

Subject	SMSC	Islamic Values	British Values	Black Lives Matter
Maths	<p>1. Year 8 Summer Term 1 - Symmetry - Students will be encouraged to look at <b>symmetry in nature, architecture</b> and those aspects of life which they <b>experience everyday like prayer mat</b>. TASK: Create a symmetrical mosque design.</p> <p>2. Year 9 Autumn Term 2 - Constructing in 2 and 3 Dimensions - <b>Islamic geometric patterns</b></p> <p>3. Year 9 Spring Term 2 - Reasoning with Geometry - <b>M.C. Escher and Tessellations</b></p> <p>4. Year 7 Autumn Term 2 - Place value and ordering integers and decimals - <b>Investigating Fibonacci sequence and its links to nature.</b></p> <p>5. Year 10 Autumn Term 2 - Equations, Formula and Identities - <b>Alan Turing Substitution Codebreaker Task</b></p> <p>6. Year 10 Summer Term 1/ 2- Geometry of Shapes - <b>Mathematical Origami</b></p> <p>7. Year 7 Autumn Term 1/2 - <b>Research Project on different civilisations and their use of numbers</b></p>	<p>1. Year 8 Summer Term 1 - Symmetry - Students will be encouraged to look at <b>symmetry in nature, architecture</b> and those aspects of life which they <b>experience everyday like prayer mat</b>. TASK: Create a symmetrical mosque design.</p> <p>2. Year 9 Autumn Term 2 - Constructing in 2 and 3 Dimensions - <b>Islamic geometric patterns</b></p> <p>7. Year 7 Autumn Term 1/2 - <b>Research Project on different civilisations and their use of numbers</b></p>	<p>1. Understanding that maths is a <b>universal language</b> through the whole school assembly, we explore how maths has developed over many centuries, in many countries, with many cultures and to appreciate the <b>contributions</b> that many <b>cultures</b> have made to mathematics today.</p> <p>2. <b>Year 8 Summer Term 2</b> - Use of <b>data</b> has a significant role in the <b>democratic decision making and influencing change</b>. Students will hear statistics quoted to justify and argue for particular positions. understand the consequences of radical or extremist views and the implications of such actions through Mathematics.</p>	<p>15th March International Maths day - Maths Assembly/ workshop on the <b>History of Maths</b> - and Also the contribution of <b>Black Mathematicians</b></p>

