

KAA Curriculum Overview		RE	Islam Year 13	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</p> <p>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>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>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>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>	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2			
Link to MTP Overview									
Topic studied & Fertile Question	Social and historical developments	Social and historical developments continued & The relationship between Islam and science	Jihad	Religion and society	Religion and society continued & Revision	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 origins and features of the differences between and development of Sunni and Shi’a Islam following the death of the Prophet Muhammad</p> <ul style="list-style-type: none"> Historical and religious context, key people, events and beliefs, including the importance of the companions of the Prophet (including Abu Bakr) and the family of the Prophet (including Ali). Debates surrounding divine authority, succession and representation and their respective importance for different types of Islam. This should include reference to the Caliphate and the Imams, and some later examples of how the caliphate was expressed in practice. <p>With reference to the ideas of K Armstrong and S H Nasr.</p>	<p>Knowledge:</p> <p>Sufism</p> <ul style="list-style-type: none"> The development and rise of Sufism as a movement within existing traditions The context of and influences on the major beliefs and teachings of Sufism. Reasons why these mystical and devotional ideas about a more personal relationship with Allah developed. The extent to which Sufism penetrated existing Muslim-majority societies and the ways in which it did so. How Sunni and Shi’a have responded to Sufi teachings and practices. The extent to which Sufi might be regarded as a separate tradition. <p>With reference to the ideas of R Geaves and W Chittick</p>	<p>Knowledge:</p> <p>Anthology: Comparative study of Jihad in the works of two scholars</p> <ul style="list-style-type: none"> Context of this doctrine as the greater and lesser jihad in the writings Tariq Ramadan and Majid Khadduri. The importance of the subjection of the nafs and the constant struggle to live life in submission to Allah. The interpretation of the lesser jihad and the significance of jihad with close textual interpretation of the relevant Qur’anic passages. <p>With reference to the ideas of S H Nasr.</p> <p>Ramadan T – Islam, the West and the Challenges of Modernity, Part Two Chapter 1.6c pp. 59–69</p> <p>Khadduri M – War and Peace in the Law of Islam, Chapter 5 The Doctrine of Jihād, Chapter 6 Types of Jihād</p>	<p>Knowledge:</p> <p>The challenges of multi-faith societies, pluralism, religious freedom and interfaith dialogue</p> <ul style="list-style-type: none"> Textual exploration of the Qur’an regarding the place of disbelievers; people of the Book and their place in relation to Allah. Debates about different interpretations of the Hadith with regard to other religions. Modern Muslim rejection of working with other religions such as minority groups as the Nation of Islam, or Muslim nations and the restrictions on religious practice by non-Muslims. Scriptural reasoning or specific groups working for Muslim-Christian relationships. The different ways that Islam has viewed other religious and 	<p>Knowledge:</p> <p>A comparison of the significant ideas about the challenges of the secularisation and the modern ‘Western’ world; the impact of migration and how these have been met by different traditions of Islam</p> <ul style="list-style-type: none"> The impact and interpretation of Shari’a law, including interpretations of different teachings, evidence for these views, contextual issues and textual materials, assessment of their significance for Islam, implications for beliefs and practices and moral behaviour, including links to liberationist approaches within Islam. The relationship between the modern world and issues, including secularisation, modesty and entertainment. These should include debates about different 	<p>Knowledge:</p>			

	<p>The meaning and importance of the Rightly Guided Caliphs in Islam and to the spread of Islam</p> <ul style="list-style-type: none"> The historical and religious context of this period such as major developments, geographical, migration, economic and social factors and 'Umayyad' and 'Abbasid' dynasties. Some later examples of caliphs and of how the caliphate was expressed in practice. <p>The significance of the martyrdom of Husain in 680 CE to Shi'a history and practices.</p> <ul style="list-style-type: none"> The events and their significance for the rituals associated with the month of Muharram, including listening to recitations of Husain and his family's sufferings, different forms of self-mortification and pilgrimages. <p>With reference to the ideas of H Halm and N Ahmed.</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>Islam & Science</p> <ul style="list-style-type: none"> The development and challenges of science and philosophy in the Middle Ages and the work of Abu Hamid al-Ghazālī. The interaction between modern European scientific learning and Islam, with reference to the creation and scientific method. The different understandings of the importance of science in contemporary Islam. <p>With reference to the ideas of 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>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>non-religious worldviews and their truth claims.</p> <p>With reference to the ideas of T Ramadan and N Madjid.</p> <p>Gender and Islam</p> <ul style="list-style-type: none"> The various ways in which men and women are viewed in Islam with reference to the Qur'an and the Hadith. The changing roles and importance of men and women and the challenge of feminism in Islam today. <p>With reference to S H Nasr and M Siddiqui.</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>interpretations of the Qur'an and Hadith.</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: AP4</p> <p>8 12 10 20 30</p>	<p>Summative assessment: AP5</p> <p>8 12 10 20 30</p>			<p>A Level Exam</p>