**SCHEMES OF WORK**

**SCHOOL: ………………………………………………………………………………………………………………**

**GRADE: GRADE EIGHT**

**LEARNING AREA: IRE**

**TERM 1 YEAR: 2025**

**TEACHER’S NAME: ……………………………………………….… TSC NO……………………………………**

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| Week | Lesson | Strand | Lesson | | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | Learning  Resources | Assessment Methods | Reflection |
| 1 | **OPENING AND RECEIVING LEARNERS** | | | | | | | | | |
| 2 | **1-3** | **Qur’an** | **Modes of preservation of the Qur’an** | By the end of the lesson, the learner should be able to:  a)describe the modes of preservation of the Qur’an during the time of the Prophet(S.A.W.), the Rightly Guided Caliphs and presently for posterity  b)memorize some chapters/verses of the Qur’an as a means of preserving it  c)assess the importance of preserving the Qur’an to safeguard its authenticity  d)cherish the Qur’an as a guide for mankind | | The learner is guided to:   * research online/ from available reference materials on the modes used in preserving the Qur’an during the time of the Prophet (S.A.W.), the Rightly Guided Caliphs and presently then present on charts/PowerPoint * recite some chapters/verses from the Qur’an/ digital devices and present them in class * memorize and write chapters/verses from the Qur’an * discuss the significance of preserving the Qur’an in groups and make notes | Why is it important to preserve the Qur’an?  How is the Qur’an preserved in modern times? | The Qur’an, charts, course books, digital devices  OUP,IRE, Learners Book 8,pg1-3 | Written and oral assessment, observation, portfolio |  |
| 3 | **1-3** | **Qur’an** | **Divisions of the Qur’an** | By the end of the lesson, the learner should be able to:  a)explain the divisions of the Qur’an for easier referencing  b)identify the divisions of the Qur’an (Ayat,Juzuu,Manzil, Ruk’u, Surah, Makkan, and Madinan Surah) to facilitate the reading of the Qur’an  c)describe the characteristics of Makkan and Madinan Surah for a better understanding  d)appreciate the division of the Qur’an for ease of recitation | | The learner is guided to:   * discuss the divisions of the Qur’an in groups and make charts and display * identify the divisions of the Qur’an from the Qur’an in groups and make notes * research online/from available reference materials on the characteristics of Makkan and Madinan surah and make a class presentation | What is the rationale for the divisions of the Qur’an? | The Qur’an, charts, course books, digital devices  OUP,IRE, Learners Book 8,pg4-6 | Written and oral assessment, observation, portfolio |  |
| 4 | CAT 1 ASSESSMENT | | | | | | | | | |
| 5 | **1-3** | **Qur’an** | **Selected verses (Al-Luqman 12-19)** | | By the end of the lesson, the learner should be able to:  a)read the selected verses correctly for spiritual nourishment  b) explain the meaning of the selected verses for better understanding  c)explain the teachings of the selected verses for character building  d)apply the teachings of the selected verses in their daily lives  e) Appreciate the teachings of the selected verses as sourced from the Quran. | The learner is guided to:   * read the selected verses from the Qur’an * write the selected verses together with their meaning on charts in groups and display * discuss the meaning of the selected verses in groups and make class presentations * research online/from available reference materials on the teachings of the selected verses, deduce lessons and make notes * listen to a resource person explaining the lessons from the selected verses and make notes * role-play the teachings/lessons from the selected verses | What lessons do Muslims learn from the selected verses?  How can the teachings of the verses reform society? | Books of Hadith, course books, charts, digital devices Books of Hadith, course books, digital devices  OUP,IRE, Learners Book 8,pg 7-10 | Written and oral assessment, port folio  Written and oral tests |  |
| 6 | **1-3** | **Hadith** | **Ulumal-Hadith** | | By the end of the lesson, the learner should be able to:  a)describe the factors that led to the development of Hadith during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs for better application of Islamic teachings  b) Explain the methods used by the Prophet (S.A.W.) to teach Hadith  c)apply the methods used by the Prophet (S.A.W.) to teach Hadith  d) Value Hadith as a primary source of guidance. | The learner is guided to:   * research online/from available reference materials on the factors that led to the growth and development of Hadith during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs and make a class presentation * discuss the development of Hadith during the time of the Prophet (S.A.W.) and the Rightly Guided Caliph sin groups and write notes * brainstorm on the methods used by the Prophet (S.A.W.) to teach Hadith and share in class * role-play the methods used by the Prophet (S.A.W.) to teach Hadith | What role did the Prophet (S.A.W.) play in the development of Hadith?  What factors led to the development of Hadith during the Rightly Guided Caliphs’ time? | Books of Hadith, course books, charts, digital devices Books of Hadith, course books, digital devices  OUP,IRE, Learners Book 8,pg 11-14 | Written and oral assessment, portfolio Written and oral tests |  |