<p>Business</p>	<p>1. Year 9 Spring term 2 <b>Business Ethics</b> and the example of <b>Anita Roddick</b> (the Body shop). Students explore how a profit making organisation can benefit society. Higher ability students will <b>evaluate</b> actually how 'natural' are the businesses products? and why would they sell to the rival 'villain' L'oreal. Is there a contradiction in their business aims</p> <p>2. Year 9 Spring Term 2 - <b>Globalisation</b> and its challenges. The case study of Primark and Child Labour in India and the impact on other businesses e.g. Samsung and its formation of Child Labor Prohibition Policy.</p> <p>3. Year 9 Summer Term 1 - <b>Methods of promotion and place</b> Consider how businesses keep up with appealing to a broad target market including men, women, differing cultures, religions and LGBTQ+ groups. These are achieved through clever <b>marketing tactics</b> and celebrity endorsements e.g. Virgin Atlantic</p> <p>4. Year 10/11 Recruitment/ motivation/ ways of working - looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society • Pupils considering the costs and benefits to society and the wider community as a result of</p>	<p>1. Year 10/11 Making Financial decisions Making</p> <p>By maintaining high standards of behaviour, including mutual respect and tolerance for different faiths and beliefs and encouraging learners to respect the protected characteristics in all workplaces/businesses</p> <p>2. Teaching resources from a wide variety of sources are used to help pupils understand a range of faiths, beliefs and backgrounds are held by people who live in this country. These are case studies, exam board resources.</p>	<p>1. Consumer Legislation Teaches them about what their rights are as consumers</p> <p>2. Year 9_spring_term 1 <b>Employment Legislation-</b> Teaches them about laws around employing people and what they are entitled to as employees as well.</p> <p>3. Year 9_spring_term 1 <b>The EU – Interest &amp; exchange rates.</b> History, background and business with the UK</p> <p>4. Year 9_spring_term 1 <b>Interest &amp; exchange rates</b> The Bank of England - History &amp; influence</p> <p>5. Year 9 Spring Term 2 - <b>Business Growth</b> Heck's Yorkshire factory brandishing packs of '<b>Boris Bangers</b>' made in his honour. Should politicians use businesses to promote their political views?</p> <p><b>Herzberg's motivation theory</b> Students will look at benefits of motivation of being a workplace and the productivity in a business.</p> <p>2. Recruitment - Knowledge of business and business processes to be useful in many different jobs</p>	<p>1. Year 9 Spring term 2 - Ethical considerations <b>Oprah Winfrey</b> - her challenges, overcoming them and ethical business decisions she has made after. Some students will evaluate her choices e.g. spending \$40 million dollars on one school in South Africa.</p>
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	<p>business decisions.</p> <p>5. Looking at the cultural differences between different customer groups which businesses may be targeting their products/services towards and how these differences will impact upon sales.</p>		<p>including roles within the administrative and clerical, accountancy, banking and finance, and retail sales and customer services. It will also be useful when thinking about setting up their own business or being self-employed in the future.</p>	
ICT	<p>Year 8 Autumn Term 2 - Considering the example of - <b>Dame Stephanie Shirley</b>. Exploring <b>sexism</b> in the education system/ business/ ICT sector. Considering the wider effects of the <b>anti-sectism</b> in Germany. The impact of the <b>Equality Act</b> on her business</p> <p>Year 7 Autumn Term 1- Students will explore the history of computers as well as the contribution of many in this field including <b>Alan Turing</b></p>		<p>Year 7 Autumn Term 1 1.Regulatory Investigatory Powers Act – how the <b>Government and the State can access personal data and criminal records</b>, when pursuing investigations</p> <p>2.Year 7 Autumn Term 2 <b>Copyright Act</b>, intellectual property ownership, plagiarism of material. Considerations to be considered when <b>branding</b></p>	<p>1. Year 7 Summer Term 2 - <b>Anne-Marie Imafidon</b> - . By 20 years old, she received her master's degree in Mathematics and Computer Science from the University of Oxford. Went to work for high profile companies such as Hewlett-Packard. Create an online poster on <b>Canva</b> summarising her achievement and explaining why she is inspiring</p>
RS	<p>1. Year 7 Autumn Term 2 - <b>British Muslims</b>. Exploring Islamophobia, terror attacks, Oldham/ Rochdale grooming gangs the impact on these, the ideas of 'stronger together' and the Manchester Bee. The importance of mutual respect and community cohesion in order to build a stronger and better society</p>		<p>1. Year 7_Autumn_Term 1 - <b>My community</b>. The right in democratic lands to <b>protest</b> however to also understand the boundaries set by British law and the <b>consequences</b> of not complying to these Focusing on lives of British muslims historically and in current times. Their challenges and the right to practise their faith freely. <b>Exploring the case of the</b></p>	

			<p><b>Oldham riots and its ramifications.</b></p> <p><b>2. Capital Punishment - Is it right? Should it be brought back?</b></p>	
Geography (KS3)	<p>Year 7 Spring term 2b - <b>World of work. The World Cup: A Fair Game?</b> Consider possible similarities and differences between countries who participated in the 2022 World Cup</p> <p>Year 7 Summer Term 3b - <b>Population - STAND WITH REFUGEES</b> using enquiry skills, think critically about why some people are forced to flee, and develop empathy for others. Analyse real-life statistics and use photographs to develop visual literacy.</p> <p>Year 8 autumn term 1a - <b>Coasts</b> Engaging video to encourage young people to discuss the <b>threats to our oceans</b> and how they can be protected. <b>Should we protect properties affected by coastal erosion?</b> Students conduct primary research and collect the views of the school.</p> <p>Year 8 autumn term 1b - <b>Issues of Urbanisation</b> - looking at the reasons why Liverpool achieved European Capital of Culture in 2008 and Hull became UK City of Culture in 2017</p>	<p>Year 7 Summer 2b - <b>Rivers</b> Abu Huraira reported: The Messenger of Allah, peace and blessings be upon him, said, "The Ceyhan, the Oxus, the Euphrates, and the Nile are all from the rivers of Paradise." Sahih Muslim</p>	<p>Year 7 autumn term 1b - <b>Geology</b> - Rules and regulations linked to national parks and pollution of UK rivers, lakes and streams and the legal consequence of not complying with these</p> <p>Year 7 autumn term 1b - <b>Geology.</b> Why is <b>Mary Anning</b> remembered as one of the greatest fossil hunters</p> <p>Year 7 autumn Term <b>Fairtrade Fortnight</b> - Fairtrade UK - The moral issue of fair trade and food miles putting profit before others and the environment. <b>Organise in school Fetes, Fair, Fairtrade food stall, drink tastings or Fashion show.</b></p> <p>Year 8 Spring term 1a - <b>Climate change</b> - International Climate Finance: <b>The cost to the UK of deforestation.</b> <b>Exploring</b> UK's aid for halting deforestation and preventing irreversible</p>	

