

**AL-ASHRAF SECONDARY SCHOOL FOR GIRLS**

**ISLAMIC HISTORY - YEAR 10 - SCHEMES OF WORK - TERM 4**

SCHEME TITLE: Umar's Accession to the Khilafah			YEAR: 10		
INDEPENDENT LEARNERS	CREATIVE THINKERS	REFLECTIVE LEARNERS	TEAM WORKERS	SELF MANAGERS	EFFECTIVE PARTICIPATORS
Identify questions to answer and problems to solve. Explore issues, events or problems from different perspectives.	Generate ideas and explore possibilities. Create solutions and follow ideas through.	Identify and invite feedback. Deal positively with praise, setbacks and criticism to inform future progress.	Collaborate and show consideration to others. Work towards common goals.	Organise time and resources, prioritising resources. Show commitment / perseverance.	Discuss issues of concern to seek resolution. Propose practical ways forward, breaking tasks down into manageable steps.
<b>AIMS</b>			<b>RESOURCES</b>	Exercise books, textbooks and worksheets.	
<ul style="list-style-type: none"> <li>Umar (R.A) adopted the title Amir-Ul-Mu'minin after he became the khalifah</li> <li>Abu Bakr (R.A) nominated Umar (R.A) for the office of Khalifah.</li> <li>Umar (R.A) sought Allah's blessings and people's cooperation in running the affairs of the government.</li> </ul>					
			<b>VOCABULARY &amp; CONCEPTS</b>	Amir-Al-Mu'minin, Responsibility and self-criticism	
<b>SMSC</b>			<b>DIFFERENTIATION</b>	<b>ALL pupils will</b>	Who Umar (R.A) was and why he became a khalifah
<ul style="list-style-type: none"> <li></li> </ul>				<b>MOST pupils will</b>	Evaluate the important supplications made by umar (R.A)
				<b>SOME pupils will</b>	Understand the character of Umar (R.A)
<b>LITERACY</b>	Stressing on SPAG in written work.				
<b>NUMERACY</b>	Key dates in the Islamic Colander.				
<b>ICT</b>	N/A				
<b>OTHER CROSS CURRICULAR</b>	N/A				
<b>ASSESSMENT</b>	Teacher assessment of class work.				

**AL-ASHRAF SECONDARY SCHOOL FOR GIRLS**

**ISLAMIC HISTORY - YEAR 10 - SCHEMES OF WORK - TERM 5**

**SCHEME TITLE: The early life of Umar (R.A)**

**YEAR: 10**

<b>INDEPENDENT LEARNERS</b>	<b>CREATIVE THINKERS</b>	<b>REFLECTIVE LEARNERS</b>	<b>TEAM WORKERS</b>	<b>SELF MANAGERS</b>	<b>EFFECTIVE PARTICIPATORS</b>
Identify questions to answer and problems to solve. Explore issues, events or problems from different perspectives.	Generate ideas and explore possibilities. Create solutions and follow ideas through.	Identify and invite feedback. Deal positively with praise, setbacks and criticism to inform future progress.	Collaborate and show consideration to others. Work towards common goals.	Organise time and resources, prioritising resources. Show commitment / perseverance.	Discuss issues of concern to seek resolution. Propose practical ways forward, breaking tasks down into manageable steps.

<b>AIMS</b>		<b>RESOURCES</b>	<b>VOCABULARY &amp; CONCEPTS</b>
<ul style="list-style-type: none"> <li>Umar (R.A) was an influential person in Makah.</li> <li>Umar (R.A) was a bitter enemy of Islam before he became a Muslim.</li> <li>After listening to the Quran, Umar (R.A) heart softened towards the Muslims and he accepted Islam.</li> </ul>			

<b>SMSC</b>		<b>DIFFERENTIATION</b>	
<ul style="list-style-type: none"> <li></li> </ul>	<b>ALL pupils will</b>		Recall the life led by Umar (r.a) prior to accepting Islam.
	<b>MOST pupils will</b>		How Umar (r.a) became a Muslim.
	<b>SOME pupils will</b>	How the Quran affects the heart in a good manner and cleanses one from evil.	

<b>LITERACY</b>	Stressing on SPAG in written work.
<b>NUMERACY</b>	Key dates in the Islamic Colander.
<b>ICT</b>	N/A
<b>OTHER CROSS CURRICULAR</b>	
<b>ASSESSMENT</b>	Teacher assessment of class work.

**AL-ASHRAF SECONDARY SCHOOL FOR GIRLS**

**ISLAMIC HISTORY - YEAR 10 - SCHEMES OF WORK - TERM 5 /6**

<b>SCHEME TITLE: The spread of Islam in Iraq</b>			<b>YEAR: 10</b>		
<b>INDEPENDENT LEARNERS</b>	<b>CREATIVE THINKERS</b>	<b>REFLECTIVE LEARNERS</b>	<b>TEAM WORKERS</b>	<b>SELF MANAGERS</b>	<b>EFFECTIVE PARTICIPATORS</b>
Identify questions to answer and problems to solve. Explore issues, events or problems from different perspectives.	Generate ideas and explore possibilities. Create solutions and follow ideas through.	Identify and invite feedback. Deal positively with praise, setbacks and criticism to inform future progress.	Collaborate and show consideration to others. Work towards common goals.	Organise time and resources, prioritising resources. Show commitment / perseverance.	Discuss issues of concern to seek resolution. Propose practical ways forward, breaking tasks down into manageable steps.
<b>AIMS</b>			<b>RESOURCES</b>	Exercise books, textbooks and worksheets.	
<ul style="list-style-type: none"> <li>The Byzantine and Sassanid rulers oppressed the people of Syria and Iraq.</li> <li>The Muslims defeated the Persian army at the battle of Qadisiyyah.</li> <li>Most people of Iraq and Syria accepted Islam.</li> </ul>					
			<b>VOCABULARY &amp; CONCEPTS</b>	Expansionist, Ill-Equipped,Shahinshah and Shahid	
<b>SMSC</b>			<b>DIFFERENTIATION</b>	<b>ALL pupils will</b>	How Islam spread to Iraq
<ul style="list-style-type: none"> <li></li> </ul>				<b>MOST pupils will</b>	The battle of Qadisiyyah
				<b>SOME pupils will</b>	How most people of Syria and Iraq became Muslims by receiving kind treatment and seeing the character of the Muslims
<b>LITERACY</b>	Stressing on SPAG in written work.				
<b>NUMERACY</b>	Key dates in the Islamic Colander.				
<b>ICT</b>	N/A				
<b>OTHER CROSS CURRICULAR</b>	Geography - Maps				
<b>ASSESSMENT</b>	Teacher assessment of class work.				

