

# Year 12 ~ Curriculum Map for RS – Islam (Edexcel RS)

What are the intended aims for this year's curriculum? To understand the historical development of Islam and examine the religious beliefs, values and practices of the faith.										
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6
Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):
Beliefs and Values		Beliefs and Values continued		Sources of Wisdom and Authority		Sources of Wisdom and Authority continued		Practices that shape and express identity		Practices that shape and express identity continued
'Big idea(s)' / fundamental concepts	What are the 6 Articles of Islamic faith? What impact do they have on Muslims? What are the key differences between Sunni and Shi'a beliefs and values?	What are the 6 Articles of Islamic faith? What impact do they have on Muslims? What are the key differences between Sunni and Shi'a beliefs and values?		What was the political, social and economic background to life in pre-Islamic Arabia? The life of Muhammad and his impact for Muslims today.		The life of Muhammad and his impact for Muslims today. The relationship between the Qur'an and Hadith and the formulation of Shari'ah Law.		How do Muslims express their faith through the Five Pillars of Islam?		How do Muslims express their faith through the Five Pillars of Islam?
Knowledge to be learnt	The Key Six Beliefs and how they interconnect. The importance of the Six Beliefs within different forms of Islam.  Allah as One Angels Holy Books	The Key Six Beliefs and how they interconnect. The importance of the Six Beliefs within different forms of Islam.  Prophets Life After death Predestination		Topic 1 - The meaning and significance of the life and work of Muhammad: a) Key events in his life b) Other belief systems of the time c) Political and economic factors d) Literature e) Significance of Muhammad and his rejection of idolatry f) Revelations and Muhammad's hijrah g) Muhammad as final messenger  With reference to the ideas of K Armstrong and M Lings		Topic 2 – The key events in Muhammad's life and his sayings that form a basis for Muslim living: a) Hadith and Sunnah, compilation and authority b) The significance of the above for Muslim living Topic 3 – The interpretation, significance and treatment of the Qur'an (Topics A and B were covered in Unit 1): a) The status of the Qur'an b) The Qur'an as a source of authority c) The use of the Qur'an and Hadith in the establishment of Shari'ah law.  With reference to the ideas of S H Nasr and F R Malik		Topic 1 - The role of the 5 Pillars (Shahadah, Salah, Zakah, Sawm, Hajj): a) Expressions of the worship of Allah b) The meaning and importance of each Pillar c) Similarities and differences in practice d) The relationship between intention and action  With reference to the ideas of S H Nasr and M Siddiqui		Topic 1 continued - The role of the 5 Pillars (Shahadah, Salah, Zakah, Sawm, Hajj): a) Expressions of the worship of Allah b) The meaning and importance of each Pillar c) Similarities and differences in practice d) The relationship between intention and action  With reference to the ideas of S H Nasr and M Siddiqui