	<p>Year 8 autumn term 1b - <b>Where is Dubai and why did it grow?</b> Encourage students to think about the planetary impacts of the stuff we buy and how young people can help. <b>Case study - Fast Fashion</b> Lots of people like to wear the very latest fashions, but what impact do our choices of clothes have on the planet? <b>Students complete a project on how they can make a difference by making small changes to their lifestyles.</b></p> <p>Year 8 autumn term 1b - <b>The geography of Africa - RAISING HER VOICE.</b> Inspire and motivate learners to explore the role of music in social change. exploration of aspects of the culture, history and experiences of people in Benin, Mali and Senegal, and of how music can be used to express people's voices.</p> <p>Year 8 Spring term 2a - <b>Climate change - Poems for the planet</b> (greenpeace). Students read and analyse poems written by those that are their age group about nature and protecting the planet</p> <p>Year 8 Spring term 1a - <b>Tectonics - Disasters and emergencies:</b> the humanitarian impact of natural disasters. <b>Project: Create an earthquake proof building</b></p> <p>Year 8 Summer Term 3a - <b>Energy Who is Greenpeace?</b> Research</p>		<p>biodiversity loss</p> <p>Year 8 Spring Term 2a - <b>Ecosystems</b> - have the opportunity to explore and discuss injustices and inequalities (perceived or real) and challenges placed by various governments globally. <b>Exploring the apartheid in South Africa</b></p> <p>Year 8 Spring Term 2b - <b>Life in emerging countries -Different approaches taken by countries</b> to tackle the increasing populations. Examples include the one child policy in China, the education of women in India and the aging population in the UK. Students learn about the <b>slums of Mumbai</b> and how the living standards and the day to day lives of students who live there differ to that of their own.</p>	
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	task: Greenpeace's history, what we do and why we do it. Links to science and research.			
RS KS4	<p>Spiritual – students search for meanings, values and are able to interpret topics in their own way basing it on facts and personal experiences eg which pillar is the most important, which key belief is more important, if everyone believed in xyz then the world would be a better place</p> <p>Moral – students discuss moral dilemmas about right and wrong, good and bad and peoples responsibilities eg supporting the community through charities, the local and wideworld church , abortion, euthanasia, war, pacifism</p> <p>Social – students explore similarities and differences between the main 2 religions of Islam and Christianity eg heaven and hell and purgatory, also the belief in 1 god and the trinity 3 in 1. They also learn about the different sects and denominations within each religion and how their beliefs differ on each topic eg the origin of</p>	<p>Year 10: Linking the 6 key beliefs to their understanding of how it impacts their life eg: Allah – shapes their religion, focus</p> <p>Prophets – where do they get teachings from</p> <p>Books – what do they learn from the Quran</p> <p>Angels – how do they ensure angels write good deeds</p> <p>Akhirah – knowing they will be held responsible for their actions</p> <p>They also learn how the benefits and importance of the 5 pillars eg unity, health benefits, community cohesion, reward, discipline, positive mindsets</p>	<p>Learning and clarifying about misunderstandings such as jihad, war and islamophobia</p> <p>We learn about following the law of the land, being respectful to all religions and allowing everyone to choose their own belief.</p> <p>Even within the muslim sects, students have learnt that shia or sunni sects have no negative impacts on each other and that they can still live peacefully together</p> <p>Students learn that jihad has been misrepresented and means daily struggle. Everyone has their personal struggle and progresses on their personal journey and even the lesser jihad has criteria that wouldn't fit</p>	<p>They learn about role models eg the companion Bilal ibn rabah who was a slave and how the prophet freed him, and that the prophet uplifted and gave him a respected position</p> <p>They also learn about equality eg the prophets last sermon – 'arabs are not better than a non arab and a white man is not better than a black man but only in righteousness'</p>