**AL-ASHRAF SECONDARY SCHOOL FOR GIRLS**

**ISLAMIC HISTORY - YEAR 10 - SCHEMES OF WORK - TERM 5/ 6**

SCHEME TITLE: Syria under Muslim control			YEAR: 10		
INDEPENDENT LEARNERS	CREATIVE THINKERS	REFLECTIVE LEARNERS	TEAM WORKERS	SELF MANAGERS	EFFECTIVE PARTICIPATORS
Identify questions to answer and problems to solve. Explore issues, events or problems from different perspectives.	Generate ideas and explore possibilities. Create solutions and follow ideas through.	Identify and invite feedback. Deal positively with praise, setbacks and criticism to inform future progress.	Collaborate and show consideration to others. Work towards common goals.	Organise time and resources, prioritising resources. Show commitment / perseverance.	Discuss issues of concern to seek resolution. Propose practical ways forward, breaking tasks down into manageable steps.
<b>AIMS</b>			<b>RESOURCES</b>	Exercise books, textbooks and worksheets world atlas.	
<ul style="list-style-type: none"> <li>All big cities in the time of the Khalifa were protected by big, thick walls.</li> <li>Khalid ibn Al- Walid (r.a) led the Muslim forces, which captured Damascus after a siege of six months.</li> <li>Gradually, the Byzantine army was forced out of Syria.</li> </ul>					
			<b>VOCABULARY &amp; CONCEPTS</b>	Besiege, Byzantium, Byzantine Empire	
<b>SMSC</b>			<b>DIFFERENTIATION</b>	<b>ALL pupils will</b>	How Damascus surrendered after a siege of Six months.
<ul style="list-style-type: none"> <li></li> </ul>				<b>MOST pupils will</b>	How the Muslim army were sent to punish a ruler on the border of Syria and Arabia as he had unjustly killed a Muslim ambassador.
				<b>SOME pupils will</b>	Recall the Battle of Yarmuk
<b>LITERACY</b>	Stressing on SPAG in written work.				
<b>NUMERACY</b>	Key dates in the Islamic Colander.				
<b>ICT</b>	N/A				
<b>OTHER CROSS CURRICULAR</b>	Geography-World Atlas ( Maps)				
<b>ASSESSMENT</b>	Teacher assessment of class work.				

**AL-ASHRAF SECONDARY SCHOOL FOR GIRLS**

**ISLAMIC HISTORY - YEAR 10 - SCHEMES OF WORK - TERM 5/6**

**SCHEME TITLE: Palestine and Egypt are liberated**

**YEAR: 10**

<b>INDEPENDENT LEARNERS</b>	<b>CREATIVE THINKERS</b>	<b>REFLECTIVE LEARNERS</b>	<b>TEAM WORKERS</b>	<b>SELF MANAGERS</b>	<b>EFFECTIVE PARTICIPATORS</b>	
Identify questions to answer and problems to solve. Explore issues, events or problems from different perspectives.	Generate ideas and explore possibilities. Create solutions and follow ideas through.	Identify and invite feedback. Deal positively with praise, setbacks and criticism to inform future progress.	Collaborate and show consideration to others. Work towards common goals.	Organise time and resources, prioritising resources. Show commitment / perseverance.	Discuss issues of concern to seek resolution. Propose practical ways forward, breaking tasks down into manageable steps.	
<b>AIMS</b>			<b>RESOURCES</b>	Exercise books, textbooks and worksheets.		
<ul style="list-style-type: none"> <li>The Muslims have special relations to the Jews and Christians. The Quran calls them Ahl-Al-Kitab or the people of the book.</li> <li>Jerusalem was liberated peacefully, and Muslims treated all the citizens with justice.</li> <li>Umar (r.a) prayed outside the church of the Holy Sepulchre so that Muslims would not convert this place of Christian worship into a mosque.</li> </ul>						<b>VOCABULARY &amp; CONCEPTS</b>
<b>SMSC</b>			<b>DIFFERENTIATION</b>	<b>ALL pupils will</b>	Recall the journey Our prophet (s.a.w) made to Jerusalem and then to the heavens	
<ul style="list-style-type: none"> <li></li> </ul>				<b>MOST pupils will</b>	Recall how Umar (r.a) practiced tolerance for all religions and captured Jerusalem peacefully.	
				<b>SOME pupils will</b>	How Umar (r.a) refrained from praying in churches and his reason for doing so.	
<b>LITERACY</b>	Stressing on SPAG in written work.					
<b>NUMERACY</b>	Key dates in the Islamic Colander.					
<b>ICT</b>	N/A					
<b>OTHER CROSS CURRICULAR</b>	Geography- Maps of Arabia and Jerusalem					
<b>ASSESSMENT</b>	Teacher assessment of class work.					

