

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** UKS2 Year 5 RE and World Views – Islam

**Key Question** (to be used all year): Where can we find guidance about how to live our lives?

**Focus Question** (for this investigation): Why is the Qur'an important to Muslims?

**PoS aims from Lancashire SACRE:**

- *Key features = The Qur'an and the Night of Power*

Explore and examine the origins and role of the Qur'an as a source of wisdom and authority for Muslims. Understand the importance of revelation within Islam and how this impacts on the way that the Qur'an is viewed and treated. They should develop knowledge and understanding of the Prophet Muhammad and how/why he is a role model and source of guidance for Muslims. Discuss what is meant as 'Ultimate Authority' and recognise how this may differ for different members of society – including religious and non-religious individuals and communities. They should be able to link this with their learning about the Qur'an as the word of God and ultimate source of authority for Muslims.

**Prior Learning (what pupils already know and can do)**

- LKS2 unit (Why do Muslims fast during Ramadan?) children learned that Laylatul Qadr, the Night of Power, is one of the most sacred nights in the Islamic calendar. It takes place in the last ten days of Ramadan and was the night in which the Qur'an was revealed to the Prophet Muhammad (peace be upon him).
- LKS2 Children explored Islamic teachings about Ramadan from the Qur'an and made links between Islamic values and beliefs. They used subject specific language to describe how and why Muslims fast at Ramadan & explained the importance of Ramadan in the context of the Five Pillars of Islam.

**Long-term Learning (what pupils MUST know and remember) End Goals**

- To understand that the Qur'an is the holy book for Muslims, revealed to the Prophet Muhammad (pbuh) and that these Qur'anic revelations are regarded by Muslims as the sacred word of God
- To recognise that the Qur'an is treated with immense respect by Muslims because it is the sacred word of God
- To know that the Night of Power (Laylat Al Qadr) is considered the holiest night in the Islamic calendar
- To explain that when many Muslims describe Muhammad (pbuh) as the seal of the prophets, they mean that Muhammad is the final prophet in Islam. Therefore, Muslims regard Muhammad (pbuh) as Allah's final messenger.
- To understand that many Muslims believe that angels or malaikah are immortal, are made of light and have wings. They are pure and cannot sin. They obey and serve Allah at all times.
- To recognise that one of the beliefs is that angles record everything a person does, and this information is used on the Day of Judgement.

**Disciplinary knowledge (on-going for the year)**

*Beliefs and values*

- Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers
- Explain the impact of beliefs and values – including reasons for diversity

*Living religious traditions*

- Explain differing forms of expression and why these might be used
- Describe diversity of religious practices and lifestyle within the religious tradition
- Interpret the deeper meaning of symbolism – contained in stories, images and actions

*Shared human experiences*

- Explain (with appropriate examples) where people might seek wisdom and guidance
- Consider the role of rules and guidance in uniting communities

*Search for personal meaning*

- Discuss and debate the sources of guidance available to them
- Consider the value of differing sources of guidance

**Key Vocabulary**

- Qur'an – the Islamic sacred book, believed to be the word of God.
- Five Pillars – these are the basic norms of Islamic practice. They are respected by Muslims globally. Children should know each of the 5 pillars and their meaning
- Night of Power – the holiest night in the Islamic calendar.
- Ramadhan – the ninth month of the Muslim year, during which strict fasting is observed from dawn to sunset.

**Session 1: Why is it important for communities to have rules?**

Children will ask questions, discuss and debate the reasons communities adopt rules. They will also learn that many communities and religious groups use books or documents for guidance. They should be able to make links with prior learning as well as British Values.

**Suggested activities/Teacher subject knowledge**

- Discuss why it is important for communities to have rules - What are the benefits of having a set of clear rules that all members of the community are expected to follow?

