purpose of life to live in submission to the will of Allah and a way of shaping and expressing religious identity. Expressions of the worship of Allah as the one and of Islamic spirituality in different forms of Islam. The meaning and importance of individual pillars (Shahada, Salah, Zakāt, Sawm, Hajj) and their unity as the basis of Islamic practice and identity today. Similarities and diversity of practice, emphasis and interpretation in Islam. The relationship between intention and action and an 	<p>Knowledge:</p>

	<p>status of Muhammad, including his rejection of many of these features.</p> <ul style="list-style-type: none"> • Revelations and Muhammad, significance of the Night of Power, the significance of the hijrah and the growth of theocracy. • The view of Muhammad as final messenger and prophet, transcending such 'contexts' should also be explored. <p>With reference to the ideas of K Armstrong and M Lings.</p> <p>The key events in the life of Muhammad and his sayings as a basis for Muslim living</p> <ul style="list-style-type: none"> • The Hadith and Sunnah, their compilation and authority. • The significance and implications of the Hadith and Sunnah for Muslim living. <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p>	<p>expressions, including its application to key moral principles and activities</p> <ul style="list-style-type: none"> • that are considered halal and haram (including alcohol; modesty; gambling; killing and eating of animals); the • principle of makruh and how that has been applied. <p>With reference to the ideas of S H Nasr and F R Malik.</p> <p>Anthology: Yusuf Al A (Translator) – The Holy Qur'an, Chapter 1, Chapter 2, pp. 3, 5–8</p> <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p>	<ul style="list-style-type: none"> • the belief in predestination, including beliefs about the meaning and purpose of life. • The nature and existence of Allah, including the 99 Beautiful • Names, and tawhid and adalat. • The interconnections and various understandings of their importance and influence historically and in the contemporary world. This should include specific reference to differences between Sunni and Shi'a Islam. <p>With reference to the ideas of S H Nasr and W Chittick.</p> <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p>	<ul style="list-style-type: none"> • the belief in predestination, including beliefs about the meaning and purpose of life. • The nature and existence of Allah, including the 99 Beautiful • Names, and tawhid and adalat. • The interconnections and various understandings of their importance and influence historically and in the contemporary world. This should include specific reference to differences between Sunni and Shi'a Islam. <p>With reference to the ideas of S H Nasr and W Chittick.</p> <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p>	<p>understanding of the purposes and significance of these acts.</p> <ul style="list-style-type: none"> • The various understandings of their importance and influence historically and in the contemporary world. This should include specific reference to differences between Sunni and Shi'a Islam. <p>With reference to the ideas of S H Nasr and M Siddiqui.</p> <p>The ummah as an expression of Islamic identity</p> <ul style="list-style-type: none"> • The historical understanding and development of the ummah and its spread from the time of Muhammad to the present day. • The role and purpose of the ummah in contemporary society as understood in Sunni and Shi'a Islam. • Similarities and contrasts of emphasis and interpretation in Islam. <p>With reference to the ideas of W M Watt and S H Nasr</p> <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p>	
<p>How is understanding assessed at the end of the unit?</p>		<p>Summative assessment: AP1 8 12</p>		<p>Summative assessment: AP2 8 12 10 20</p>		<p>Summative assessment: AP3 8 12 10 30</p>