

Key Stage 2: Year 3 Unit on Islam (Ref: Essex County Council Agreed Syllabus for Religious Education)

MUHAMMAD AND THE QUR'AN

1. The revelation of the Qur'an

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
Who was the prophet Muhammad?	revelation sacred	I can ... retell religious stories (level 2) describe different ways in which religious beliefs are expressed through stories (level 3)	<ul style="list-style-type: none"> • Read the story of how the Qur'an was revealed to Muhammad (a version of which - 'Muhammad and the angel's message' - can be found in <i>A long time ago in a far away land ...</i>, which may be found in the RE section of the Essex grid for learning website). • The beginning of the story tells of how Muhammad often went to a special cave on Mount Hira, to be alone, to think and to pray to God. Pause after reading this part of the story; and ask the children to think about reasons why it is good to be still, quiet and peaceful. Ask them to think of some places where they can go to find peace and quiet. • Read the remainder of the story. In groups, get the children to discuss how they think Muhammad might have felt after he had heard the angel's message. Do they know of any stories from other religions which tell of powerful religious experiences? (For example Moses and the Burning Bush). Are there any similarities between the different stories? • Working in groups, ask the children to think about what religious beliefs about Allah, 	community cohesion

<p>Why is Muhammad important to Muslims?</p> <p>How do Muhammad's words and actions affect the way that Muslims live their lives today?</p>	<p>authority</p>	<p>I can ...</p> <p>say how the lives of religious people are affected by their religion (level 3)</p> <p>compare some of the things that influence me with those that influence other people (level 3)</p> <p>describe what inspires and influences me, and what inspires and influences others (level 4)</p>	<p>Muhammad and the Qur'an are expressed in the story.</p> <ul style="list-style-type: none"> • Read stories about Muhammad's early life (such as 'Muhammad grows up' in <i>A long time ago, in a far away land ...</i>). How do the stories suggest that Muhammad was going to be an important person? • Explain that Muhammad is an important role model for Muslims because he interpreted the Qur'an in his daily life and the things that he did and said were remembered and written down. These stories and sayings help Muslims to put the teachings of the Qur'an into practice in their lives. Read stories about Muhammad (for example, 'Muhammad and the Thirsty Camel' in <i>A long time ago, in a far away land ...</i>) and reflect on the teachings they contain. How do these messages help Muslims in their daily lives? • Ask the children about their own role models. Who influences them in their lives? Ask the children to write about someone who has influenced them. 	
---	------------------	--	--	--

2. About the Qur'an

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p>What is the Qur'an?</p> <p>Why is the Qur'an a special book for Muslims?</p>	<p>authority</p> <p>holy/sacred</p> <p>compassion</p> <p>mercy</p>	<p>I can ...</p> <p>identify holy books (the Qur'an) (level 2)</p> <p>describe different ways in which religious beliefs are expressed (level 3)</p> <p>give simple explanations of the way Muslim's lives are affected by their beliefs (level 4)</p>	<ul style="list-style-type: none"> • Display a copy of the Qur'an placed on a wooden stand (kursi). Ask the children if they know what this is. Remind the children of the story of the revelation of the Qur'an to Muhammad. • Play a recording of a recitation of the Qur'an. Explain that as the Qur'an contains the words which Muhammad recited, it is believed by Muslims to be the word of Allah. The Qur'an is therefore regarded as the supreme source of authority and is treated with the greatest respect and reverence. Get the children to research how Muslims treat the Qur'an which shows that it is a special book. Do the children and their families have special things which are treated with respect in their homes? Discuss with the children their experience of special belongings/books? Why do they like them? How do they treat them? 	

			<ul style="list-style-type: none">• Display pictures of Muslim children engaged in learning the Qur'an. Explain that because Muslims believe that the Qur'an contains the actual word of God, they learn Arabic in order to read it and many learn the Qur'an by heart. Those who can recite the Qur'an are given the title hafiz to put before their own name and are treated with respect. Ask the children about their experiences of learning things by heart. Is it easy, or is it difficult?• In the Qur'an every recitation begins with the 'Bismillah' in Arabic, which means 'In the name of Allah, the compassionate, the merciful'. What does this tell us about the Muslim view of God? Can the children think of some examples of mercy and compassion (for example events in the media/in history?) Explain to the children that God has 99 beautiful names in Islam. Show the children a poster of the ninety nine beautiful names of God written in calligraphy and some Muslim prayer beads- the ninety nine beads are used to say the 99 names of God in prayer. Why do they think Muslims do this?	
--	--	--	--	--