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

- How are rules decided? Who are the rule-makers for our communities? How/why are they chosen for this role? What gives them the authority to tell other people how to live their lives? When/Why might we look to guidance from these people?
- Look at a range of images of the House of Commons/House of Lords – explain to pupils how these groups of people discuss and devise rules and guidance for the nation. Ask pupils to identify symbols of authority within the images (e.g. the room itself, seating, clothing).
- Explain that religious people are often guided by their holy books – for members of faith communities these are an important source of authority and guide them in how to live their lives. Ask pupils to name the holy books that they are already aware of – recap prior learning.
- [Link to British Values of Democracy and Rule of Law](#)

**Vocabulary = holy books, democracy, community**

### Session 2: How was the Qur'an revealed?

Children learn about the revelation of the Qur'an to the Prophet Muhammad (pbuh) and explore the significance of Muhammad (pbuh) in relation to this.

#### Core knowledge

- To understand that the Qur'an is the holy book for Muslims, revealed in stages to the Prophet Muhammad (pbuh) over 23 years
- To know that Qur'anic revelations are regarded by Muslims as the sacred word of God
- To explain that when Muslims describe Muhammad (pbuh) as the seal of the prophets they mean that Muhammad is the final prophet in Islam. Therefore, Muslims regard Muhammad (pbuh) as Allah's final messenger.

#### Suggested activities/ Teacher subject knowledge

- Ensure pupils know the basic information about who the Prophet Muhammad (pbuh) was and how he received the Qur'an <https://www.bbc.co.uk/bitesize/clips/zymvpcw> and <https://www.bbc.co.uk/bitesize/clips/zv6sb9g>
- Muhammad is the final prophet in Islam, known as the 'Seal of the Prophets'. This means that Muslims regard Muhammad as Allah's final messenger.
- Make links with the Five Pillars – The Shahada states that "there is no god but Allah and Muhammad (pbuh) is his final messenger" – What does this tell us about the importance of the Prophet Muhammad? What does it mean to be a 'final messenger'?
- Explain that for Muslims the Qur'an is the direct word of God as revealed to the Prophet Muhammad from Allah through the Angel Jibril, over 23 years. Because of this it is treated with great respect – it is their 'Ultimate Authority'. – Discuss what 'ultimate authority might mean'.
- Qur'anic **revelations** are regarded by Muslims as the sacred word of God.
- Discuss what is meant by the word revelation – compare examples of different forms of revelation from across the Abrahamic faiths (Judaism, Christianity and Islam) – Is there anything distinct about how Muslims view the Qur'an?

**Vocabulary = revelation**

### Session 3: How is the Qur'an treated by Muslims?

Children will learn about and explore the way in which the Qur'an is treated by Muslims. They will link their learning from the previous session as they understand why the book is so important.

#### Core knowledge

- To recognise that the Qur'an is treated with immense respect by Muslims because it is the sacred word of God.
- To know that while the Qur'an is recited aloud, Muslims should behave with reverence and refrain from speaking, eating or drinking, or making distracting noise.
- To explain how the Qur'an is treated with respect by Muslims

#### Suggested activities/ Teacher subject knowledge

- Muslims regard the Qur'an as a source of guidance or road map for life, as well as being a source for knowledge about their faith and traditions
- Show pupils a Qur'an stand and discuss its purpose. Show them images of clips of a Muslim using the Qur'an stand. What is happening? What is it for? Who might use it? When? Where? Discuss why books are put on stands – think about to keep them clean, and to treat them with respect.
- Watch <https://www.bbc.co.uk/programmes/p02mwjsw>
- Muslims treat the Qur'an with great respect. This means treating individual copies of the Qur'an in a special way, separate from all other books.
- **Ask a member of the local mosque to come in and talk to the children about the Qur'an – this could be in the form of an interview.**

**Vocabulary = Qur'an,**

### Session 4: What happened on the Night of Power and why is it still important to Muslims today?

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Children will learn about how the Night of Power connects to their prior learning about the Qur'an and they will recap their about Ramadan (LKS2). They will understand what happened on that night and how the events of the night are still important to Muslims today. They will explore how it is commemorated by Muslims today.

### Core knowledge

- To know that the Night of Power (Laylat Al Qadr) is considered to be the holiest night in the Islamic calendar
- To understand that the Night of Power was the night when the first verses of the Holy Qur'an were revealed to the Prophet Muhammad (pbuh). This night falls within the last 10 days of Ramadhan. On this night, Muslims believe the angels are on earth and their prayers will be heard as the gates of heaven are open.
- To recognise that Muslims commemorate the Night of Power in different ways - Muslims try to stay awake for the whole night to pray and study the Qur'an. It is a time of thanksgiving for the Qur'an. They come together to celebrate in the mosque - it is believed that this is a time when Allah will forgive their sins.

### Suggested activities/ Teacher subject knowledge

- Recap prior learning about Ramadan. Link to the 5 pillars. Develop this by explaining **Ramadan** is a time for giving, reflecting and being charitable - every day of this month is special, but the 27<sup>th</sup> day is the most important as it when the night of power is remembered and this is celebrated as the festival of Laylat al Qadr.
- Information page: <https://www.worldreligionnews.com/religion-news/muslims-celebrate-the-night-of-power-laylat-al-qadr>
- The Night of Power (Laylat Al Qadr) is considered to be the holiest night in the Islamic calendar. This was the night when the first verses of the Holy Qur'an were revealed to the Prophet Muhammad. This night falls within the last 10 days of Ramadhan. On this night, Muslims believe the **angels** are on earth and their prayers will be heard as the gates of heaven are open.
- Muslims commemorate the Night of Power in different ways - Muslims try to stay awake for the whole night to pray and study the Qur'an. It is a time of thanksgiving for the Qur'an. They come together to celebrate in the mosque - it is believed that this is a time when Allah will forgive their sins.

### Vocabulary = Ramadan, angels

#### Session 5: What do Muslims believe about angels?

Children will learn more about what Muslims believe about angels.

### Core knowledge

- To understand that the Night of Power was the night when the first verses of the Holy Qur'an were revealed to the Prophet Muhammad (pbuh). This night falls within the last 10 days of Ramadhan. On this night, Muslims believe the angels are on earth and their prayers will be heard as the gates of heaven are open.
- To understand that most Muslims believe that angels or **malaikah** were created before humans with the purpose of following the orders of Allah and communicating with humans. Angels are immortal, are made of light and have wings. They are pure and cannot sin. They obey and serve Allah at all times.
- To recognise that one of the beliefs is that angels record everything a person does, and this information is used on the **Day of Judgement**.

### Suggested activities/ Teacher subject knowledge

- Explore Islamic beliefs about angels (as mentioned in session 4 on the Night of Power)
- Most Muslims believe that angels or **malaikah** were created before humans with the purpose of following the orders of Allah and communicating with humans. Angels are immortal, are made of light and have wings. They are pure and cannot sin. They obey and serve Allah at all times.
- One of the beliefs is that angels record everything a person does, and this information is used on the **Day of Judgement**. Therefore, it is important that Muslim people live a good life and follow the guidance of Muhammad (pbuh).
- This website can be used for information (although aimed at older children)  
<https://www.bbc.co.uk/bitesize/guides/zdxqhv/revision/4#:~:text=Most%20Muslims%20believe%20that%20angels,serve%20Allah%20at%20all%20times>.

### Vocabulary = angels, malaikah, day of judgement

#### Session 6: Why is the Qur'an important to Muslims?

Children will reflect on the question 'Why is the Qur'an important to Muslims?' and will discuss how the term 'Ultimate Authority' relates to this. Children will discuss what their own Ultimate Authority might be and reflect upon authority within their own lives and the importance of it.

### Suggested activities/ Teacher subject knowledge

- Revisit the overall question – Why is the Qur'an important to Muslims? – Discuss in terms of the 'Ultimate authority'.
- Children to discuss what their own personal 'ultimate authority' could be? Why? How does it help them? What makes it credible?
- Discuss why people may have differing sources of authority in different situations – compare to when a Muslim might talk to an Imam or consult the Qur'an.

## **Medium Term Plan: Supporting Implementation of LTP/Progression Grid**

***Vocabulary = Qur'an, Imam, ultimate authority***

Future learning this content supports:

This unit will support children's learning on guidance across other religions, considering where and when guidance can be used by followers of faith. It will also be drawn upon in comparison with other Abrahamic faiths and Dharmic faiths.

This learning will support them in future learning about the 5 pillars, denominations (a community of diverse members) and further understanding of how beliefs and values impact and guide a person through life e.g. Hajj.