	<p>the universe and stewardship</p> <p>Cultural – students learn about other religions and denominations. They learn to positively interpret and understand how it helps the community or the people feel and how cohesion plays a huge part in living productively amongst each other eg in Christianity, some Christians believe being LGBT is not allowed whereas others interpret that Jesus taught love so nobody should be able to deter LGBT as long as no harmful actions are taking place</p>	<p>These topics are linked to Quran verses and Hadith and they are able to discuss personal stories and how they feel about it</p>	<p>Overall students are able to criticise which arguments are more stronger and are able to show their own justifications about which belief is more important in the A02 essay questions</p>	
Science (KS3)	<p>1. Year 7 Autumn Term 1 - <b>Cell Biology</b>. Considering the contribution of scientists from various different backgrounds related to the ‘microscope’. Romans, Italians, Dutch and English.</p> <p>Year 7 Autumn Term 2 - <b>Health and the human body</b> -Should smokers be given a lung transplant?</p> <p>Year 7 Autumn Term 2 - <b>Systems II</b> Various religious viewpoints regarding <b>organ donations</b>.</p> <p>Year 7 Spring Term 1 - <b>Separating</b></p>	<p>Year 7 Autumn Term 2 - <b>Systems II</b> - Islam and organ donation. Research who is the Shariah council UK.</p> <p>Year 8 Autumn Term 1 - <b>Reproduction</b> - Islamic ruling around abortion</p> <p>Year 8 Spring Term 2 - <b>Earth and the Atmosphere</b>. Qur’anic verse reads: “..And We brought forth iron wherein is mighty power (in matters of war), as well as many benefits for mankind...” (i)</p>	<p>Year 7 Autumn Term 2 - <b>Systems II</b> NHS UK Transplant - <a href="https://www.organdonation.nhs.uk/">https://www.organdonation.nhs.uk/</a> Students create a leaflet based on research for the awareness of organ donation.</p> <p>Year 8 Autumn Term 1 - <b>Reproduction</b> - Focus on the legality around abortion</p> <p>Year 8 Autumn Term 1- Dna and Inheritance- “Fool me once” drama using the fingerprints on gun at the end to find out killer</p>	

	<p><b>Mixtures.</b> How the police use chromatography to solve crimes.</p> <p>Year 8 Autumn Term 1 - <b>Reproduction</b> - Focus on people's beliefs around abortion and why people may choose to abort. Awe and wonder moments - development of the fetus - <b>Baby I love you!</b></p> <p>Year 8 - Autumn Term 2 - <b>Inheritance and evolution</b> - Learning about the scientific perspective on the start of the universe and the <b>evolution</b> of life (with consideration of <b>religious</b> beliefs). Debating and discussing ethical issues in science such as <b>cloning and genetic modification.</b></p> <p>Year 8 Spring Term 1 - <b>Acids and Alkalis.</b> How did John George Haigh use acid to try and get away with murder? Exploring the case of the <b>Acid bath murder.</b></p> <p>Year 8 Spring Term 2 - <b>Earth and the Atmosphere.</b> Inge Lehmann: struggle against the male-dominated research community and her discovery of the earth's core.</p> <p>Year 8 Spring Term 2 - <b>Earth and the Atmosphere.</b> The geopolitical impact of resources on countries throughout the world. <b>The US Oil Embargo 1973.</b> Participating cooperatively and resolving conflict</p> <p>Year 8 Spring Term 2 - <b>Earth and</b></p>	<p>Year 8 Spring Term 2 - <b>Earth and the Atmosphere.</b> Erosion of Uhud &amp; safa Marwa</p> <p>Year 8 Spring Term 2 - <b>Earth and Beyond.</b> The last ten verses of Surah ale-imran. How Allah asks us to reflect on the heavens and the earth.</p> <p>Year 8 Spring Term 2 - <b>Earth and Beyond.</b> One of the signs of the coming of the day of judgement is: the rising of the sun from the west.</p> <p>Year 8 Spring Term 2 - <b>Earth and Beyond.</b> Ottoman Sundials. Muslim astronomers and engineers invented a variety of dials for timekeeping and for determining the times of the five daily prayers.</p> <p>Year 8 Summer Term 1 - <b>Waves.</b> The Quran Mentions that the Light of the Moon is Reflected Light 1400 years ago</p> <p>Year 8 Summer Term 1 - <b>Waves.</b> The Prophet (saw)</p>	<p>Year 8 Spring Term 1 - <b>Acids and Alkalis.</b> Laws around the world with regards to purchasing corrosive chemicals like acids. Exploring the case of <b>Katie Piper.</b> Acid attacks on women in the UK and Indian subcontinent.</p> <p>Year 8 Spring Term 1 - <b>Acids and Alkalis.</b> What is the role of the Health and Safety Executive (HSE) in the pandemic &amp; the threat of <b>biohazard</b> in light of risk assessments</p> <p>Year 8 Spring Term 2 - <b>Earth and Beyond.</b> Space mining and the Commercial space launch competitiveness act (2015)</p>	
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	<p><b>Beyond.</b> Space tourism. Should it continue?</p> <p>Year 8 Summer Term 1 - <b>Energy</b> - Debating climate change Greta v Trump. The importance of <b>peer review</b> in Science. Listening to the viewpoints of different scientific groups and politicians</p>	<p>said: "... even the animals can hear their voices". From the Grave meaning that noises from a different frequency can be heard by animals</p> <p>Year 8 Summer Term 1 - <b>Waves.</b> Ibn Haytham and the pinhole camera</p>		
Science (KS4)	<p>Year 9 Autumn Term 1 - <b>Inheritance &amp; Variation</b> - Human evolution and human migration as part of the development of cultures both in Britain and across the world.</p> <p>Year 9 Autumn Term 2 - <b>P4 Atomic Structure</b> - women's contribution in science for example <b>Marie Curie's</b> discovery of radioactive elements and recognition that discoveries in Science can have both harmful and beneficial effects (the atomic bomb and <b>Hiroshima</b>) Invention of the Haber process to produce ammonia by the Jewish German Fritz Haber, which was then used to kill Jews during the holocaust. The case of <b>Chernobyl (Ukraine)</b> and its aftermath. The emergence of <b>dark tourism</b> – visiting sites associated with death and suffering</p> <p>Year 10 Autumn Term 2 - <b>Homeostasis and response</b> - Focus on people's beliefs around contraception and why people may choose not to use it. Considered from a health point of view as well as religious / belief point of view.</p>	<p>Year 9 Spring Term 1 Organisation- digestion- Hadith about food consumption</p> <p>Year 10 Spring Term 1 <b>Ecology</b> - Is hunting game permissible in Islam</p>	<p>Year 9 Autumn Term 1 - <b>Cell biology</b> - current legislation regarding use of embryos for stem cell research</p> <p>Year 9 Autumn Term 1 - <b>Inheritance &amp; Variation Forensic genealogy</b> and its role in solving crime</p> <p>Year 9 Spring Term 2 - <b>Energy - Green Party</b> and other Political Views</p> <p>Year 3 Summer Term 2 - <b>Infection and response</b> Animal rights. Should we be allowed to test drugs on animals?</p> <p>Year 10 Autumn Term 2 - <b>Homeostasis and response</b> - Should we allow designer babies?</p> <p>Year 10 Spring Term 1</p>	

	<p>Focus on the ethics behind <b>IVF</b> and use informed decisions on peoples life situations to decide / debate which couples should be given the <b>limited availability</b> of IVF.</p> <p>Year 10 Spring Term 1 - <b>Ecology</b> - The Case of Amazon and deforestation. <b>Science in the news, can we trust it?</b> Problems of polymers and their disposal.</p> <p>Year 10 Spring Term 2 - <b>Using Resources</b> - The <b>Deepwater Horizon oil spill</b> - Disasters when extracting resources. Acidic <b>Precipitation in Japan</b> and its impact. The impact of rainwater on how potable water is produced.<b>The Middle East compared to the UK.</b> How Dubai makes it rain and why.</p>		<p><b>Ecology</b> - Traditional Field Sports in the British Countryside vs Peat burning &amp; RSPB</p> <p>Year 10 Spring Term 2 - <b>Evolution</b> - Genetic modification, global food security and the UK's position on this</p> <p>Year 10 Spring Term 2 - <b>Using Resources - Fracking</b> and it's impact on peoples' lives. Rishi Sunak reinstates fracking ban</p> <p>Year 10 Summer Term 1 - <b>Forces</b> Legal boundaries derived through science e.g. <b>speed limits</b></p> <p>Year 11 Spring Term 1 <b>Purity and formulations</b> - The Infant Formula and Follow-on Formula (England) Regulations 2007 &amp; the 2008 Chinese milk scandal.</p>	
History (KS3)	<p>Year 8- Spring Term 1 <b>Getting the Vote.</b> Annie Kenney born in Oldham in 1879. Exploring her contribution for women to get the vote</p> <p>Year 8- Summer Term 2 <b>The Holocaust.</b> How does the genocide of European Jewry relate</p>	<p>Year 7- Autumn Term 2 <b>The Norman Conquest</b> Design of castles and the purpose of trenches around the castles. Their link to the <b>battle of Khandak</b> during the Madinan Seerah. Consideration to how the</p>	<p>Year 8- Autumn Term 2 <b>Industrial revolution</b> William Davidson, his role in <b>British politics</b> and support for working men. Rights of citizens had to be struggled for Making reference to his <b>speech in court.</b></p>	<p>Year 7- Spring Term 2 <b>Migration: Who were the first English people</b> Growth of Cardiff docks and migrant communities. Caribbeans, West and East Africans, Yemenis &amp; Indians. Mixed heritage children. What impact did</p>

	<p>to the other atrocities committed by the Nazis: the genocide of the Roma and Sinti (or Gypsies); the mass murder of disabled people; the genocide of the Poles and Slavs; the persecution and murder of political opponents, Jehovah's Witnesses, homosexuals and others? How did the victims respond to, and how far did they resist, the unfolding genocide?  <a href="#">CENTRE FOR HOLOCAUST EDUCATION.</a></p>	<p>Prophet took the advice of Salman al-Farsi</p>	<p>Year 8- Autumn Term 2  <b>Industrial revolution</b>  Radicals in London in 1817:  <b>Robert Owen</b> - Describing the political mood of the time.</p> <p>Year 7- Spring Term 2  <b>Migration: Who were the first English people.</b>  Jewish migration to the UK between 1870 and 1914.  The <b>1905 Aliens Act.</b></p>	<p>racism have on the community and how did they deal with this challenge?</p> <p>Year 7- Spring Term 2  <b>Migration: Who were the first English people</b>  George W. Christian: Black entrepreneur. How was Christian a 'son of the British Empire'?</p> <p>Year 8- Autumn Term 2  <b>Industrial revolution</b>  The Haitian Revolution  And the <b>role of Toussaint L'Ouverture the general who had been born into slavery.</b> His defeat of colonisers including the British</p> <p>Year 7- Summer Term 1  <b>Challenges to the Catholic church.</b>  Black Tudors: The Untold Story.  <b>Sources: Why are they useful for learning about Black Tudors?</b></p>
History (KS4)	<p>Year 9 Spring Term 1 - <b>Parallel histories</b>  Nelson Mandela his comparison of the Palestinian issue with the apartheid. Ben-Gurion and his struggle for a Jewish homeland after years of exile.</p>		<p>Year 9 Spring Term 1 -  Poor Law  <b>Exploration of the development of the British social policy, 1601-1948</b></p>	
English KS3	<p><b>Introduction to Poetry</b></p>	<p><b>Midsummer night's dream</b></p>	<p><b>Midsummer night's dream</b></p>	<p><a href="#">Exploring the five pillars</a></p>