<p>Why is calligraphy important in Islam?</p>		<p>I can ...</p> <p>describe ways in which religious beliefs are expressed (level 3)</p>	<ul style="list-style-type: none">Decorate the classroom with some pictures of Islamic calligraphy. Explain that calligraphy is an important art form in Islam because it is unacceptable to attempt to reproduce life like images of people or animals. This is because God alone created life and to try to emulate this act of creation is blasphemous. Share with the children some examples of how calligraphy is used. For example, the first Surah in the Qur'an is called al-Fatihah and the words of this Surah are always beautifully decorated. Words from the Qur'an are also used to decorate homes and Mosques. Get the children to try out some calligraphy for themselves by decorating some words that are special to them or a favourite poem/saying. Reflect on how words are used to inspire/guide – do the children know any common sayings and proverbs? Where do these sayings come from?	
--	--	--	--	--

<p>How are Muhammad and the Qur'an important for Muslims today?</p>		<p>I can ...</p> <p>identify religious objects (level 2)</p> <p>describe different ways in which religious beliefs are expressed through artefacts and rituals (level 3)</p> <p>describe different ways in which religious beliefs can be expressed through artefacts and rituals (level 4)</p>	<p><u>Assessment task</u></p> <ul style="list-style-type: none"> • Make a display of some of the artefacts from this unit of work (for example, prayer beads, a Quran on a stand, pictures of calligraphy). Get the children to make a booklet/power point presentation to explain each of these and why they are important for Muslims today. This work could be presented to another class/in assembly. 	
--	--	---	--	--

Key Stage 2: Year 4 Unit on Islam (Ref: Essex County Council Agreed Syllabus for Religious Education)

THE MOSQUE AND PRAYER

1. The first mosque and the first call to prayer

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p>What is a mosque?</p> <p>What is the call to prayer?</p>	<p>special places</p> <p>faith</p> <p>persecution</p>	<p>I can ...</p> <p>identify different things to do with the religion of Islam using the correct words (level 2)</p> <p>describe how some religious beliefs, practices and stories are linked (level 3)</p> <p>I can ...</p> <p>describe different ways in which religious beliefs are expressed (level 3)</p>	<ul style="list-style-type: none"> • Show the children a picture of a mosque, a map of Arabia and a compass. Ask the children if they know anything about these items and how they are connected. Are there any questions they would like to ask? Explain how the items relate to each other, for example, the compass is used to find the direction of Makkah, towards which Muslims turn when they pray. • Read the stories of 'The Spider and the Dove' and 'An important job for Qaswa the camel!' (these can be found in <i>A long time ago in a far away land ...</i>, which may be found in the RE section of the Essex grid for learning website). These tell of Muhammad's flight from Makkah to Madinah and the setting up of the first mosque. • The story 'An important job for Qaswa the camel!' also tells of how Bilal began the practice of the call to prayer. The words that Bilal used to summon people to prayer (<i>God is most great. I bear witness that there is no God but Allah. I bear witness that Muhammad is the messenger of Allah. Come to prayer, come to good work.</i>) are called the adhan and they are still used today. Play the children a recording of the call to prayer in Arabic. 	

2. Features of the mosque

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
What are the different features of a mosque?	sacred holy	I can ... use the correct religious words to describe some important features of the mosque (level 3)	<ul style="list-style-type: none"> • Show the children a number of pictures of the inside and outside of different mosques (if possible, take the children on a visit to a mosque). Ask them to in groups to pick out the key features (for example, dome with crescent, a minaret, water tap for wudu, the mihrab (empty niche in the wall pointing to Makkah), clocks to indicate the times of prayer, beautiful calligraphy and geometric patterns). • Make a large picture of the inside of a mosque to display with the key features labelled. Get the children in groups to produce an information booklet to accompany the display explaining the different features and their significance. • Using ICT, pupils could find out about different styles of mosques around the world. 	ICT

3. Prayer, five times daily

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p>How do Muslims prepare for prayer?</p> <p>How do Muslims pray?</p>	<p>prayer</p> <p>belief</p> <p>five pillars of Islam</p> <p>worship</p> <p>ritual</p>	<p>I can ...</p> <p>identify things that are important in different religions (the importance of prayer five times a day to Muslims) (level 2)</p> <p>say how the lives of Muslims are affected by their religion (level 3)</p>	<ul style="list-style-type: none"> • Discuss patterns/routines in the children's lives. Is there a pattern to their day? Do they do things at certain times? Explain that Muslims pray five times a day; this is one of the five pillars of Islam. Show the children a film clip and/or pictures of Muslims preparing for prayer (including wudu, the washing ritual) and engaged in prayer. • In groups, ask the children to identify the different positions adopted in prayer and find out what they mean. • Show children some artefacts related to prayer, for example: <ol style="list-style-type: none"> i. Prayer beads (subhah). Explain that sometimes Muslims hold subhah, a string of 99 beads representing the 99 beautiful names of Allah. ii. Prayer mat. This is important as it provides a clean surface on which to pray. Show the children photographs of a variety of prayer mats and if possible a real one. Get the children to design a prayer mat in Islamic style (remind them that representations of God or Muhammad are not permitted). iii. Qiblah compass. Indicates the direction of Makkah. 	
<p>What does prayer mean?</p>		<p>I can ...</p>	<ul style="list-style-type: none"> • Ask the children to reflect on the concept of prayer in Islam, other religions and in their own 	

		<p>identify some of the things that are similar for people who belong to different religions (level 2)</p> <p>use the correct religious words to describe some important features of different religions, identify things that are the same and things that are different (level 3)</p> <p>describe some similarities and differences between religions (level 4)</p>	<p>experience. Who do people pray to? What do they pray for? What helps people to pray? Are there particular places that people pray?</p> <ul style="list-style-type: none"> • Produce for the children a collection of pictures showing different places of prayer from a variety of religions, along with pictures of people of different faiths engaged in prayer. In groups, get the children to group the pictures according to religion and to identify similarities and differences between the different religions. This could form the basis of written work about prayer in different world religions. 	
--	--	---	---	--

Key Stage 2: Year 6 Unit on Islam (Ref: Essex County Council Agreed Syllabus for Religious Education)

THE KA'BAH AND THE HAJJ

1. Makkah, the Ka'bah and the Prophet Muhammad

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p>What makes a place special for you?</p> <p>What special places (religious and non-religious) have we visited/learned about?</p> <p>What does it mean a place to be holy?</p>	<p>sacred/holy</p> <p>leadership</p>	<p>I can...</p> <p>compare some of the places that are important to me and to others and describe why they are important (level 3)</p>	<ul style="list-style-type: none"> • Ask the children to describe 'the place which is special for me'. (NB this could be somewhere very local as well as more exotic distant places.) Create a scrapbook of photographs, drawings, souvenirs. Write about what it feels like when planning to go there; their feelings when they are there and when they are leaving. How do they remember the place afterwards? Which places do they hope to visit one day? • Share the pieces of work and identify links in the children's experiences. Categorise, eg places associated with special people such as grandparent, friend; places with memories; places where we feel happy. Reflect on these. • Brainstorm examples of special places in different world religions studied or visited previously. In small groups discuss the question, 'What makes a place holy?' Record the key points and then share these as a class. 	<p>literacy</p>

<p>Why is Makkah important for Muslims?</p> <p>Why do Muslims turn towards the Ka'bah when they pray?</p>		<p>I can...</p> <p>recognise the importance of Makkah for Muslims and say why it is important (level 4)</p> <p>explain how Muhammad's connection with the Ka'bah has made it a sacred building for Muslims (level 4)</p> <p>I can...</p> <p>compare pilgrimage in Islam with pilgrimage in other world religions and describe why pilgrimage is important for believers (level 5)</p> <p>I can...</p> <p>describe why a particular person acts as a role model for me and explain the impact they have on my life. (level 5)</p>	<ul style="list-style-type: none"> • Introduce Makkah as a sacred place for Muslims, one that must be visited at least once during a person's life (see the Hajj below). Explore its history from major trading centre to centre of the Muslim world. Research the story of the Ka'bah (see other KS2 RE support materials and weblinks for further information). • Tell the story of The Prophet Muhammad and the rebuilding of the Ka'bah (see other KS2 RE support materials: <i>Muhammad's connection with the Ka'bah</i>). How did the Prophet Muhammad show himself to be a wise leader? • The Ka'bah is the most sacred building in the world for Muslims. Use Google images or the weblinks listed below to find out about the shape of the Ka'bah and its appearance. What is your most sacred object? • To go to Makkah is to follow in the footsteps of Muhammad who restored the Ka'bah for the worship of one God and made the pilgrimage to Makkah himself. Make links with other world religions in which believers are inspired by a person or people to undertake a pilgrimage. You can also ask: who inspires you to want to follow in their footsteps? 	
---	--	---	---	--