| 7. MIDTERM EXAMINATION | | | | | | | | | | |
| 8. HALFTERM | | | | | | | | | | |
| 9 | **1-3** | **Hadith** | **Selected Hadith** | | By the end of the lesson, the learner should be able to:  a)deduce the lessons learnt from the Hadith on accountability and respect for authority for character building  b) explain the relevance of the Hadith on accountability and respect for authority in the life of a Muslim  c) Practice the teachings of the Hadith on accountability and respect for authority in daily life  d) Appreciate Hadith as the second source of law. | The learner is guided to:   * read the selected Hadith, derive lessons and make class presentations Hadith on accountability: “The feet of a servant will not move on the Day of Resurrection until he is asked about four matters: his lifetime and how he used it, his youth and how he exhausted it, his wealth and how he earned it and spent it, and his knowledge and how he acted upon it.”(At-Tirmidhi) Hadith on respect for authority: "Listening to and obeying the leader is an obligation upon a Muslim, whether he likes it or dislikes it, as long as he is not commanded to disobey Allah(S.W.T.). If he is commanded to disobey Allah (S.W.T.), there is no listening or obedience.”(Bukhari and Muslim) * discuss the relevance of the selected Hadith in the life of a Muslim and make notes * role-play respect for authority within and outside the school | Why is intention important in Islam?  Why should Muslims respect authority | Books of Hadith, course books, charts, digital devices Books of Hadith, course books, digital devices  OUP,IRE, Learners Book 8,pg 15-19 | Written and oral assessment, portfolio Written and oral tests |  |
| 10 | **1-** | **Pillars of Iman** | **Belief in revealed scriptures** | | By the end of the lesson, the learner should be able to:  a) Identify the revealed scriptures to strengthen their Iman.  b) Examine the importance of believing in the revealed scriptures as a pillar of Iman.  c)explain the reasons for the revelation of the revealed scriptures as a guide to mankind  d)identify the similarities in the revealed scriptures for religious tolerance  e)describe ways of showing respect for the revealed scriptures to promote religious tolerance  f)practice tolerance towards people of other faiths for peaceful co-existence  g)acknowledge the revealed scriptures as part of faith | The learner is guided to:   * identify the revealed scriptures in pairs and present them on charts * research on the importance of believing in the revealed scriptures and present in class * brainstorm on the reasons for the revelation of the revealed scriptures in groups and make notes * identify the similarities in the revealed scriptures and make class presentations * discuss ways of handling revealed scriptures and how to show tolerance towards people of other faiths and make notes | How can Muslims practice religious tolerance?  Why does mankind need revealed scriptures? | Books of Hadith, course books, charts, digital devices Books of Hadith, course books, digital devices  OUP,IRE, Learners Book 8,pg 20-24 | Written and oral assessments, portfolio and observation |  |
| 11 | **1-3** | **Pillars of Iman** | **Ulul-Azm Prophets** | | By the end of the lesson, the learner should be able to:  a)describe the qualities of Ulul Azm Prophets for emulation  b)narrate the stories of Nabii Musa and Issa (A.S.)for spiritual nourishment  c)apply the teachings from the stories of Nabii Musa and Issa (A.S.) for character building  d) Appreciate the Ulul-Azm Prophets as role models. | The learner is guided to:   * research on the qualities of Ulul-Azm Prophets and present on charts/power point * watch video clips on/read the stories of Nabii Musa and Issa (A.S.) and make notes * Narrate the stories of Nabii Musa and Issa (A.S.)and make notes * dramatize the stories of Nabii Musa and Issa | What lessons do Muslims learn from the Ulul-Azm Prophets? | Books of Hadith, course books, charts, digital devices Books of Hadith, course books, digital devices  OUP,IRE, Learners Book 8,pg 25-29 | Written and oral assessments, portfolio and observation |  |
| 12 | **REVISION FOR END TERM ASSESSMENT** | | | | | | | | | |
| 13 | **END TERM EXAMINATION** | | | | | | | | | |
| 14 | **CLOSING OF SCHOOL** | | | | | | | | | |