

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: RE	Unit: U2.8 How is faith expressed in Islam?	Term/Duration: Spring 1	Year Group 6		
Prior Learning:		Key Vocabulary: Muslim, Islam, Mecca, Mohammed, mosque, Tawhid, iman, ibadah, sawm, Hajj, zakah, ummah, salat, hadith			
By the end of this unit...					
<p>Pupils will be able to:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Prophet Muhammad(pbuh) as the messenger, the Qur'an as the message) describe ways in which Muslim sources of quthority guide Muslim living (e.g. Qur'an guidance on five Pillars; Hajj practices follow the example of Muhammad) <p>Understand the impact:</p> <ul style="list-style-type: none"> make clear connections between Muslim beliefs and ibadah (Five Pillars, festivals, mosques, art) give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today consider and weigh up the value of, e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today, and articulate responses on how far they are valuable to people who are not Muslims reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views 					
	Learning Objectives	Content	Assessment	Resources	SMSC
1	<ul style="list-style-type: none"> To understand what the five Pillars are and why they are important 	<p>Starter: Set context - ask pupils how many Muslims they think are in Britain and in Bedfordshire. (See ppt) This unit explores what it is like to be one of those Muslims. Talk about the fact there are two main Muslim groups - Sunni and Shi'a.</p> <p>Activities: Ask pupils to close their eyes and listen to music. What is it? Why is it important?</p>		ppt 5 Pillars worksheet	Social: How do the pillars help Muslims to feel part of a community of faith?

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>See what the pupils already know about the Five Pillars of Islam. The Five Pillars of Islam are the way in which Muslims express their belief and live their lives.</p> <ul style="list-style-type: none"> ❖ <i>Shahadah</i> (belief in one God (Allah) and that Muhammad pbuh (peace be upon him) is the Prophet of Allah. ❖ <i>Salat</i> (Daily prayer five times a day facing Makkah) ❖ <i>Zakah</i> (giving alms - charitable giving) ❖ <i>Sawm</i> (fasting during the month of Ramadan) ❖ <i>Hajj</i> (pilgrimage to Makkah at least once in your life, if it can be afforded) <p>How do these pillars affect everyday life and the way you treat others? What are the challenges of following the Five Pillars in Britain today? They are an expression of <i>ibadah</i> (<i>worship and belief in action</i>). Use 5 pillars sheets to record main ideas of the pillars. Plenary: Watch Five pillars video to reinforce and make applicable how modern day British muslims live their lives.</p>			<p>Moral: Which pillars show moral values? Spiritual: How do the pillars show a relationship with Allah? Cultural: How difficult is it to keep to the five pillars in a non-Muslim country?</p>
2	<p>LO: To reflect upon the importance of Hajj in Islam and to find out why Eid-ul-Adha is celebrated at the end of Hajj</p>	<p>Starter: Pick out some post it questions for pupils to discuss or watch/review/discuss points raised by Five Pillars video. Main: What happens during Hajj? This can be explored either using the interactive Hajj resources (stored in S5) or the ppt and videos on it. Pupils need to understand that it is about getting closer to Allah and a pure life, forgiveness and standing where the prophets have stood - even copying their actions. (Abraham (Ibrahim), Isaac (Isma'il), Hagar)</p> <p>Activity: Write a postcard from the point of view of a hajji/hajja - what have they experienced and why?</p>		<p>(Post it notes from last lesson?)</p> <p>ppt/ interactive hajj resources</p> <p>postcard blanks</p>	<p>Social: How does Hajj show a Muslim is part of the community? Moral: What would you need to do before going on Hajj? (say sorry to etc) Spiritual: How does 'the stand' help Muslims to be spiritual?</p>

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>Find out about Eid-ul-Adha (Skills in Religious Studies Bk 1 pages 76-77 and refer back to p69, Islam by Sue Penney p24, The Muslim Experience p40-42. The story of Ibrahim and Ismail is also on a resource sheet.</p> <p>Plenary: For an extra activity this could be freeze framed and each group/pair could aim to retell the story in 3 or 4 frames.</p>			<p>Cultural: How is Hajj similar to other pilgrimages?</p>
3/4	<p>To investigate the importance of the Qur'an</p> <p>To understand the respectful handling of the Qur'an and the tradition of memorisation To be aware that Muslims use the Qur'an as their guide for living.</p>	<ul style="list-style-type: none"> As a table, on whiteboards write down adjectives to describe 'God' or 'Allah' or a supreme being. Share some ideas after a few minutes. Show ppt to give clues if needed. Use one or both power points to discuss the Qur'an and its special place in Islam. Look at copies of the Qur'an if possible and demonstrate reverence shown. Discuss why it is placed high up, wrapped up, placed on a stand etc. Pupils may wish to demonstrate and read a short section of the Qur'an. (find and mark suitable passage first?) Think of something special to them. How do they treat and handle it? Write a sentence or two to explain what their special item is and how they treat it. Discuss what rules they might have for other people if they handled the special object. (This could be used as a starter for lesson 4) Qur'an similes sheet in 'Opening up Islam' could be used stretch children's thinking. They can think of their own similes or use cards as a matching game. Watch video https://www.bbc.com/bitesize/clips/z9b9jxs to show how Muhammad (pbuh) received the Qur'an from Jibril (Gabriel) and why Muslims believe it is the incontrovertible word of Allah. 		<p>'Images for Allah's names' ppt</p> <p>'Opening up Islam'</p> <p>'New Steps in Religious Education' 'Qur'an' ppts prayer mat(s) Qur'ans and rihal (stand)</p> <p>Plain paper</p>	<p>Social: How does our beliefs link us to others?</p> <p>Moral: How does the Qur'an teach moral lessons?</p> <p>Spiritual: Why is it important for a believer to read holy texts?</p> <p>Cultural: How do we all treat special objects and why should we respect others' wishes when looking at their possessions?</p>

Edward Peake C of E VC Middle School



Medium Term Plan

	<ul style="list-style-type: none"> Look at some key stories of the prophets: Ibrahim (Abraham), Musa (Moses), Isa (Jesus) and Muhammad (pbuh). Note the similarity between Judaism and Christianity Musa: https://www.youtube.com/watch?v=E-UbJT6e7s Plenary: Why do people memorise the Qur'an? (hafiz/hafiza) 			
--	---	--	--	--

	Learning Objectives	Content	Assessment	Resources	ICT Opportunities
5	<ul style="list-style-type: none"> To understand the place and importance of the mosque in Islamic worship 	<p>Activities:</p> <ul style="list-style-type: none"> Return to post it wall and discuss which questions have already been answered and which still need to be (this could be done as a quiz). Also go over treatment and importance of the Qur'an. Power points could also be used to go over special areas of the mosque. How and why do the architecture, artwork and the way Muslims prepare for prayer reflect Muslim beliefs? In pairs, discuss what are the main rules of the mosque? How are they different from church or other holy buildings? Make/draw a scroll with the rules of the mosque. Worksheet on parts of the mosque could also be used. 		<p>PPTs and worksheet about Mosques</p> <p>Paper for scrolls</p> <p>Key words cards</p>	<p>Social: Can you work well in paired work?</p> <p>Moral: How are the rules of the mosque showing morals?</p> <p>Spiritual: How do the expectations of behaviour in the mosque encourage spiritual experience?</p> <p>Cultural: What are mosques in Britain/Bedford</p>

Edward Peake C of E VC Middle School



Medium Term Plan

		<ul style="list-style-type: none"> Plenary: How are different areas of the mosque used? Give out cards or say the name of an area. Pupils have to explain what happens there or how that area is used. 			like and are they different from mosques in an Islamic country?
6	LO: To understand how Muslim sources of authority guide Muslim living	<p>Starter: Who do you turn to for guidance and advice? Look at sources of authority slide after discussion.</p> <p>Activities: Introduce ideas of the Hadith and Sunnah (explained on ppt) Watch video on importance of Qur'an and Hadith to Muslims. Use one of the worksheets with hadith quotes to make sense of the sayings and looking at the advice it gives Muslims (and us) on how to live a good life. You could print out the posters with Hadith sayings for children to choose their favourite saying and explain what it means. How do these ways compare to your ideas? What does it mean if you are trying to live a good life as a Muslim?</p> <p>Plenary: End by discussing title of this topic: How is faith expressed in Islam? (5 pillars - living them and following the Hadith in everyday life.) Are there any comparisons with other faiths/those of no faith?</p>			<p>Social: How do the Hadith sayings show us how to treat others?</p> <p>Moral: How are these sayings the same as the values of other religions and those with no religion?</p> <p>Spiritual: What are the spiritual areas of life if you are a Muslim?</p> <p>Cultural: How is faith expressed in everyday life?</p>