2. The Hajj (pilgrimage to Makkah)

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
What is the Hajj? Why is it a journey of a lifetime for a Muslim?	community ritual sacrifice		<ul style="list-style-type: none">• Bring in a suitcase containing two pieces of unsewn white cotton material (preferably 2.5metres long). Discuss what the suitcase might contain for someone going on a journey. Then reveal the contents (the two pieces of cloth are called <i>ihram</i> and they are worn by all male pilgrims on hajj). Invite questions from the children about the kind of journey this traveller is embarking on. Introduce the Hajj, the Muslim pilgrimage to Makkah and other holy places in Arabia. For Muslims this is a journey of a lifetime.	

<p>What are the various elements of the Hajj?</p>		<p>I can...</p> <p>describe some of the different aspects of the Hajj and why it is important for a Muslim (level 3)</p> <p>describe how Muslims express their beliefs by taking part in the Hajj. (level 4)</p> <p>explain the impact of the Hajj on Muslim beliefs. (level 5)</p>	<ul style="list-style-type: none"> • Small group tasks. Each group selects one of the following features of the Hajj as the basis for their research. <ul style="list-style-type: none"> - Who can go on the Hajj and what are the preparations needed for the journey? - Ihram: what do people wear and the significance of this? - The significance of the Ka'bah and performing Tawaf. - The journey from the Great Mosque to the running water of Zamzam and the hills of As-Safa and Al-Marwar. - What happens on the plain of Arafat and the Mount of Mercy? - What is the impact of throwing stones at the three stone pillars in Mina. - What happens at the Festival of Id ul-Adha. - Stories associated with different places, eg the miracle of the well of Zamzam, Ibrahim (Abraham) and Ishmael (Isaac). • Use the research to build up a wall display 'The Journey of a Lifetime' to illustrate different aspects of the Hajj and its significance for Muslims. As the information is assembled, encourage the children to imagine what the Hajj is like for a pilgrim, recognising that the pilgrimage is a deeply spiritual experience at the same time as being emotionally and physically demanding. As this display is assembled, build in time for the children to share their discoveries. 	
<p>What is it like to be a pilgrim on the Hajj?</p>				

<p>What is it like to belong to the worldwide family of Muslims?</p>		<p>I can...</p> <p>say how Muslim ideas and beliefs affect what they do in their lives (level 4)</p> <p>describe why Hajj is especially rewarding for believers even though it is very challenging. (level 5)</p>	<ul style="list-style-type: none"> • Invite a Muslim who has taken part in the Hajj (Hajji (m) / Hajjah (f)) to talk about their experiences. The sense of being part of a worldwide Muslim community (the ummah) is sure to come up. Prepare questions to ask, particularly about the <i>meaning and impact</i> of the experience. <p><u>Assessment activities</u></p> <ul style="list-style-type: none"> • Imagine you have completed the Hajj. Write a pilgrim diary describing what you did; what it was like to be amongst crowds of people; what you liked best; what was most important; what you remember most about the pilgrimage. • Create a travel brochure offering a travel package appropriate for this religious pilgrimage. Explain to prospective pilgrims what to expect and what they might benefit from participating in the Hajj. Remember this is not a holiday but it will be a trip of a lifetime. 	
---	--	---	--	--

Useful resources

www.reonline.org.uk Search by religion and theme for images and video clips

<http://www.ummah.net/hajj/glossary/index.html>

<http://www.channel4.com/culture/microsites/H/hajj/index.html> Video clips of the Hajj

Ihram (pieces of white cotton material worn by male pilgrims) can be purchased from Articles of Faith www.articlesoffaith.co.uk