Key vocabulary	Adam, Akhirah, al Ashari, Al Qadr, Allah, Angel, Azrael, Barzakh, Caliph Umar, Caliph Uthman, Dajjal, Dawud, Hadith, Hafiz, Hafsa, Halal, Haram, Iblis, Ibrahim, Injil, Insh Allah, Isa, Israfil, Jahannam, Jannah, Jibril, Jinn, Khalifah, Mikail, Muhammad, Munkar and Nadir, Musa, Mutazilites, Nabi, Prophet, Qalb, Qur'an, Rabia, Rasul, Risalah, Ruh, Sahifah (scrolls of Abraham), Seyyed Hossein Nasr, Shahadah, Shari'ah, Shaytan, Shirk, Shi'a, Sunni, Sifat, Subha beads, Surah, Tawhid, Tawrat, Yaw Muddin, Zabur, Zayd ibn Thabit	Adam, Akhirah, al Ashari, Al Qadr, Allah, Angel, Azrael, Barzakh, Caliph Umar, Caliph Uthman, Dajjal, Dawud, Hadith, Hafiz, Hafsa, Halal, Haram, Iblis, Ibrahim, Injil, Insh Allah, Isa, Israfil, Jahannam, Jannah, Jibril, Jinn, Khalifah, Mikail, Muhammad, Munkar and Nadir, Musa, Mutazilites, Nabi, Prophet, Qalb, Qur'an, Rabia, Rasul, Risalah, Ruh, Sahifah (scrolls of Abraham), Seyyed Hossein Nasr, Shahadah, Shari'ah, Shaytan, Shirk, Shi'a, Sunni, Sifat, Subha beads, Surah, Tawhid, Tawrat, Yaw Muddin, Zabur, Zayd ibn Thabit		Abu Bakr, Abu Talib, Al Amin, Allah, Al Miraj, Al Nur, Amina, Battle of Badr, Battle of Khandaq, Battle of Uhud, Byzantine, Burka, Constitution of Madinah, Daif, Fard, Fatwa, Hadith, Hadith al Bukhari, Hadith al Muslim, Hanafi, Hanbali, Hasan, Hashemite, Hijab, Hijrah, Hira, Ijma, Ismaili, Isnad, Jibril, Kabah, Khadijah, Laylat al Qadr, Makruh, Maliki, Matn, Mubah, Muhammad, Mustahab, Niqab, Polytheism, Qadi, Qiyas, Qur'an, Quraysh, Riba, Shafii, Sahih, Sassanian, Seal of the Prophets, Shari'ah, Shi'a, Sunnah, Surah, Tafsir, Treaty of Hdaybiya, Ulama, Ummah, Waraqa, Yathrib/Madinah, Zoroastrianism, Zayd ibn Thabit		Abu Bakr, Abu Talib, Al Amin, Allah, Al Miraj, Al Nur, Amina, Battle of Badr, Battle of Khandaq, Battle of Uhud, Byzantine, Burka, Constitution of Madinah, Daif, Fard, Fatwa, Hadith, Hadith al Bukhari, Hadith al Muslim, Hanafi, Hanbali, Hasan, Hashemite, Hijab, Hijrah, Hira, Ijma, Ismaili, Isnad, Jibril, Kabah, Khadijah, Laylat al Qadr, Makruh, Maliki, Matn, Mubah, Muhammad, Mustahab, Niqab, Polytheism, Qadi, Qiyas, Qur'an, Quraysh, Riba, Shafii, Sahih, Sassanian, Seal of the Prophets, Shari'ah, Shi'a, Sunnah, Sunni, Surah, Tafsir, Treaty of Hdaybiya, Ulama, Ummah, Waraqa, Yathrib/Madinah, Zoroastrianism, Zayd ibn Thabit		Adiya, Allah, Arafat, Asr, Dhul al Hijjah, Du'a, Eid ul Adha, Eid ul Fitr, Eid Mubarak, Eidgah, Fajr, Five Pillars, Ghusl, Hadith, Hagar, Hajj, Ibrahim, Iftar, Ihram, Isha, Jamrah pillars, Khums, Ma'amoul, Maghrib, Maqam Ibrahim, Mina, Miqat, Muzdalifah, Niyyah, Qurbani, Qur'an, Rakah, Ramadan, Sadaqah, Salah, Salah al Jummah, Sawm, Sa'y, Shahadah, Shi'a, Subha, Suhur, Sunni, Surah, Talbiya, Tarawih, Tawaf, Tayammum, Ummah, Umrah, Waqf, Wudu, Zakah, ZamZam		Adiya, Allah, Arafat, Asr, Dhul al Hijjah, Du'a, Eid ul Adha, Eid ul Fitr, Eid Mubarak, Eidgah, Fajr, Five Pillars, Ghusl, Hadith, Hagar, Hajj, Ibrahim, Iftar, Ihram, Isha, Jamrah pillars, Khums, Ma'amoul, Maghrib, Maqam Ibrahim, Mina, Miqat, Muzdalifah, Niyyah, Qurbani, Qur'an, Rakah, Ramadan, Sadaqah, Salah, Salah al Jummah, Sawm, Sa'y, Shahadah, Subha, Suhur, Surah, Talbiya, Tarawih, Tawaf, Tayammum, Ummah, Umrah, Waqf, Wudu, Zakah, ZamZam
Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.		Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.		Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.		Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.		Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.		Students will sit an end of year exam which encompasses all elements of the course. This will assess students knowledge, understanding and retention and inform future planning.

