	Maarii	0	Culticatu	Religious	Autumn 1: Re	igion, War and	Autumn 2: Islai	mic Beliefs and	Spring 1: Islam beliefs and Practices		
	Year:	8	Subject:	Education	Mor	ality	Prac	tices			
	Subject Concepts (Substantive knowledge)		Belonging			Prior Knowledge: Takeaway Learning:	 Why are the Qur'an and the Hadith important to Muslims? What are the Five Pillars of Islam 	 Prior Knowledge: Know the names of other religious Holy Books and some of the messages contained within them Takeaway Learning: Explain the importance of the Qur'an and Hadith to Muslims 	The UmmahFestivals	 Prior Knowledge: What is a community? Why are communities important? Christian Festivals Takeaway Learning: Why is community import 	
Intent			Believing		 The meaning and significance of peace, justice; forgiveness and reconciliation; The Just War theory; Religion and belief as a cause of war and violence in the contemporary world; Nuclear weapons; and 	mass destruction, and the countries that may have	 How did Islam begin? What are the key beliefs of Islam? What are the western perspectives on Islam? 	Prior Knowledge:	 Shahadah Shariah Law Jihad 	Prior Knowledge: • Ten Commandments • British/Uk Law • Just War	
					the use of weapons of mass destruction			 Takeaway Learning: Explain how Islam began though the Prophet Muhammad (pbuh) Describe the six key beliefs of Islam Consider reasons for general western perspectives on Islam 		 Takeaway Learning: The importance of Belief. What is tawhid? Why do we need law? The difference between greater and lesser jihad. 	
			Behaving		 Reasons for war; Terrorism; Pacifism; Religion and peace- making in the contemporary world 	 Prior Knowledge: An understanding of reasons for previous wars (e.g., WW1 and WW2) (linked to KS3 History); An understanding of different terrorist groups and the acts that they have committed. 	Are all Muslims the same?	 Prior Knowledge: Religions can have different denominations within its religion (links to Y7 Christianity) 	 Salat Zakat Sawm Hajj 	 Prior Knowledge: Other religious worship/practices Why Charities are needed Poverty in the UK Christian Pilgrimage 	
						 Takeaway Learning: Explain the reasons for war including greed, self-defence and retaliation; and How religious teachings can influence individuals into peace-making. Explain why some people are pacifists. 		 Takeaway Learning: Compare the different beliefs and practices within Islam 		 Takeaway Learning: How do Muslims Pray What is wudu? How do Muslims support their community? Why do Muslims fast? How do Muslims conduct Pilgrimage? 	
	Disciplinary Knowledge			 Learning about Religion through appropriate resources such as: Religious texts Historical accounts 		like the Quran,	beliefs from religious texts ous learning on Christianity ethics and beliefs.	 Ways of knowing/Personal knowledge 			
Implementation	Common Misconceptions		• World War 3		Muslims believe in a dif		 Only Muslims go on Pilgrimage 				
	Enabling or Adapting the SEND Students Curriculum			Gap fill task: Why is I	ife precious?	Task chunking the 5 pill	ars	Keyword crossword			
			Disadvantaged Students		TED talks/Virtual Spe	eakers	Mosque visits/fieldworl	k.	Mosque Visits		
lmp			More Able Students		• Silent Debate: is human life sacred?		The family tree of religiHadith versus Quran	on	Written task: Jihad is justified		

L	iteracy/Numeracy Skills	Vocabulary Reading:	 Just War, Thomas Aquinas, Conventional/Non-Conventional Wa Pacifism, CBRN, Cyberwarfare, Dron terrorism Extended writing task: Why do wars happen? 		Conventional Warfare,	 Ummah, Quran, hadith, 5 pillars Written task what is a muslim? 			Ummah, Shariah, Jihad, salat, zakat, sawn, hajj, tawhid, wudu Reading, textbooks, handouts, religious texts.			
		Writing:						tten task what is a muslim?			Written task: Why do people convert to islam?	
		Oracy:	•	Discussion on terrorism		rism	Presentations in class				• (Group discussion on personal struggle
		NUMERACY	• Task: The Numbers of war			• Verses in the Quran				Dates/timelinesGlobal faith numbers		
	Digital Strategy		 Creating revision materials Researching topics and collating research Creation of presentations Presentations Receiving and acting on feedback digitally Working with peers and staff through Microsoft Teams Structuring written answers to questions Receiving and acting on feedback digitally Developing confidence through critical consideration of opinions and perspectives Preparation for the world of work through aspects including: Digital organisation of files and folders Professional communication Use of digital tools on iPads, such as: "Speak" – key words from religious texts can be read aloud to students "Translate" – for EAL students "Whiteboard" – for teachers to offer additional, personalised explanation 			• "YouTu	 Creating revision materials Researching topics and collating research Creation of presentations Presentations Receiving and acting on feedback digitally Working with peers and staff through Microsoft Teams Structuring written answers to questions Receiving and acting on feedback digitally Developing confidence through critical consideration of opinions and perspectives Preparation for the world of work through aspects including: Digital organisation of files and folders Professional communication Use of digital tools on iPads, such as: "Speak" – key words from religious texts can be read aloud to students "Translate" – for EAL students "Whiteboard" – for teachers to offer additional, personalised explanation "YouTube" – clips to show elements of different faiths (e.g., tours of religious buildings, daily life within different cultures, etc.) 			 Global faith numbers Creating revision materials Researching topics and collating research Creation of presentations Presentations Receiving and acting on feedback digitally Working with peers and staff through Microsoft Teams Structuring written answers to questions Receiving and acting on feedback digitally Developing confidence through critical consideration of opinions and perspectives Preparation for the world of work through aspects including: Digital organisation of files and folders Professional communication Use of digital tools on iPads, such as: "Translate" – for EAL students "Whiteboard" – for teachers to offer additional, personalised explanation 		
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umpact	omposite Assessment		Date:		Content:		Date		Content:		Date:	Content: