

OxfordAQA

International GCSE

Islamiat (9237)

Scheme of work – Paper 2

The life of Hazrat Muhammad

وَسَلَّمَ وَأَصْحَابِهِ أَلِمَ وَعَلَىٰ عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمٌ and sources of authority in Islam

For teaching from September 2024 onwards

For International GCSE exams in June 2026 onwards

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Introduction

These outline schemes of work are intended to help teachers plan and implement the teaching of the Oxford AQA International GCSE Islamiat (9237) specification. The purpose of these outline schemes is to provide advice and guidance to teachers, not to prescribe and restrict their approach to the specification. Each scheme has been produced by a practicing subject expert. There are obviously many other ways of organising the work, and there is absolutely no requirement to use this scheme.

3.2.1 The life of Hazrat Muhammad

وَسَلَّمَ وَأَصْحَابِهِ إِيَّاهُ وَعَلَىٰ عَلَيْهِمُ السَّلَامُ خَاتَمُ

Specification content

3.2.1.1 Pre-Islamic Arabia

Learning outcomes

- To know and understand the main religious, political, moral, and social features of Pre-Islamic Arabia, including *Jahiliya* (Age of ignorance).
- To study the related passage for 3.2.1.1, which can be found in section 6.3 of the specification.

Suggested timing

2 hours

Possible teaching and learning activities

Start the lesson with a brief overview of pre-Islamic Arabia, explaining its geographical location, major tribes, and cultural practices.

Group Formation: Divide the class into small groups of 3-4 students.

Research: Provide each group with reference materials and assign them one aspect to focus on: political, social, or moral features of pre-Islamic Arabia. Instruct the groups to research significant events, practices, and beliefs related to their assigned aspect.

Timeline Creation

Give each group a section of the timeline (eg, political timeline, social timeline, moral timeline) on the poster paper or whiteboard. Instruct them to create a timeline of pre-Islamic Arabia, marking key events, practices, and beliefs. Encourage them to use sticky notes or index cards for each entry.

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

Presentation: Once the timelines are complete, have each group present their section to the class. As they present, encourage discussions about the significance of each event or practice in shaping the political, social, or moral landscape of pre-Islamic Arabia.

Plenary: Conclude the activity with a class discussion. Ask students to reflect on what they've learned about pre-Islamic Arabia and how it has influenced the region's history and culture. Encourage them to draw connections between the past and present.

Extension: To deepen understanding, students can create visual aids (such as drawings or diagrams) to accompany their timeline entries.

Encourage students to explore the impact of pre-Islamic Arabian society on the development of Islamic civilization.

Resources

Key information is included in the textbook.

This video can also be used to map key information.

www.youtube.com/watch?v=TpcbfxtdoI8

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

Specification content

3.2.1.2 Early Life of Hazrat Muhammad وَسَلَّمَ وَأَصْحَابِهِ الْإِمَامِ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ

Learning outcomes

- To know and understand the key events of the birth and upbringing of Hazrat Muhammad وَسَلَّمَ وَأَصْحَابِهِ الْإِمَامِ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ. This includes his wet nurse Halima Sadia, his parents
- To know and understand the role of Abdul Mutalib, Abu Talib and Bahira.
- To know and understand Hazrat Muhammad's وَسَلَّمَ وَأَصْحَابِهِ الْإِمَامِ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ early life, including his marriage to Hazrat Khadija (RA), and his business dealings.
- To know and understand the key qualities of Hazrat Muhammad's وَسَلَّمَ وَأَصْحَابِهِ الْإِمَامِ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ life including his chastity, modesty, courage, bravery, treatment of the poor, earning an honest living and fair dealings.
- To study the related passage for 3.2.1.2, which can be found in section 6.3 of the specification.

Suggested timing

4 hours

Possible teaching and learning activities

Task 1

Begin the lesson by narrating the story of the birth and upbringing of Hazrat Muhammad وَسَلَّمَ وَأَصْحَابِهِ الْإِمَامِ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ highlighting key events such as his birth in Mecca, his early childhood, and his upbringing by his grandfather Abdul Mutalib and later by his uncle Abu Talib.

Use props, visuals, or multimedia presentations to enhance the storytelling experience and capture students' attention.

Encourage students to actively listen and ask questions throughout the storytelling session.

Task 2

Divide the class into small groups and provide each group with materials to create a timeline of Hazrat Muhammad's وَسَلَّمَ وَأَصْحَابِهِ الْإِمَامِ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ early life, including his birth, childhood, and upbringing.

Instruct students to research key events and individuals, such as his parents, Abdul Mutalib, Abu Talib, and his wet nurse Halima Sadia.

Have each group present their timeline to the class, explaining the significance of each event and individual in shaping Hazrat Muhammad's وَسَلَّمَ وَأَصْحَابِهِ الْإِمَامِ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ upbringing.

Task 3

Set up different stations around the classroom, each focusing on a different aspect of Hazrat Muhammad's وَسَلَّمَ وَأَصْحَابِهِ الْإِمَامِ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ early life, such as his family background, marriage to Hazrat Khadija (RA), and business activities.

Provide students with worksheets or guided questions to investigate each station, encouraging them to read informational texts, examine primary sources, and analyse visuals related to each topic.

After exploring all the stations, facilitate a class discussion where students share their findings and insights about Hazrat Muhammad's **وَسَلَّمَ وَأَصْحَابِهِ أَلَمْ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمٌ** early life.

Task 4

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

Task 5

Taking each of the qualities listed: chastity, modesty, courage, bravery, treatment of the poor, earning an honest living and fair dealings, teacher to create a worksheet that includes these qualities in table form. Students are then to be given a series of Hadith or stories that emphasise each of the qualities. Students have to read the sources, summarise the key teachings and place them in the relevant section. This may work well as a group task to help develop collaborative learning skills

Task 6

Using the information from task 5 (table) Teach to discuss which of the qualities were the most important/ prevalent during the time of the Prophet and which qualities students think are important today. This could be turned into a 12 mark question to develop students literacy.

Resources

Use the relevant sections from the approved textbook.

www.youtube.com/watch?v=LXH-4Qs8RPE

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

Specification content

3.2.1.3 The call to Prophethood (*Nabuat*)

Learning outcomes

- To know and understand the details of the call to Prophethood in Cave of Hira, including his encounter with Jibril (AS).
- To know and understand Hazrat Muhammad's *رَسْمٌ وَأَصْحَابِهِ إِلَهٌ وَعَلَىٰ عَلَيْهِ سَلَّمَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ* reaction to the call and the role of Hazrat Khadija (RA) and Waraqa.
- To study the related passage for 3.2.1.3, which can be found in section 6.3 of the specification.

Suggested timing

2 hours

Possible teaching and learning activities

Task 1:

Begin the lesson by briefly discussing the significance of the Cave of Hira in Hazrat Muhammad's *رَسْمٌ وَأَصْحَابِهِ إِلَهٌ وَعَلَىٰ عَلَيْهِ سَلَّمَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ* life and the event of his encounter with Angel Jibril.

Display a simplified timeline of Hazrat Muhammad's *رَسْمٌ وَأَصْحَابِهِ إِلَهٌ وَعَلَىٰ عَلَيْهِ سَلَّمَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ* life on the board or chart paper.

Divide the timeline into sections representing key events such as Hazrat Muhammad's *رَسْمٌ وَأَصْحَابِهِ إِلَهٌ وَعَلَىٰ عَلَيْهِ سَلَّمَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ* birth, his marriage to Hazrat Khadija (RA), and the Call to Prophethood.

Explain that students will be adding sticky notes with important details and dates related to the Call to Prophethood.

Distribute sticky notes to students and instruct them to write down key details and dates from the narration of Hazrat Muhammad's *رَسْمٌ وَأَصْحَابِهِ إِلَهٌ وَعَلَىٰ عَلَيْهِ سَلَّمَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ* encounter in the Cave of Hira.

Have students come up to the timeline and place their sticky notes in the appropriate sections.

Facilitate a brief discussion about the sequence of events and the significance of each stage in Hazrat Muhammad's *رَسْمٌ وَأَصْحَابِهِ إِلَهٌ وَعَلَىٰ عَلَيْهِ سَلَّمَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ* journey.

Task 2: Group Discussion - Supportive Roles

Provide students with background information about Hazrat Muhammad's *رَسْمٌ وَأَصْحَابِهِ إِلَهٌ وَعَلَىٰ عَلَيْهِ سَلَّمَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ* initial reaction to the call of Prophethood and the supportive roles played by Hazrat Khadija (RA) and Hazrat Waraqa (RA).

Group Discussion:

Divide the class into small groups and provide each group with discussion questions related to Hazrat Muhammad's *رَسْمٌ وَأَصْحَابِهِ إِلَهٌ وَعَلَىٰ عَلَيْهِ سَلَّمَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ* reaction and the roles of Hazrat Khadija (RA) and Hazrat Waraqa (RA).

Encourage students to discuss their perspectives, share insights, and consider the impact of these events on Hazrat Muhammad's *رَسْمٌ وَأَصْحَابِهِ إِلَهٌ وَعَلَىٰ عَلَيْهِ سَلَّمَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ* life and mission.

Circulate among the groups to facilitate discussions and provide guidance as needed.

Facilitate a class discussion where groups share their analyses and insights about the supportive roles played by Hazrat Khadija (RA) and Hazrat Waraqa (RA).

Task 3:

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

Plenary

Wrap up the lesson by summarizing the key points learned about the call to Prophethood in the Cave of Hira and Hazrat Muhammad's وَسَلَّمَ وَأَصْحَابِهِ الْمِوَعْلَى عَلَيْهِ السَّلَامُ early supporters.

Encourage students to reflect on the significance of these events and consider how they can apply the lessons learned to their own lives.

Resources

Key information is included in the textbook.

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

Specification content

3.2.1.4 Early preaching of Islam

Learning outcomes

- To know and understand the private and public preaching and Hazrat Muhammad's **خَاتَمِ الْبِشْرَةِ** **وَعَلَىٰ عَلَيْهِ سَلَامٌ** early message, including the first converts to Islam, his call to *Tawhid* and rejection of idol worshiping.
- To examine the early teachings of Islam, including the rights for women, the outlawing of alcohol and gambling.
- To study the related passage for 3.2.1.4, which can be found in section 6.3 of the specification.

Suggested timing

2 hours

Possible teaching and learning activities

Task 1:

Begin the lesson by introducing the early preaching of Hazrat Muhammad **خَاتَمِ الْبِشْرَةِ** **وَعَلَىٰ عَلَيْهِ سَلَامٌ** and the key components of his message, including the call to *Tawhid* and rejection of idol worshiping.

Task 2:

Divide the class into small groups and provide each group with chart paper or a section of the whiteboard.

Instruct students to create a timeline representing the private and public preaching of Hazrat Muhammad **خَاتَمِ الْبِشْرَةِ** **وَعَلَىٰ عَلَيْهِ سَلَامٌ** and the significant events related to his early message.

Encourage students to include key milestones such as the first converts to Islam and the prohibition of idol worshiping.

Task 3:

Have each group present their timeline to the class, explaining the significance of each event and how it contributed to the spread of Islam.

Facilitate a brief discussion after each presentation to clarify any questions and reinforce key concepts.

Task 4: Discussion on Early Teachings of Islam

Provide students with an overview of the early teachings of Islam, including the rights for women and the prohibition of alcohol and gambling.

Divide the class into small groups and provide each group with discussion questions related to the early teachings of Islam.

Encourage students to discuss topics such as the rights afforded to women in Islam, the reasons for the prohibition of alcohol and gambling, and the societal implications of these teachings.

Circulate among the groups to facilitate discussions and provide guidance as needed.

Bring the class back together for a whole-class discussion where groups share their insights and conclusions from the group discussions.

Facilitate a discussion on the importance of these teachings in shaping the moral and social fabric of early Islamic society.

Task 5:

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

Task 6: Plenary

Distribute sticky notes to students and instruct them to write down one thing they learned from today's lesson and one question they still have about the early teachings of Islam.

Have students place their sticky notes on a designated area of the board.

Facilitate a brief discussion based on the questions raised, providing clarification and additional information as needed.

Extension:

Encourage students to continue exploring and learning about the rich history and teachings of Islam, and to reflect on how these teachings can guide their actions and decisions.

Resources

Key information is included in the textbook.

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

Specification content

3.2.1.5 Opposition to Hazrat Muhammad ﷺ وَأَصْحَابِهِ أَلَمْ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمٌ

Learning outcomes

- To examine the reasons for the opposition he faced from the leaders of Makkah, including the boycott of Banu Hashim.
- To know the events at Ta'if and the plots to kill Hazrat Muhammad ﷺ وَأَصْحَابِهِ أَلَمْ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمٌ
- To study the related passage for 3.2.1.5, which can be found in section 6.3 of the specification.

Suggested timing

2 hours

Possible teaching and learning activities

Begin the lesson by discussing the significance of Makkah as a religious and commercial hub during the time of Hazrat Muhammad ﷺ وَأَصْحَابِهِ أَلَمْ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمٌ.

Task 1:

Divide the class into small groups and provide each group with a set of informational texts or articles detailing the reasons for the opposition he faced in Makkah.

Instruct students to read the texts and brainstorm the various factors that contributed to the opposition, such as economic interests, tribal rivalry, and religious beliefs.

Encourage students to write down their findings on sticky notes.

Task 2:

Have each group present their findings to the class, discussing the reasons for opposition and providing examples or evidence to support their points.

Facilitate a class discussion where students can ask questions and engage in dialogue

Conclude the activity with a whole-class discussion focusing on the common themes and patterns identified in the reasons for opposition.

Encourage students to reflect on the complexity of the socio-political environment in Makkah during Hazrat Muhammad's ﷺ وَأَصْحَابِهِ أَلَمْ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمٌ time and its impact on his mission.

