

Pioneer Federation
Medium term plan
Cycle 1, Term 3
RE – Year 5/6



Subject: RE			
Key Concept/ Theme: U2.8 What does it mean to be a Muslim in Britain today?			
Prior Learning links:			
F5 What places are special and why? (Reception)			
1.6 Who is a Muslim and how do they live? (Year 1 and 2 Cycle 2)			
1.8 What makes some places sacred to believers? (Year 1 and 2 Cycle 2)			
L2.9 How do festivals and worship show what matters to a Muslim? (Year 3 and 4 Cycle 1)			
U2.12 How does faith help people when life gets hard? (Year 5 and 6 Cycle 2)			
Vocabulary: Muslims, Islam, mosques, festival of Eid-ul-Adha, Hajj, Holy Qur'an, Prophet Muhammad, Angel Jibril, Britain, ibadah, Tawhid, iman			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
	Overlap with Church teaching, collective worship and visits to church	Overlap with Church teaching, collective worship and visits to church	
1.	<p>Prior learning reconnection: This unit builds on two previous units on Islam and some thematic study, so start by finding out what pupils already know. Recall key concepts: ibadah, Tawhid, iman (see Guidance p.142)</p> <p>LO: What do you already know about Muslims in Britain?</p> <p>Set the context, using the information in the 2011 census (see Guidance p.146). Ask pupils how many Muslims they think there are in Britain and in your local area. This unit explores what it is like to be one of these Muslims. Talk about the fact that there are different Muslim groups. The largest group (globally and locally) are Sunni; the next major group are called Shi'a; some Muslims are Sufi.</p> <p>Main activity: Find out how many Sunni/Shi'a/Sufi mosques there are in your area. Fill in front page.</p>		

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	<p>Deeper learning question: What does the information we have learnt today tell us about Muslims in our local area? What do you want to know about the Muslim religion?</p> <p>Future learning links: Learning about the Five Pillars</p>
2.	<p>Reconnection: Reflect on how many Muslims are in Britain and local area (using census from last week). How many mosques are near our area?</p> <p>LO: How do the Five Pillars guide Muslim living?</p> <p>Give an overview of the Five Pillars as expressions of ibadah (worship and belief in action). Deepen pupils' understanding of the ones to which they have already been introduced: Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); and zakah (almsgiving). Introduce Hajj (pilgrimage): what happens, where, when, why? Explore how these Pillars affect the lives of Muslims, moment by moment, daily, annually, in a lifetime. Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah).</p> <p>Activity: Investigate how the Five Pillars are practised by Muslims in different parts of Britain today. Consider what beliefs, practices and values are significant in pupils' lives.</p> <p>Deeper learning question: What do you know about Muslim beliefs studied and Muslim ways of living in Britain/ East Sussex today?</p> <p>Future learning links: Learning about the festival of Eid-ul-Adha, at the end of Hajj</p>
3.	<p>Reconnection: Recap the Five Pillars which guide Muslim living.</p> <p>LO: I can find out about the festival of Eid-ul-Adha, at the end of Hajj</p> <p>Activity: Research in small groups the festival of Eid-ul-Adha, at the end of Hajj, celebrated to recall Ibrahim's faith being tested when he was asked to sacrifice Ismail. Present what you have found.</p>

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	<p>Deeper learning question: How do Muslims put their beliefs into practice?</p> <p>Future learning links: Learning about the Holy Qur’an for Muslims.</p>
4.	<p>Reconnection: Look at back at previous lessons learning about festival of Eid-ul-Adha, at the end of Hajj.</p> <p>LO: I can find out about different forms of guidance (the Qur’an, Sunnah and Haddith)</p> <p>Consider the significance of the Holy Qur’an for Muslims as the final revealed word of God. How was it revealed to the Prophet Muhammad by the Angel Jibril? Look at examples of key stories of the Prophets (e.g. Ibrahim, Musa, Isa, Prophet Muhammad) noting how some of these stories are shared with Christian and Jewish people (e.g. Ibrahim/Abraham, Musa/Moses, Isa/Jesus). Some examples of stories and teachings, (e.g. Surah 1 The Opening; Surah 17 – the Prophet’s Night Journey). Find out about people who memorise the Qur’an and why (hafiz, hafiza).</p> <p>Activity: Find out about the difference between the authority of the Qur’an and other forms of guidance for Muslims: Sunnah (model practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad).</p> <p>Deeper learning question: Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur’an for Muslims</p> <p>Future learning links: Exploring how Muslims put the words of the Qur’an and the words and actions of the Prophet Muhammad into practice.</p>
5.	<p>Reconnection: Identify and explain Muslim beliefs about the Holy Qur’an, Sunnah and Hadith</p> <p>LO: How do Muslims put their beliefs into practice and what difference does it make to their lives?</p> <p>Activity: Explore how Muslims put the words of the Qur’an and the words and actions of the Prophet Muhammad into practice, and what difference they make to the lives of Muslims, e.g. giving of sadaqah (voluntary charity); respect for guests, teachers, elders and the wise; refraining from gossip; being truthful and trustworthy.</p> <p>Deeper learning question: What do you think it is like to be a Muslim in Britain today? Give good reasons for their view</p> <p>Future learning links: Investigate the design and purpose of a mosque/masjid</p>

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6. **Reconnection:** Give evidence and examples to show how Muslims put their beliefs into practice

LO: I can explain how a mosque reflects Muslim beliefs

What do you already know about a mosque? As a whole class, investigate the design and purpose of a mosque/masjid and explain how and why the architecture, artwork and activities (e.g. preparing for prayer) reflect Muslim beliefs

Activity: Complete end of unit quiz. Look through class big book reflecting on what children have learnt and reflect on gaps from the unit coming back to the original question: What is it like for someone to follow God?

Deeper learning question: What does it mean to be a Muslim in Britain today?

End Points:

Make sense of belief:

- Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)
- Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)

Understand the impact:

- Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways

Make connections:

- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ East Sussex 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 view

Knowledge gained:

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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