

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: RE	Unit:3.2 Core and diverse Islam:what is universal and what is different?	Term/Duration: Spring 2	Year Group 8		
Prior Learning:		Key Vocabulary: Islam, Muslim, iman, ibadah, akhlaq, hajj, 5 pillars, Ka'aba, ihram, six articles, five roots, Sunni, Shi'a, ijthihad, diverse, traditional, mosque			
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"> explain the importance of the key beliefs studied (e.g. iman, ibadah, akhlaq) for Muslim ways of living in Britain today <p>Understand the impact:</p> <ul style="list-style-type: none"> give reasons and examples to explain how and why Muslims put their beliefs into action in different ways (e.g. Sunni, Shi'a traditions) show how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today <p>Make connections:</p> <ul style="list-style-type: none"> give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications for their responses 					
	Learning Objectives	Content	Assessment	Resources	SMSC
1	LO: To understand what is important to Muslims in Britain and how they live their lives	<p>Starter ideas: Draw a mindmap of what you know about Islam. Encourage looking back in books and in planners to gather info. (5 pillars, beliefs, details about everyday living, the mosque etc). This could be a snowball activity or you could ask pupils to pass their mind maps round the table for others to contribute to.</p> <p>Main:</p> <ol style="list-style-type: none"> Focus on the 5 pillars. Give out quotes from British muslim children (Opening up Islam). Split page into 5 or write five headings (shahada (belief), Salat (prayer), Zakah (charity), Sawm (fasting) and Hajj (pilgrimage) and choose 3 quotes about each pillar to stick or copy into each section. 		ppt Famous people worksheet Quotes worksheet	Social: Can you work well with a partner to complete a task? Moral: How do the 5 pillars show moral values? Spiritual: Which aspects of the 5 pillars

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		<p>Underneath, write a few sentences to say how the five pillars help to guide people in their everyday lives and what impact this might have living life in Britain.</p> <p>2. Give out or display images of well known British Muslims. Who are they? How do they show their faith? How do they treat others?</p> <p>http://www.britishmuslim.tv/riders-of-shaam https://www.facebook.com/bbccomedy/videos/british-muslim-comedy-roadman-ramadan/2183320245220689/</p> <p>Plenary: display vocab: iman (faith), ibadah (worship and belief in action) and akhlaq (character and moral conduct) How do the words and images we have looked at today exemplify these key concepts of Islam?</p>			<p>show spirituality Cultural: Is it more difficult keeping the 5 pillars depending on which country you live in?</p>
2	<p>LO: To investigate the languages and countries of global Islam</p>	<p>Starter: Show alien abduction video from Truetube https://www.truetube.co.uk/film/alien-abduction-islam</p> <p>Main: 1. Using tablets/computers research which countries are Islamic. On world map, colour Islamic countries. Research the languages spoken in each country and list them round the edge of the map.</p> <p>2. Look at images of Muslims on Hajj. Why do they wear ihram (white robes)? (equality and brotherhood/sisterhood) What must the experience be like? Why are Muslims encouraged to read the Qur'an in Arabic? (Common experience and language and more importantly - that is Mohammad's language and the one the Qur'an was originally written in - the language the angel Jibril spoke to Muhammad in.) Why be a hafiz? (someone who has learned the Qur'an off by heart).</p> <p>Plenary: Perhaps watch faith on the front line video or compare the view of British Islam compared to world Islam (information from the last two weeks).</p>		<p>Tablets/atlasses/ computers</p>	<p>Social: Why is language important in society? Moral: How do those on Hajj show moral values? Spiritual: How would a muslim feel before, during and after Hajj Cultural: Has Hajj changed since Muhammad's time? How?</p>

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3/4	<p>LO: To understand why there are different branches of Islam and what their beliefs are</p>	<p>Starter: Beyonce is dead - use ppt and notes to help pupils understand why there can sometimes be a division when someone dies. Main: Watch first 4 mins of story of Muhammad up to the Qur'an being written and then last section from about 12 mins. Note the 'narrator' is Abu Bakr - the man who wrote the Qur'an down after Muhammad recited it. https://www.youtube.com/watch?v=x_7K9da5Yqg</p> <p>Use ppt to look at the reasons for the split between Sunni and Shi'a Muslims. Abu Bakr was the Sunni successor to Muhammad. Muhammad's cousin Ali was the successor in Shi'a Islam. Pages 30 and 31 in 'Islam' by Sue Penney could be looked at to consolidate this.</p> <p>Now look at the 6 articles of faith for Sunni Muslims and the 5 roots for Shi'a Muslims. Look at the Sunni ppt first. There are accompanying worksheets which highlight the main differences. Compare and contrast the main ideas. How do they compare to another religion (Christianity?)</p>			
5	<p>LO: To explore the differences between mosques and how they reflect differences Muslim worship and belief</p>	<p>Starter: In GNB list the main features of a mosque. (You could ask pupils to look back at Year 6 work to help with this. Minaret - why? (tower where call for prayer is made), Dome (useful for keeping mosque cool in hot countries and for amplification), facing Makkah, Wash room (to perform Wudu before worship), no pictures but lots of calligraphy writing Allah's name</p> <p>Activities: Use computers to research different mosques from around the world. How do they reflect which branch of Islam worships there? Give each pair/table a country to find out about: Russia, Egypt, Saudi Arabia, London, Indonesia, Mali. You could set up a google ppt or document that each group contributes to so the whole class can look at info at end of lesson.</p> <p>Plenary: Compare mosques' details.</p>			

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	Learning Objectives	Content	Assessment	Resources	SMSC
6	LO: To give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today	<p>Starter: Watch at least 2 of the 'young, British and Muslim' videos from Truetube. In pairs discuss pros and cons given by each young person. Perhaps make a joint list in GNB or on paper and then add any other ideas from the lessons so far.</p> <p>Main: What is it like to be a Muslim in Britain today? How is 'keeping the faith' difficult in today's society? (eg 5 pillars)</p> <p>Assessment: Write a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, giving reasons and justifications.</p> <p>This could be done:</p> <ul style="list-style-type: none"> a) as a diary entry b) as a letter to a Muslim in another country (perhaps a grandmother or grandfather) c) as a 'letter'/prayer to Allah talking about life d) The children could make their own film like the starter films <p>Alternatively, a short drama could be prepared in twos as an interview.</p>			