**Year 5 R.E Curriculum – Autumn Term 2**

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| **Theme: What does it mean to be a Muslim in Britain today?** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| **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/ Leicestershire 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 | | | **Keyword** | Definition | **Keyword** | Definition | Speaking and listening – discussion, explaining, questioning. |
| Muslim | Islam means “surrender” or “submission,” submission to the will of the one God (in Arabic, Allah). Muslims are those who have submitted themselves. | Shahadah | Belief in one God. |
| Qur’an | The Muslim holy book. | Salat | Daily prayer |
| Mosque | Muslim place of worship. | Sawm | Fasting |
| Five pillars | The Five Pillars are declaring your faith in God, prayer, charity, fasting during Ramadan and going on pilgrimage to Mecca | Zakah | An annual alms tax or poor rate that each Muslim is expected to pay as a religious duty and that is used for charitable and religious purposes. |
| Eid- ul-Adha | The festival remembers the prophet Ibrahim's willingness to sacrifice his son when God ordered him to. | Hajj | The hajj is the pilgrimage to the holy city of Mecca in Saudi Arabia, |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| How do festivals and worship show what matters to a Muslim? (Year 3) | | | | |  | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To investigate how many Muslims there are in Britain and in the local area (Census 2011) and there are different groups, the largest is called sunni. | | * Know there are many Muslims in the UK and local area and there are different groups. | | | | * Investigative skills | |
| 1. To research how many mosques are in the local area (recap their visit from Year 3) | | * Know how many mosques there are locally and what they are like. | | | | * Investigative skills | |
| 1. To research the Five Pillars of Islam and explore how these affect Muslims’ lives. | | * Know the Five Pillars of Islam and how it could be valuable to people who are not Muslims. | | | | * Investigative and interpretive skills | |
| 1. To find out about the festival Eid-ul - Adha | | * Know how Ibrahim’s faith was tested when he was asked to sacrifice Ismail. | | | | * Interpretive skills | |
| 1. To consider the importance of the Qur’an. | | * Know the Qur’an is the Islamic holy book. | | | | * Investigative skills | |
| 1. To learn some of the key stories of the Prophets (Ibrahim, Musa , Isa and Prophet Muhammad) | | * Know stories of the Prophets. | | | | * Interpretive and reflective skills | |
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| **Themes** | **Where these are covered:** | | | | | | |
| **Make sense of belief** | * Lesson 1,2, 5 | | | | | | |
| **Understand the impact** | * Lesson 2,3,4 | | | | | | |
| **Make connections** | * Lesson 3 | | | | | | |