The role of reading and comprehension	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.		Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.		Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.		Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.		Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	
The role of independent extended writing	Exam style questions 8, 12, 30 marks. Research on key themes.		Exam style questions 8, 12, 30 marks. Research on key themes.		Exam style questions 8, 12, 30 marks. Research on key themes.		Exam style questions 8, 12, 30 marks. Research on key themes.		Exam style questions 8, 12, 30 marks. Research on key themes.	
The role of maths/ numeracy	Division of the Qur'an. Statistics about prophets.				Chronology of Muhammad's life Compilation of Hadith				Percentages for zakah/khums.	
Links to careers/ aspirations	Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Cultural interpreter		Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Cultural interpreter		Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Cultural interpreter		Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Cultural interpreter, Events planner, Tourism industry		Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Cultural interpreter, Events planner, Tourism industry	
Core skills	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the 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. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.		To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the 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. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.		To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the 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. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.		To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the 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. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.		To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the 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. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.	
Dept. enrichment activities							Muslim speaker		Muslim speaker	

<p>Home learning opportunities</p>	<p><b>Film/TV/YouTube -</b> <i>Islam: Empire of Faith.</i> P.B.S. America, YouTube.</p> <p><b>Websites -</b> <u>BBC Religion</u> and Ethics - <a href="http://www.bbc.co.uk/religion/0/">http://www.bbc.co.uk/religion/0/</a> <u>Britannica</u> - <a href="https://www.britannica.com/topic/Islam">https://www.britannica.com/topic/Islam</a> <u>Hadith</u> - <a href="http://www.searchtruth.com/hadith_books.php">http://www.searchtruth.com/hadith_books.php</a> <u>Qur'an</u> - <a href="https://www.helloquran.com/#1">https://www.helloquran.com/#1</a></p> <p><b>Local visits –</b> Canterbury Mosque Gillingham Mosque Regents Park Mosque</p> <p><b>Books -</b> <i>Edexcel AS and A2 Religious Studies:</i> Student Books – CD-ROM sections on Islam by Jon Mayled 2006 and 2009.</p> <p><i>The Heart of Islam: Enduring Values for Humanity</i> by Seyyed Hossein Nasr. 2009 Harper Collins.</p> <p><i>Vision of Islam</i> by William Chittick and Sachiko Murata, 2011 Paragon.</p> <p><i>Islam A Short History</i> by Karen Armstrong, 2001 Orion Books.</p> <p><i>Islam: A Student's Approach to World Religions</i> by Victor W. 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Can be found on YouTube.</p> <p><b>Websites -</b> <u>BBC Religion</u> and Ethics - <a href="http://www.bbc.co.uk/religion/0/">http://www.bbc.co.uk/religion/0/</a> <u>Britannica</u> - <a href="https://www.britannica.com/topic/Islam">https://www.britannica.com/topic/Islam</a> <u>Hadith</u> - <a href="http://www.searchtruth.com/hadith_books.php">http://www.searchtruth.com/hadith_books.php</a> <u>Qur'an</u> - <a href="https://www.helloquran.com/#1">https://www.helloquran.com/#1</a></p> <p><b>Local visits –</b> Canterbury Mosque Gillingham Mosque Regents Park Mosque</p> <p><b>Books –</b> <i>Edexcel AS and A2 Religious Studies:</i> Student Books – CD-ROM sections on Islam by Jon Mayled 2006 and 2009.</p> <p><i>The Heart of Islam: Enduring Values for Humanity</i> by Seyyed Hossein Nasr. 2009 Harper Collins.</p> <p><i>Vision of Islam</i> by William Chittick and Sachiko Murata, 2011 Paragon.</p> <p><i>Islam A Short History</i> by Karen Armstrong, 2001 Orion Books.</p> <p><i>Islam: A Student's Approach to World Religions</i> by Victor W. 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