Task 3:

Introduce the events at Ta'if and the plots to kill Hazrat Muhammad ﷺ وَأَصْحَابِهِ أَلَمْ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمٌ to the students, providing context about the challenges faced during this period.

Distribute informational texts or articles about the events at Ta'if and plots to kill Hazrat Muhammad ﷺ وَأَصْحَابِهِ أَلَمْ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمٌ.

Instruct students to read the texts individually or in pairs, highlighting key events, characters, and motivations involved in each situation.

Encourage students to jot down notes or questions as they read.

Task 4: Group Discussion

Divide the class into small groups and facilitate discussions on the events at Ta'if and the plots to kill Hazrat Muhammad ﷺ وَأَصْحَابِهِ الْإِمَامِ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ.

Encourage students to share their insights, discuss the significance of each event, and analyze the impact on Hazrat Muhammad ﷺ وَأَصْحَابِهِ الْإِمَامِ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ and the early Muslim community.

Circulate among the groups to provide guidance and address any questions or concerns.

Task 5:

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

Task 6: Plenary

Reconvene the class for a whole-class reflection on the discussions held in the small groups. Prompt students to share their observations, insights, and questions about the events at Ta'if and the plots to kill Hazrat Muhammad ﷺ وَأَصْحَابِهِ الْإِمَامِ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ.

Wrap up the activity by summarizing the key points and emphasizing the importance of understanding these events in the context of Hazrat Muhammad's ﷺ وَأَصْحَابِهِ الْإِمَامِ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ mission and challenges.

Resources

[TRANSCRIPT OF SH. DR. YASIR QADHI'S SEERAH OF PROPHET MUHAMMAD PBUH LECTURES: 020 - Incident of Ta'if \(arqadhi.blogspot.com\)](#)

Key information is included in the textbook.

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

Specification content

3.2.1.6 The Ascension of Hazrat Muhammad وَسَلَّمَ وَأَصْحَابِهِ إِلَىٰ وَعَلَىٰ عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّ خَاتَمَ

Learning outcomes

- To examine the events of *Isra wal Mir'aj* and their importance.
- To study the related passage for 3.2.1.6, which can be found in section 6.3 of the specification.

Suggested timing

2 hours

Possible teaching and learning activities

Task 1:

Begin the lesson by providing students with an overview of the historical context surrounding the events of Isra and Mir'aj.

Discuss the life of Hazrat Muhammad وَسَلَّمَ وَأَصْحَابِهِ إِلَىٰ وَعَلَىٰ عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّ خَاتَمَ leading up to the events, including the challenges faced by the early Muslim community in Makkah. Provide background information about the significance of Jerusalem in Islamic history and the spiritual significance of the journey.

Task 2:

Distribute excerpts from relevant Islamic texts such as the Qur'an and Hadiths that describe the events of Isra and Mir'aj.

Guide students in analyzing the primary sources, focusing on key details, themes, and messages conveyed in the texts.

Encourage students to consider the literary style, language, and cultural context of the sources as they interpret the events.

Task 3:

Facilitate a class discussion where students critically analyse the significance of Isra and Mir'aj in Islamic belief.

Encourage students to consider the theological, spiritual, and moral implications of the events, such as the reaffirmation of faith, the importance of prayer, and the concept of divine revelation.

Prompt students to discuss the relevance of Isra and Mir'aj in contemporary Muslim belief and practice, and how it shapes their understanding of spirituality and the divine.

Task 4:

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

Extension / Homework task: Project (30 minutes):

Assign students a creative expression project where they can explore and interpret the events of Isra and Mir'aj through various mediums such as art, music, poetry, or multimedia presentations.

Provide guidelines and prompts to inspire students' creativity and encourage them to express their personal interpretations and reflections on the significance of the journey.

Allow students time to work on their projects independently or in small groups, and provide support and feedback as needed.

Conclude the lesson with a showcase where students present their creative works to the class, fostering appreciation and discussion.

Resources

Key information is included in the textbook.

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

[TRANSCRIPT OF SH. DR. YASIR QADHI'S SEERAH OF PROPHET MUHAMMAD PBUH LECTURES: 021 - Night Journey & Ascension to Heavens 1 \(arqadhi.blogspot.com\)](http://arqadhi.blogspot.com)

[TRANSCRIPT OF SH. DR. YASIR QADHI'S SEERAH OF PROPHET MUHAMMAD PBUH LECTURES: 022 - Night Journey & Ascension to Heavens 2 \(arqadhi.blogspot.com\)](http://arqadhi.blogspot.com)

[TRANSCRIPT OF SH. DR. YASIR QADHI'S SEERAH OF PROPHET MUHAMMAD PBUH LECTURES: 023 - Night Journey & Ascension to Heavens 3 \(arqadhi.blogspot.com\)](http://arqadhi.blogspot.com)

Specification content

3.2.1.7 The *Hijrah* and the Madni Period

Learning outcomes

- To know and understand the events leading up to the *Hijrah* including the pledges of Aqaba.
- To know and understand Hazrat Muhammad's أَبِي وَعَلَى عَلَيْهِ السَّلَامُ journey from Makkah to Madinah, including the role of Abu Bakr (RA) and Ali (RA).
- To examine his early life in Madinah, including Hazrat Muhammad's أَبِي وَعَلَى عَلَيْهِ السَّلَامُ role as a statesman, the establishment of the Charter of Madinah, and the establishment of the first mosque in Madinah.
- To study the related passage for 3.2.1.7, which can be found in section 6.3 of the specification.

Suggested timing

3 hours

Possible teaching and learning activities

Task 1:

Provide students with background information about the pledges of Aqaba and their significance in Islamic history.

Instruct each group to imagine themselves as the assigned historical figures and write a letter expressing their perspective on the pledges of Aqaba.

Encourage students to use historical context, language, and tone appropriate to their assigned roles in crafting their letters.

Each letter should address key points such as the motivations behind the pledges, the commitments made, and the expectations for the future.

After completing the letters, have each group share their writings with the class, either through reading aloud or displaying them on posters.

Facilitate a class discussion where students analyse the different perspectives presented in the letters and discuss the implications of the pledges of Aqaba on the migration journey.

Task 2: Interactive Map Journey - The Migration Journey

Create a large-scale map of the migration journey from Mecca to Medina, including key landmarks and stopping points along the route.

Divide the class into small groups and provide each group with a set of markers or sticky notes.

Instruct students to trace the migration journey on the map, marking significant events and milestones such as the Cave of Thawr and the arrival in Medina.

As students progress along the journey, pause to discuss the challenges faced by Hazrat Muhammad أَبِي وَعَلَى عَلَيْهِ السَّلَامُ and his companions, and the role of Abu Bakr (RA) and Ali (RA) in supporting the migration.

After completing the map journey, facilitate a class discussion where students reflect on the significance of the migration journey and its impact on Islamic history.

Task 3: Mock Constitutional Convention - Establishing the Constitution of Madinah

Provide students with background information about the establishment of the Constitution of Medina and its provisions.

Divide the class into groups, assigning each group a role to represent different tribes and communities of Medina.

Instruct each group to review the provisions of the Constitution of Medina and discuss how they would apply them in a contemporary context.

Facilitate a mock constitutional convention where each group presents their proposed interpretations and amendments to the Constitution of Medina.

Encourage students to debate and negotiate their positions, considering the diverse interests and perspectives of the various tribes and communities.

Conclude the activity with a reflection where students discuss the importance of the Constitution of Medina in fostering unity and cooperation among the diverse inhabitants of Medina.

Task 4:

Read the relevant passage from the appendix and discuss its meaning, importance and influence on the lives of Muslims.

Extension: Virtual Tour - The First Mosque in Madinah (20 minutes):

Use digital resources such as virtual reality (VR) apps or online tours to provide students with a virtual tour of the Prophet's Mosque in Medina.

<https://vr.qurancomplex.gov.sa/msq/>

Guide students through the virtual tour, highlighting key features and landmarks of the mosque such as the Qiblah wall, the Prophet's pulpit (minbar), and the graves of Hazrat Muhammad وَسَلَّمَ وَأَصْحَابِهِ أَلَمْ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ and his companions.

Pause at each point of interest to provide historical context and share stories related to the construction and significance of the mosque.

Encourage students to ask questions and engage in discussions about the architectural design, religious practices, and community functions of the mosque.

Conclude the virtual tour with a reflection where students share their observations and insights about the significance of the first mosque in Medina as a spiritual and community centre.

Resources

Key information is included in the textbook.

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

[oxfordaqa.com](https://www.oxfordaqa.com)

TRANSCRIPT OF SH. DR. YASIR QADHI'S SEERAH OF PROPHET MUHAMMAD PBUH
LECTURES: 027 - The Hijrah - Emigration to Madinah (arqadhi.blogspot.com)

<https://vr.qurancomplex.gov.sa/msq/>

Specification content

3.2.1.8 Supporters of Hazrat Muhammad ﷺ وَأَصْحَابِهِ الْمَوْلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّ خَاتَمٌ

Learning outcomes

- To know and understand the support given to Hazrat Muhammad ﷺ وَأَصْحَابِهِ الْمَوْلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّ خَاتَمٌ and the *Muhajirun* by the *Ansaar* in Madinah and the early *Sahabah* (companions), including Hazrat Ayub Ansari (RA), Hazrat Hamza (RA), Hazrat Talha (RA) and Hazrat Zubair (RA).
- To study the related passage for 3.2.1.8, which can be found in section 6.3 of the specification.

Suggested timing

2 hours

Possible teaching and learning activities

Task 1:

Divide the class into small groups and provide each group with a set of discussion questions related to the support given by the *Ansaar* and the early *Sahabah* to Hazrat Muhammad ﷺ وَأَصْحَابِهِ الْمَوْلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّ خَاتَمٌ and the *Muhajirun*.

Sample questions could include:

What motivated the *Ansaar* to support Hazrat Muhammad ﷺ وَأَصْحَابِهِ الْمَوْلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّ خَاتَمٌ and the *Muhajirun*?

How did the *Ansaar* contribute to the establishment of the Muslim community in Madinah?

What roles did prominent early *Sahabah* like Hazrat Ayub Ansari (RA), Hazrat Hamza (RA), Hazrat Talha (RA) and Hazrat Zubair (RA) play in supporting Hazrat Muhammad ﷺ وَأَصْحَابِهِ الْمَوْلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّ خَاتَمٌ and the *Muhajirun*?

What lessons can we learn from the support given by the *Ansaar* and the early *Sahabah*?

Encourage students to discuss their responses and share examples or stories they know about the support provided by the *Ansaar* and the early *Sahabah*.

Circulate among the groups to provide guidance and facilitate discussions as needed.

After the group discussions, reconvene as a class and invite each group to share their key insights and findings.

Task 2:

Assign each student or small group a prominent figure from the *Ansaar* or the early *Sahabah*, such as Hazrat Ayub Ansari (RA), Hazrat Hamza (RA), Hazrat Talha (RA) and Hazrat Zubair (RA).

Provide students with background information about their assigned companion, including their role, contributions, and characteristics.

Instruct students to create a character profile for their assigned companion, highlighting key details such as their background, virtues, notable actions, and relationship with Hazrat Muhammad ﷺ and the Muhajirun.

After creating their character profiles, have students reflect on the significance of the support given by their assigned companion to Hazrat Muhammad ﷺ and the Muhajirun.

Encourage students to consider questions such as:

- What qualities made their assigned companion supportive and influential?
- How did their actions contribute to the success of the early Muslim community?
- What lessons can be learned from their example?

Allow students time to share their reflections with the class, either through written reflections, oral presentations, or multimedia presentations.

Resources

Key information is included in the textbook.

Read the relevant passage from Section 6.3 and discuss its meaning, importance and influence on the lives of Muslims.

Specification content

3.2.1.9 The battles fought by Hazrat Muhammad ﷺ

Learning outcomes

- To know and understand the events and importance of the Battles of Badr, Uhud, Trench, Khaibar and Hunayn.
- To understand the significance of Aam-ul-wafood
- To examine the details of the Treaty of Hudaibiyah.
- To know and understand the importance of Fath-e-Makkah (conquest of Makkah) and the purification of the *Kaaba*.
- To understand Hazrat Muhammad's ﷺ final victory, including the farewell pilgrimage.
- To study the related passage for 3.2.1.9, which can be found in section 6.3 of the specification.

Suggested timing

4/5 hours

Possible teaching and learning activities

Task 1:

Examine each of the battles separately: Badr, Uhud, Trench, Khaibar and Hunayn.

Explore the reasons for why the battles were fought. What events led to the battle? (Use the 6 W's –where, what, why, who, which, when and also how) How many days did the battle take place? Where was it fought? Who took part in the battles? Who was the battle fought against? Why was it fought? How was victory gained? How were the war victims dealt with? How was the environment of the people?

Task 2:

Ask students to prepare a fact file on each battle. Or alternatively they can work in groups where each group is allocated a battle and they have to research on the battle.

Task 3:

Prepare a newspaper report on the battle.

A word wall showing what can be learnt from each of these battles is useful for students and also to understand the leadership of the Prophet even further. The programme wordwall can be used for this wordwall.co.uk/.

Task 4:

Read the relevant passage from Section 6 and discuss its meaning, importance and influence on the lives of Muslims.

Task 5:

Teacher to begin by narrating the events of Aam-ul-Wafood, whilst summarising the context after the Treaty of Hudaibiyah and the peaceful approach of Islam. Provide students with printed or written key events and ask them to collaboratively place these events on a timeline. Teacher to highlight the importance of these delegations in spreading Islam.

Task 6:

Group task - Divide the class into groups and assign each group a specific delegation, such as those from Najran or Banu Hanifa.

Teacher to provide short scripts or descriptions of the historical interactions. Groups act out the scenes, portraying the discussions and agreements made with Hazrat Muhammad ﷺ وَأَصْحَابِهِ إِلَيْهِ وَعَلَىٰ عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمٍ. Alternatively, this can be done as a dialogue and prose task where students are asked summarise the key historical points from each delegation

Resources

Key information is included in the textbook.

Read the relevant passage and discuss its meaning, importance and influence on the lives of Muslims.

The programme wordwall can be used for this wordwall.co.uk/.

Please see the relevant videos on the link below.

[TRANSCRIPT OF SH. DR. YASIR QADHI'S SEERAH OF PROPHET MUHAMMAD PBUH LECTURES: 036 - The Battle of Badr 1 \(arqadhi.blogspot.com\)](http://arqadhi.blogspot.com)

Specification content

3.2.1.10 The legacy and lessons of Hazrat Muhammad's **وَسَلَّمَ وَأَصْحَابِهِ أَلِمَ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ** life

Learning outcomes

- To know and understand the key teachings from his final sermon.
- To examine the key teachings from Hazrat Muhammad's **وَسَلَّمَ وَأَصْحَابِهِ أَلِمَ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ** life including: treatment of parents, the importance of justice, honesty and patience
- To study the related passage for 3.2.1.10, which can be found in section 6.3 of the specification.

Suggested timing

3 hours

Possible teaching and learning activities

Task 1: Reflection and Discussion:

Begin the lesson by providing students with a transcript or summary of Hazrat Muhammad's **وَسَلَّمَ وَأَصْحَابِهِ أَلِمَ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ** final sermon.

Divide the class into small groups and assign each group a specific teaching or message from the sermon to discuss.

Encourage students to reflect on the significance of the teachings, considering their relevance to contemporary issues and personal values.

After the group discussions, facilitate a class-wide discussion where students share their reflections and insights on the key teachings from the final sermon.

Use guiding questions to prompt discussion and encourage students to draw connections between the teachings and their own lives or experiences.

Task 2: Virtues Reflection Wheel (25 minutes):

Create a "virtues reflection wheel" containing four sections, each representing one of the key teachings: treatment of parents, importance of justice, honesty, and patience.

Divide the class into small groups and provide each group with a blank template of the reflection wheel.

Instruct students to reflect on personal experiences, stories, or examples they know that exemplify each of the four virtues taught by Hazrat Muhammad **وَسَلَّمَ وَأَصْحَابِهِ أَلِمَ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ**.

Encourage students to write or draw their reflections in the corresponding sections of the wheel, sharing anecdotes, quotes, or lessons learned.

After completing the reflection wheels, facilitate a class discussion where groups share their reflections and discuss the importance of each virtue in daily life.

Use guiding questions to prompt discussion and encourage students to consider how they can apply these teachings in their own lives.

Task 3:

Read the relevant passage from the appendix and discuss its meaning, importance and influence on the lives of Muslims.

Task 4: Virtues Role-Play Scenarios:

Prepare a set of role-play scenarios that highlight situations related to the key teachings from Hazrat Muhammad's **وَسَلَّمَ وَأَصْحَابِهِ أَلِمَ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ** life, such as interactions with parents, encounters requiring justice, honesty, or patience.

Divide the class into small groups and assign each group a different scenario to role-play.

Provide students with time to read and discuss their assigned scenarios, considering the perspectives of all parties involved.

Encourage students to enact the role-play scenarios, focusing on applying the teachings of Hazrat Muhammad **وَسَلَّمَ وَأَصْحَابِهِ أَلِمَ وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمَ** to resolve conflicts or make decisions.

After each role-play, facilitate a debriefing session where students reflect on the outcomes, discussing the effectiveness of applying the teachings in the scenarios.

Use the role-play experience as a basis for further discussion about the challenges and rewards of embodying virtues in real-life situations.

Resources

Key information is included in the textbook.

Read the relevant passage and discuss its meaning, importance and influence on the lives of Muslims.

[TRANSCRIPT OF SH. DR. YASIR QADHI'S SEERAH OF PROPHET MUHAMMAD PBUH LECTURES: 100 - The Farewell Hajj \(arqadhi.blogspot.com\)](http://arqadhi.blogspot.com)

3.2.2 Sources of authority in Islam

Specification content

3.2.2.1 The revelation and compilation of the Qur'an.

Learning outcomes

- To know and understand the significance of the Qur'an as the final revelation, including the way in which it was revealed, preserved, and compiled.
- To study the related passage for 3.2.2.1, which can be found in Section 6.4 of the specification.

Suggested timing

2 hours

Possible teaching and learning activities

Task 1:

Provide students with a blank timeline template or large sheet of paper.

Introduce the concept of the revelation and compilation of the Qur'an, explaining key events such as the first revelation to Hazrat Muhammad ﷺ, the gradual revelation over 23 years, and the compilation of the Qur'an during the caliphate of Abu Bakr (RA) and Uthman ibn Affan (RA).

Divide the timeline into sections representing significant milestones in the revelation and compilation process. Instruct students to research and fill in the timeline with important dates, events, and details related to the revelation and compilation of the Qur'an. Provide resources such as textbooks, articles, or online databases for students to gather information.

Encourage students to include visual elements such as illustrations or symbols to represent each milestone.

After completing the timelines, have students share their work with the class, explaining the significance of each event in the revelation and compilation of the Qur'an.

Task 2:

Select a documentary or video resource that explores the history of Quranic compilation, such as "The History of the Quran" by Dr. Yasir Qadhi.

Provide students with a viewing guide or worksheet containing questions to guide their analysis.

Divide the documentary into manageable segments and pause periodically to allow students to answer the questions and discuss their responses.

Encourage students to take notes on key events, individuals, and processes discussed in the documentary.

After watching the documentary, facilitate a class discussion where students share their observations, insights, and questions about Quranic compilation.

Use the discussion to clarify any misconceptions and reinforce key concepts related to the compilation of the Qur'an.

Resources

"The History of the Quran" by Dr. Yasir Qadhi - YouTube

Key information is included in the textbook.

Read the relevant passage and discuss its meaning, importance and influence on the lives of Muslims.

Specification content

3.2.2.2 The features and use of the Qur'an as a source of authority

Learning outcomes

- To know and understand the features of the Qur'an including the major themes of the *Makki* and *Madni Surahs*.
- To examine the miraculous nature and infallibility of the Qur'an and the way in which it is used and treated
- To study the related passage for 3.2.2.2, which can be found in Section 6.4 of the specification.

Suggested timing

2 hours

Possible teaching and learning activities

Task 1:

Begin the lesson by introducing the concept of the miraculous nature of the Qur'an and its infallibility.

Provide students with examples of Quranic miracles, such as scientific discoveries mentioned in the Qur'an, linguistic excellence, and prophetic statements about future events.

Divide the class into small groups and assign each group a specific Quranic miracle to research in-depth.

Encourage students to use reputable sources such as Tafsir (Quranic exegesis), scholarly articles, and books to gather information about their assigned miracle.

After researching, have each group present their findings to the class, explaining the miracle they studied, its significance, and evidence supporting its authenticity.

Facilitate a discussion where students reflect on the implications of Quranic miracles for their belief in the divine origin of the Qur'an and its infallibility.

Task 2: Surah Analysis and Comparison

Students analyse assigned Makki and Madni Surahs in small groups, focusing on major themes, literary style, and historical context.

Groups present their findings to the class, highlighting similarities and differences between Makki and Madni Surahs.

Class discussion explores how the context of revelation influences Surah themes and resonates with contemporary issues.

Task 3:

Students arrange Surah cards on a timeline, depicting the chronological order of revelation for selected Makki and Madni Surahs.

Discussion focuses on patterns and transitions in Surah themes as they progress from Makki to Madni period.

Emphasis is placed on the significance of historical context in shaping Quranic themes.

Task 4:

Small groups create visual representations or infographics illustrating themes commonly found in Makki or Madni Surahs.

Presentations showcase students' interpretations of themes and use of Quranic verses to support their depictions.

Gallery walk encourages reflection on the diversity of Quranic themes and their relevance to personal and societal values.

Resources

Key information is included in the textbook.

Read the relevant passage and discuss its meaning, importance and influence on the lives of Muslims.

Specification content

3.2.2.3 The Hadith and *Sunnah* as a source of *Shariah*.

Learning outcomes

- To know and understand the relationship of the Hadith to the Qur'an as a source of guidance and *Shariah* law, including the importance of the teachings and *Sunnah* of Hazrat Muhammad ﷺ
- To study the related passage for 3.2.2.3, which can be found in Section 6.4 of the specification.

Suggested timing

2 hours

Possible teaching and learning activities

Task 1:

Begin the lesson by providing an overview of the Hadith and its relationship to the Qur'an, emphasising the complementary nature of the two sources in guiding Islamic beliefs and practices.

Divide the class into small groups and provide each group with sets of Hadith excerpts and corresponding Quranic verses addressing similar topics or themes.

Instruct students to analyse the Hadith and Quranic passages, comparing and contrasting their teachings, injunctions, and ethical principles.

Encourage students to discuss how the Hadith exemplifies and supplements the guidance provided in the Qur'an, and vice versa.

Facilitate a group discussion where students share their observations and insights about the relationship between the Hadith and the Qur'an, focusing on areas of convergence, divergence, and interpretation.

Use guiding questions to prompt discussion about the significance of the teachings and *Sunnah* of Hazrat Muhammad ﷺ in exemplifying the principles of *Shariah* law and providing practical guidance for Muslims.

Task 2:

Provide students with case studies or scenarios illustrating real-life dilemmas or situations faced by Muslims in their daily lives.

Instruct students to analyse the case studies, considering relevant Quranic verses and Hadiths that provide guidance on similar issues.

Encourage students to identify and apply principles derived from the teachings and *Sunnah* of Hazrat Muhammad ﷺ to resolve the ethical or legal challenges presented in the case studies.

Facilitate a class discussion where students share their analyses and proposed solutions, explaining how they applied Hadith and Quranic teachings to address the issues.

Use the discussion to explore the role of the Hadith in interpreting and contextualising Quranic injunctions, and the significance of the Sunnah in providing practical guidance for Muslims.

Conclude the activity by emphasizing the relevance of Hadith and Sunnah in addressing contemporary moral and legal challenges, and their importance in upholding the principles of Shariah law in diverse contexts.

Resources

Key information is included in the textbook.

Read the relevant passage and discuss its meaning, importance and influence on the lives of Muslims.

Specification content

3.2.2.4 The compilation and categorisation of Hadith.

Learning outcomes

- To know and understand the different categories of Hadith in relation to their reliability including *Sahih*, *Hasan Daeef* and *Maudu*.
- To examine the methods used to test the reliability of Hadith including the Isnad (chains of transmission) and the *Matn* (text).
- To examine the role of the main compilers of the major Hadith collections, including the main features of Sahih Bukhari and Sahih Muslim.
- To study the related passage for 3.2.2.4, which can be found in Section 6.4 of the specification.

Suggested timing

4 hours

Possible teaching and learning activities

Task 1:

Begin the lesson by providing an overview of the Hadith and Sunnah as essential sources of Shariah law, explaining their importance in Islamic jurisprudence.

Introduce students to the classification of Hadith, including categories such as Sahih (authentic), Hasan (good), Da'if (weak), and Mawdu' (fabricated).

Divide the class into small groups and provide each group with a collection of Hadith excerpts representing different classifications.

Instruct students to analyse the Hadith excerpts assigned to their group, identifying their classification and discussing their authenticity, reliability, and relevance to Shariah.

Encourage students to consider factors such as the chain of narration (isnad), the integrity of narrators (rijal), and the content of the Hadith in their analysis.

After analysing the Hadith excerpts, reconvene as a class and facilitate a discussion where groups share their findings and insights.

Use guiding questions to prompt discussion about the role of Hadith in shaping Shariah law and the importance of critically evaluating Hadith authenticity.

Conclude the activity by emphasizing the significance of authentic Hadith and Sunnah as primary sources of guidance in Islamic law.

Task 2:

Divide the class into small groups, with each group assigned one of the main compilers of Hadith collections, Imam Bukhari or Imam Muslim.

Provide resources such as biographical information, timelines, and primary sources related to the assigned compiler.

Instruct students to research the life, background, contributions, and methodologies of their assigned compiler.

Encourage students to analyse the significance of their compiler's collection in the preservation and transmission of Hadith, as well as its impact on Islamic scholarship.

After completing their research, have each group prepare a presentation to share their findings with the class, highlighting key aspects of their compiler's life and work.

Facilitate a class discussion where groups present their findings and engage in dialogue about the role of compilers in the development of Hadith literature.

Use guiding questions to prompt discussion about the criteria for authenticating Hadith, the methodology of compilation, and the importance of Sahih Bukhari and Sahih Muslim in Sunni Islam.

Task 3:

Begin the lesson by providing an overview of the Isnad and Matn as critical components in evaluating the reliability of Hadith.

Divide the class into small groups and provide each group with a selection of Hadith excerpts along with their corresponding Isnad and Matn.

Instruct students to analyse the Isnad and Matn of the provided Hadith excerpts, paying attention to the following:

- The chain of narrators (rawis) in the Isnad, including their reliability, integrity, and character.
- The content and wording of the Matn, examining its coherence, consistency, and conformity with Islamic teachings.
- Encourage students to assess the reliability of the Hadith based on the strength of its Isnad and the coherence of its Matn.
- After analysing the Hadith excerpts, facilitate a group discussion where students share their observations and insights.
- Use guiding questions to prompt discussion about the significance of Isnad and Matn in determining the authenticity and reliability of Hadith.
- Conclude the activity by emphasizing the importance of critical analysis and scholarly rigor in evaluating Hadith reliability using the methods of Isnad and Matn.

Task 4:

Divide the class into two groups: one group representing scholars verifying the Isnad of a Hadith, and the other group representing the chain of narrators (rawis).

Provide each group with scripted scenarios depicting a Hadith being transmitted through multiple narrators.

Instruct the group representing scholars to question and verify the reliability of each narrator in the chain, based on historical records, biographical information, and scholarly assessments.

Encourage the group representing rawis to respond to the scholars' inquiries and defend their credibility as narrators.

Facilitate a role-play session where the scholars interrogate the rawis and assess the reliability of the Isnad.

After the role-play, facilitate a debriefing session where students reflect on the process of Isnad verification, discussing challenges, strategies, and outcomes.

Use the debriefing session to reinforce the importance of Isnad verification in Hadith authentication and the role of scholars in preserving the integrity of Hadith transmission. Conclude the activity by highlighting the significance of rigorous authentication methods in ensuring the reliability of Hadith and upholding the integrity of Islamic teachings.

Resources

[The HADITH - How it was Collected and Compiled \(daralislam.org\)](http://daralislam.org)

Read the relevant passage and discuss its meaning, importance and influence on the lives of Muslims.

Specification content

3.2.2.5 The different schools of thought in Islam

Learning outcomes

- To examine the origins and role of the major law schools in Islam including: *Hanafi*, *Shafi*, *Maliki*, *Hanbali* and *Ja'fari*.
- To study the related passage for 3.2.2.5, which can be found in Section 6.4 of the specification.

Suggested timing

3 hours

Possible teaching and learning activities

Task 1:

Begin the lesson by providing an overview of the major law schools in Islam, including the *Hanafi*, *Shafi*, *Maliki*, *Hanbali*, and *Ja'fari* schools.

Divide the class into small groups and assign each group one of the major law schools.

Provide resources such as textbooks, articles, and online sources detailing the origins, founders, key scholars, and methodologies of the assigned law school.

Instruct students to create a timeline or visual representation of their assigned law school, highlighting significant events, developments, and key figures in its history.

Encourage students to include information about the geographical spread of the law school, its influence on Islamic jurisprudence, and notable contributions to legal scholarship.

After completing their timelines, have each group present their findings to the class, explaining the origins and role of their assigned law school.

Task 2:

Facilitate a class discussion where students compare and contrast the major law schools, discussing similarities, differences, and areas of influence in Islamic jurisprudence.

Use guiding questions to prompt discussion about the factors that contributed to the emergence and evolution of the major law schools, and their significance in interpreting Shariah law.

Conclude the activity by emphasizing the diversity and richness of Islamic legal tradition represented by the major law schools, and their enduring impact on Muslim communities worldwide.

Resources

Key information is included in the textbook.

Read the relevant passage and discuss its meaning, importance and influence on the lives of Muslims.

[SCHOOLS OF ISLAMIC LAW \(maslaha.org\)](http://maslaha.org)

Specification content

3.2.2.6 *Ijma* and *Qiyas* as a source of Shariah.

Learning outcomes

- To examine the meaning, role and importance of *Ijma* (consensus) and *Qiyas* (analogy) in forming religious rulings.
- To study the related passage for 3.2.2.6, which can be found in Section 6.4 of the specification.

Suggested timing

2 hours

Possible teaching and learning activities

Task 1:

Begin the lesson by providing an overview of *Ijma* and *Qiyas*, explaining their definitions, significance, and role in Islamic jurisprudence.

Divide the class into small groups and provide each group with a set of case studies or scenarios representing different legal issues or dilemmas.

Instruct students to analyse the case studies, considering relevant Islamic principles, Quranic verses, Hadith, and legal precedents.

Encourage students to discuss how *Ijma* and *Qiyas* could be applied to address the legal issues presented in the case studies, and to identify potential rulings or solutions.

Facilitate a group discussion where students share their analyses, debate different perspectives, and collaboratively develop consensus on the legal rulings.

Use guiding questions to prompt discussion about the criteria for establishing *Ijma*, the process of analogical reasoning (*Qiyas*), and the implications of these methods in deriving religious rulings.

Conclude the discussion by emphasising the importance of *Ijma* and *Qiyas* in Islamic legal reasoning, and their role in adapting Islamic law to contemporary contexts while maintaining fidelity to foundational principles.

Task 2:

Divide the class into small groups, with each group representing a fictitious legal council tasked with resolving contemporary legal issues using *Ijma* and *Qiyas*.

Provide each group with a set of hypothetical legal scenarios or dilemmas related to modern-day challenges faced by Muslims.

Instruct students to role-play as members of the legal council, deliberating on the issues, conducting research, and formulating legal opinions based on *Ijma* and *Qiyas*.

Encourage students to engage in constructive dialogue, debate different perspectives, and seek consensus on the rulings.

Facilitate a simulation session where groups present their legal opinions and recommendations to the class, explaining the reasoning behind their decisions.

After the simulation, facilitate a debriefing session where students reflect on the process, challenges, and outcomes of applying Ijma and Qiyas in resolving contemporary legal issues.

Use the debriefing session to explore the complexities of Islamic legal reasoning, the role of scholarly consensus, and the dynamic nature of Islamic jurisprudence in responding to changing societal contexts.

Conclude the activity by highlighting the importance of critical thinking, scholarly consultation, and ethical considerations in applying Ijma and Qiyas to address contemporary legal challenges within the framework of Islamic law.

Resources

Key information is included in the textbook.

Read the relevant passage and discuss its meaning, importance and influence on the lives of Muslims.

[Qiyas As Source Of Islamic Law \(youtube.com\)](#)

Specification content

3.2.2.7 The use of *Shariah* in everyday life

Learning outcomes

- To know and understand the way the *Qur'an* and *Sunnah* are followed everyday life, including Halal and Haram, dietary laws and dress laws for men and women.
- To examine the role of parents including religious upbringing and developing good morals and character.
- To study the related passage for 3.2.2.7, which can be found in Section 6.4 of the specification.

Suggested timing

2 hours

Possible teaching and learning activities

Task 1:

Start the lesson by discussing the significance of the *Qur'an* and *Sunnah* in guiding everyday life for Muslims.

Divide the class into small groups and assign each group a specific aspect of everyday life guided by the *Qur'an* and *Sunnah*, such as dietary laws, dress codes, or ethical conduct.

Provide resources including *Qur'anic* verses, Hadiths, and scholarly interpretations related to each assigned aspect.

Instruct students to research and discuss how the *Qur'an* and *Sunnah* influence these aspects of daily life, and to identify specific practices that are considered Halal (permissible) or Haram (forbidden).

Encourage groups to brainstorm practical examples and scenarios to illustrate the application of these guidelines in modern contexts.

After the group discussions, facilitate a class-wide sharing session where each group presents their findings and insights.

Use guiding questions to prompt reflection and discussion on the importance of adhering to Halal and avoiding Haram practices, and the role of the *Qur'an* and *Sunnah* in shaping personal behaviour and societal norms.

Conclude the lesson by emphasising the holistic nature of Islamic guidance and its relevance to contemporary living and encourage students to reflect on ways to integrate these principles into their own lives.

Task 2:

Begin the lesson by discussing the importance of parents in Islamic teachings and the role they play in religious upbringing and character development.

Present students with scenarios or case studies depicting various parenting situations related to religious education, moral guidance, and character development.

Divide the class into small groups and assign each group a scenario to analyse.

Instruct students to discuss how parents in each scenario could incorporate Islamic teachings, values, and practices to nurture religious awareness and develop good morals and character in their children.

Encourage groups to brainstorm practical strategies, communication techniques, and family rituals that promote religious education and moral growth.

After the group discussions, facilitate a class-wide sharing session where each group presents their recommendations and insights.

Use guiding questions to prompt reflection and discussion on the challenges and opportunities parents face in raising children with a strong Islamic identity and ethical foundation.

Conclude the lesson by emphasising the crucial role of parents as primary educators in Islam, and the importance of nurturing a supportive family environment grounded in Qur'anic teachings and Prophetic traditions.

Resources

Key information is included in the textbook.

Read the relevant passage and discuss its meaning, importance and influence on the lives of Muslims.

Specification content

3.2.2.8 The personal impact of sources of authority on the character of a Muslim

Learning outcomes

- To know and understand the importance of generosity and sacrifice, including sincerity (*Ikhlas*), piety, honesty, hiding the faults of others and the importance of physical and mental health.
- To study the related passage for 3.2.2.8, which can be found in Section 6.4 of the specification.

Suggested timing

3 hours

Possible teaching and learning activities

Task 1:

Teacher begins with a class discussion to define key values like generosity, sacrifice, sincerity, and honesty. Use relatable examples to highlight their importance in daily life.

Task 2:

Share inspiring stories from Islamic history, such as the generosity of Hazrat Uthman (RA) and the sacrifices of the Ansar, to show how these values were practiced. Students can use these stories to link back to their own lives and how they may show these qualities in their everyday lives.

Task 3:

In groups, students act out scenarios that require practicing values like helping a friend, being honest, or showing understanding. This task connects values to real-life situations.

Task 4:

Students choose one value to explore creatively, either through writing (poem, essay) or art (poster, drawing). This can then be shared with their peers to reflect on the chosen value's importance.

Task 5:

Lead a discussion on physical and mental health as forms of gratitude and self-respect. Students brainstorm habits to improve health, like exercise, prayer, and stress management.

Resources

Inspiring stories from the life of the Prophet and his companions

Key information is included in the textbook.

Read the relevant passage and discuss its meaning, importance and influence on the lives of Muslims.

Specification content

3.2.2.9 The social impact of sources of authority on the character of a Muslim

Learning outcomes

- To know and understand the rights of neighbours including the importance of *Amanat*.
- To know and understanding the prohibition of backbiting, arrogance and jealousy.
- To study the related passage for 3.2.2.9, which can be found in Section 6.4 of the specification.

Suggested timing

4 hours

Possible teaching and learning activities

Task 1:

Begin with a class discussion about who our neighbors are and what responsibilities we have toward them. Use examples from daily life to explain the importance of respecting neighbours' rights and maintaining harmonious relationships.

Task 2:

Share stories from Islamic teachings, such as the emphasis Prophet Muhammad (PBUH) placed on being kind to neighbours, regardless of faith or background. Highlight specific examples where neighbours were treated with generosity and respect.

Task 3:

Divide students into groups and assign scenarios, such as resolving a conflict with a neighbour or helping them in times of need. Students role-play these situations, demonstrating the importance of Amanat (trustworthiness) in maintaining good neighbourly relations.

Task 4:

Encourage students to reflect on the value of Amanat through creative writing or art. They could write an essay about a time they helped a neighbour or create a poster promoting the rights of neighbours and trust.

Task 5:

Teacher starts with a class discussion: What do backbiting, arrogance, and jealousy mean? How do these actions impact relationships and communities?

Share a relevant verse from the Quran or Hadith, this can be from the appendix or any other relevant verse such as Quran 49:12 about avoiding backbiting or the Hadith on arrogance ("No one will enter Paradise who has an atom's weight of arrogance in their heart").

Task 6:

Divide the class into three groups, assigning each group one of the topics (backbiting, arrogance, jealousy).

Each group discusses: examples of their assigned behaviour; the consequences of such behaviour on individuals and society; ways to overcome this negative trait.

Groups present their findings to the class.

Task 7:

Distribute blank papers. Ask students to draw a mirror and inside it write positive qualities they aspire to have (e.g., kindness, humility, gratitude).

Encourage them to reflect on how avoiding negative traits like backbiting, arrogance, and jealousy can help them develop these qualities

Resources

Key information is included in the textbook.

Read the relevant passage and discuss its meaning, importance and influence on the lives of Muslims.

Specification content

3.2.2.10 The legal impact of sources of authority on the character of a Muslim

Learning outcomes

- To know and understand the importance of rulings and testimony.
- To know and understanding the prohibition of interest and the importance of Islamic wills.
- To examine the key characteristics of an Islamic state.
- To study the related passage for 3.2.2.10, which can be found in Section 6.4 of the specification.

Suggested timing

4/5 hours

Possible teaching and learning activities

Task 1:

Set up a mock courtroom where students play the roles of judges, witnesses, and defendants.

Present a scenario (e.g., a property dispute or a theft case) and ask students to give testimony and make rulings based on Islamic principles of justice.

Discuss how testimony should be truthful and the importance of fairness in judgments according to Islamic rulings.

Task 2:

Start with a discussion about what interest (Riba) is and why it is prohibited in Islam.

Follow up with a debate:

Side 1: Argue why interest is harmful to individuals and societies, supporting the view with Islamic teachings.

Side 2: Discuss alternative financial practices that align with Islamic principles, such as profit-sharing (Mudarabah).

After the debate, introduce the concept of an Islamic will and why it is essential in Islam.

Discuss the importance of distributing wealth fairly, the rights of heirs, and ensuring justice in the distribution of assets according to Islamic law.

Task 3:

Provide a case study of an ideal Islamic state based on the principles of justice, equality, and welfare (e.g., the state under the Caliphate of Umar ibn al-Khattab RA).

Discuss the following characteristics:

- Justice and fairness in ruling.

oxfordaqa.com

- Protection of the rights of citizens, including religious freedoms.
- Provision of basic needs such as education, healthcare, and welfare.
- Accountability of rulers and leaders.

In groups, have students design a model for an Islamic state, incorporating the above key characteristics.

Task 4:

Assign students to research the concept of Islamic banking and finance, including the prohibition of interest (Riba) and profit-sharing models.

In groups, students create a presentation comparing conventional banking systems with Islamic financial practices.

Discuss the benefits of an interest-free economy and how it helps in creating a fairer society.

Resources

Key information is included in the textbook.

Read the relevant passage and discuss its meaning, importance and influence on the lives of Muslims.