



INTENT: What do we want the children to remember/be able to do?

- Explain the meaning of 'religious diversity'.
- To understand how history and community shape a person's identity – analyse the position of Muslim communities locally.
- Discuss what Islam means to Muslims.
- Learn how Muslims practice their faith.

NT Syllabus Programme of Study Golden Threads	Hook To Learning	Vocabulary		
Belief - Brief introduction to some of the main beliefs in Islam - one God, prophets, holy books (see Authority). Authority - Qu’ran as the sacred book and how it is used every day. - The role of the Imam as spiritual leader and teacher. Expressions of Belief - Significance of rituals, objects, symbols associated with events in the Islamic calendar. - Significance of buildings as places of worship and pilgrimage. - Types of prayer and expressions of commitment - Introduction to 5 pillars as expression of faith and commitment for individuals and communities – Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage). Impact - How belief affects Muslims (eg life after death). - Living by a moral code based on the teachings of Islam. - Commitment to Muslim community. - Impact of local Muslim places. - Impact of the Qu’ran on individuals and communities. - How Muslims follow and live by moral codes and how these are shown by individuals and the community (ummah) e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah).	“Do not be fooled by one who recites the Qu’ran. His recitation is but speech, but look to those who act according to it.” Hz Umar ibn al-Khattab.	Diversity Interpretation Spiritual Ethical Islam Muslim Five Pillars of Islam Shahada Salat Sawm Zakat Hajj	Allah Qur’an Salvation Disobey Forgiveness Testaments	
	NT Syllabus Enquiry Question			
	What can we learn about religious diversity in our area?			
	What can we find out about a local Muslim community?			
	What are the themes of Christmas?			
What do the gospels tell us about the birth of Jesus?				
Prior Learning	Implementation	Future Learning		
In EYF/SKS1children should: - Know about special times. Islam – Eid. - Special objects – Islam – the Qu’ran stand. - How holy books are treated – e.g. Bible, Qur’an, Torah, Guru Granth Sahib • Introduction to the word 'sacred'. • How sacred books teach believers about God and how to live e.g. through stories and special sayings. Please note: the Qur’an should not be handled. In KS2 children should: - Know some beliefs about Jesus (Son of God, Incarnation/reincarnation, miracles of Jesus). - Know the importance of Advent and Easter week - Know the reasons Christians visit churches and cathedrals - In Year 4 pupils explore religious diversity and find out about a local Muslim community.	- What can we learn about religious diversity in our area? Study recent census information for North Tyneside and investigate the percentage of different religions in our local area. What is meant by diversity? How diverse is Killingworth? How can a diverse community help us to live peacefully together? - What is a community? (group of people who live together, work together, have same interests and hobbies, do things together). Explain that they belong together- e.g. a school community. Role play – children imagine they go to two different schools that are about to join together. What could they do to create a sense of community? Explore Interfaith Week – celebrated on 10th – 17th November. - Islam visitor – Brother Khadim – to discuss being a Muslim, beliefs and traditions. - Compare the populations of Muslims in the world to Britain and our local area. Look at census info for North Tyneside compared to Newcastle. Find out where local Mosques are located. What does Islam mean to Muslims and how do Muslims practice their faith? Watch the interviews and on white boards write down the family history of each person and discuss. What have we learnt about the Muslim community? - What are the themes of Christmas? Explore sacrifice, giving, love and power. - What do the gospels tell us about the birth of Jesus? Compare the nativity story from Matthew and Luke’s perspective. - Post Assessment	In KS3 children will learn: Islam – beliefs and practices, including diversity within differing traditions and communities, the impact of these for different individuals, communities and societies. Example of Unit Question - What does it mean to live as a Muslim in the North East today?		



Cycle of Enquiry

<u>Engage</u>	<u>Explore</u>	<u>Enquire/Investigate</u>	<u>Evaluate</u>	<u>Present</u>	<u>Impact: Reflect on and Evaluate Enquiry Question</u>
Share Enquiry Question Engage using hook – eg video clip/resources from the Religious Resource Centre at Percy Main	Critical Thinking about the Enquiry Question. What do we need to find out? How can we find out? What further questions could we ask?	Investigate using a range of sources and methods.	Conclusions - what did we find out? Can we answer the Enquiry Question? Do we need to ask more questions?	Are there opportunities to present findings before assessment? Freeze frames/re-enactments/newspaper articles etc	End of unit post assessment • Vocabulary/definitions match • Retrieval – facts/people/beliefs/places/ideas • Brain Dump/extended answer on Enquiry Question