	<p><a href="#">Islamic History: Pre-Islamic Poetry</a> The great importance of poetry for Arabs and the relevance of the tone and structure of the poetic nature of the Quran. Its relevance to the audience for which it was sent.</p> <p><i>Homework: Reading the article written by Adil Salahi. Completing comprehension questions</i></p> <p><i>Exploring the famous ‘hanging poems’ and famous Pre-islamic poets.</i></p> <p><b>Oliver Twist</b> <a href="#">Islamic Ethics:Tackling Racism</a> Exploring Anti Semitism and prejudice against Irish immigrants through 19th century literature.</p> <p><a href="#">Islamic Ethics:Theft</a> Have you ever stolen anything? When is it right to steal?</p> <p><a href="#">Key Islamic figures:Umar ibn Al Khattab</a> Ruled that a person should be punished for stealing when in hunger.</p> <p>Read article: <a href="#">Italian court rules food theft 'not a crime' if hungry - BBC News</a></p> <p><i>Italian court rules food theft ‘not a crime’ if hungry!</i></p>	<p><a href="#">Names and attributes of Allah</a> Exploring the term Lord (Arabic - Rabb). Oberon referring to Titania as her <a href="#">Lord</a></p> <p><a href="#">Sanctity of Life &amp; Key Figures in Islam Gender discrimination</a> Common practice of the murder of female babies. Female infanticide</p> <p><i>Students will be asked to interpret the verse of the Quran.</i> <i>When news is brought to one of them, of [the birth of] a female [child], his face darkens, and he is filled with inward grief! With shame does he hide himself from his people, because of the bad news he has received! Shall he keep this [child] despite the contempt [which he feels for it] or shall he bury it in the dust? Oh, evil is indeed whatever they decide!”</i> - The Quran (16:58-59)</p> <p><i>Zayd ibn Amr ibn Nufayl (Hanafaa)</i></p>	<p><a href="#">Exploring gender roles</a> Men are considered guardians over women, not their owners. <i>Comparing gender roles in Elizabethan society and Pre-islamic Arabia. Discussing their similarities and differences</i></p> <p><i>Exploring and comparing how gender roles are seen today in British society and during Post-Islamic Arabia</i></p>	<p><a href="#">of Islam: Hajj</a> The Pilgrim’s Way, Canterbury.</p> <p><i>Challenging stereotypes and racism whilst exploring Hajj.</i></p> <p>The pilgrimage of Malcolm X -1964 “During the past seven days of this holy pilgrimage, while undergoing the rituals of the hajj, I have eaten from the same plate, drank from the same glass, slept on the same bed or rug, while praying to the same God... with fellow-Muslims whose skin was the <b>whitest of white</b>, whose eyes were the <b>bluest of blue</b>, and whose hair was the <b>blondest of blond...</b>”</p> <p><a href="#">Key Islamic figures:Malcolm X</a> Used many rhetorical tactics when giving speeches during his time in the Nation of Islam.</p>
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*This rule reminds me of a story in the Islamic history in the time of Caliph Umar Ibn Al-Khattab a thief, who was caught during a period of famine in the land, was let off on the premise that he had probably committed the theft under the pressing compulsion of hunger.*

*“O people of Quraysh! By Allah, none amongst you is on the religion of Abraham except me.”  
He used to preserve the lives of little girls: If somebody wanted to kill his daughter he would say to him, “Do not kill her for I will feed her on your behalf.” So he would take her, and when she grew up nicely, he would say to her father, “Now if you want her, I will give her to you, and if you wish, I will feed her on your behalf.”  
[Bukhari]*

**The Oral tradition**  
[The Quran](#)

The understanding that the Quran was also initially only passed on from generation to generation Orally.

**Revolutionary and Protest poetry**  
[Islamic History: Pharaoh and the Children of Israel](#)

Pharaoh in the Quran:  
Enslavement of the Children of Israel  
Discussing Percy Shelley Poem Oxymandias and exploring the overall message that **power will not last forever.**

Comparing Oxymandias,

		the Pharaoh, King George III and tyranny.		
English KS4				
Urdu				
PE	<p>Year 7 -<b>Fair Play</b> Students explore sportsmanship and fair play</p> <p>Year 7 - <b>Cultures and Sports</b> Different cultural attitudes towards aspects of physical activity. Encourage students to recognise and respect social differences and similarities</p> <p>Year 8 - <b>Dignity</b> Handle success and defeat with dignity</p> <p>Year 8 -<b>Disease and Sports</b> Benefits of sport and the role of illness</p> <p>Year 9 - <b>Moral dilemmas</b> Investigate into deviance issues in sport such as the use of performance enhancing drugs</p> <p>Year 9 - <b>Sports and History</b> Learning about the developments of sports in different countries. Learning where different sports originate from and what the national sports of different countries are</p> <p>Year 10 - <b>Growth Mindset</b> Students explore motivation and determination. They focus on what they can achieve if they have a 'can</p>		<p>Year 7 - <b>British/ Pakistani Heros'</b> World Cups and Olympic games. Historic events</p> <p>Year 8 - <b>Sports and Society</b> The role of sports in society and historically in Britain and Pakistan.</p> <p>Year 9 - <b>Rules</b> Reflecting on the need for rules</p> <p>Year 10 - <b>Legislation</b> Key legislative factors that may influence health and safety in sport</p>	<p><b>Year 7 - Case study</b> Chantal: Shooting Touch (Rwanda)</p> <p>Chantal's story tells us how Shooting Touch uses the power of sport to help whole communities tackle the effects of poverty, health and gender inequality.</p> <p>Year 8 - <b>Inspirations</b> Use of international examples of different athletes and their achievements. The <b>local</b> example of Marcus Rasford (Manchester). His work on fighting food poverty.</p>

	do' attitude.			
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