

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

**Subject:** KS1 Year A RE and World Views – Islam

**Key Question** (to be used all year): What do people say about God?

**Focus Question** (for this investigation): Why do many Muslims believe it is important to obey God?

### PoS aims from Lancashire SACRE:

- *Key features = Submission, gratitude and prayer*

In this unit pupils will examine Islamic beliefs and practices linked to prayer. Opportunities are provided for pupils to explore the significance of prayer as one of the Five Pillars of Islam and to consider the purpose of prayer for religious people.

Within this, they will discuss the importance of rituals and how these might unite communities and give a sense of order, security and belonging to individuals.

Children should have opportunities to reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends. Making time is a way of showing that we are thankful to have these people in our lives.

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

Children have considered the importance of prayer in Christianity in the KS1 Year B, so this will build upon that. They have also took part in daily collective worship throughout their time in school, knowing about prayer.

Islam in EYFS: *Name a mosque and explain that Muslims worship there – During Eid. They will be familiar with the festival of Eid and what it means.*

### Long-term Learning (what pupils MUST know and remember) END GOALS

- To know that Muslims follow the religion of Islam and believe in one God, Allah.
- To recognise that shared rituals such as prayer unite communities
- To know that many Muslims show respect to Allah by following the 5 pillars.
- To know that the first pillar of Islam is the Shahadah which is the declaration of faith
- To know that the second pillar is Salat which states that Muslims should pray 5 times a day, and many Muslims follow a ritual of washing (wudu) before prayer
- To know that Makkah is where Islam began and is a sacred place for many Muslims

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

- Retell and suggest meanings for religious stories and/or beliefs
- Use some religious words and phrases when talking about beliefs and values
- Identify and describe how religion is expressed in different ways
- Suggest the symbolic meaning of imagery and actions
- Identify things that influence a person's sense of identity and belonging
- Ask relevant questions
- Talk about their own identity and value

### Key Vocabulary

- Salat, prayer, Shahadah, The Five Pillars, wudu, Qur'an, a mosque, rituals, unite

### Session 1: How do rituals unite Muslims?

Children learn what a 'ritual' is and explore rituals in their own lives. Children learn that a Muslim follows the religion Islam and that they believe in one God called Allah. They will also connect the idea of 'ritual' to the Five Pillars of Islam, recognising that these rituals help Muslims to show respect to Allah and unite them community e.g. saying the same statement and coming together to pray.

#### Core Knowledge

- To know that Muslims follow the religion of Islam and believe in one God, Allah.
- To recognise that shared rituals unite communities and that Muslims perform rituals to thank Allah for creating the world
- To know that Muslims show respect to Allah by following the 5 pillars.
- To know that the first pillar of Islam is the Shahadah which is the declaration of faith

#### Suggested Activities/Teacher subject knowledge

- Discuss routines in everyday life and why they are important. What routines do the children do every day? How does this help them? Do they have any rituals?
- What does the word 'obey' mean? Can children come up with some examples of when people might obey the rules?
- Share photographs or real artefacts of a Qur'an, a mosque, a prayer mat – discuss that these are important features of the Islamic religion. Recap what they remember about Islam.

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- Muslims believe that they should live in obedience to God (Allah) through following the teachings of the Qur'an and the example of the Prophet Muhammed (pbuh).
- They follow rituals and routines to show their obedience.
- Rituals such as daily prayer, attending mosque and fasting each year during the month of Ramadan help Muslims to remember to make time for God and to show gratitude for creating the world.
- Muslims show obedience and respect by fulfilling the 5 pillars of Islam.
- Watch: [Religious Studies KS1: The Five Pillars of Islam - BBC Teach](#)
- The Shahadah is the first pillar and is the declaration of faith. ("There is no God but Allah, and Muhammad is his messenger.")
- Discuss how these rituals unite Muslims e.g. togetherness, rules to follow, community within the mosque etc.

**Vocabulary: 5 pillars, Qur'an, rituals, mosque, prayer, gratitude**

### Session 2: Why do Muslims pray 5 times a day?

Children learn that the second pillar of Islam, Salat, requires them to pray 5 times a day, in an act of 'submission' to Allah.

#### Core Knowledge

- To know that Muslims follow the religion of Islam and believe in one God, Allah.
- To recognise that shared rituals unite communities and that Muslims perform rituals to thank Allah for creating the world
- To know that Muslims show respect to Allah by following the 5 pillars.
- To know that the second pillar is Salat which states that Muslims must pray 5 times a day

#### Suggested activities/Teacher subject knowledge

Recap on the 5 pillars of Islam- can children remember what the 5 pillars are and what some of the rituals are? N.B. They do not need to know all 5 pillars in depth but they need to recognise that they are a list of rules/rituals/duties that unite Muslims and help them show respect to Allah.

- Look at how prayer is the second pillar of Islam.
- Discuss why people might pray – link to prior learning (focus on how prayer shows respect and gratitude)
- Daily prayer/Salat is an act of submission to Allah (recognising that Allah is to be obeyed at all times as the creator of the world)

#### Salat

Salat is the obligatory Muslim prayers, performed five times each day by Muslims. It is the second **Pillar of Islam**.

God ordered Muslims to pray at five set times of day:

- *Salat al-fajr*: dawn, before sunrise
- *Salat al-zuhr*: midday, after the sun passes its highest
- *Salat al-'asr*: the late part of the afternoon
- *Salat al-maghrib*: just after sunset
- *Salat al-'isha*: between sunset and midnight
- Watch <https://www.youtube.com/watch?v=vSv3OImADrU> a children's version of 'the Night Journey' from 'Goodnight Stories from the Life of the Prophet Muhammad' or read the story aloud to the children
- This story tells the duty of Muslims to fulfil **Salat** (ritual prayer) five times a day
- Discuss how Muslims wish to be nearer God, and by being obedient to Allah's wishes they are fulfilling this duty. Children can identify that prayer brings together communities through the shared goal of pleasing Allah.
- *Look at a photo of a mosque at prayer time and ask them to imagine how it would feel to be praying together in a busy mosque. Annotate the photo or invite children to write a short paragraph explaining their feelings.*

**Vocabulary: 5 pillars, Salat/Salah, prayer, submission, gratitude**

### Session 3: How do Muslims pray?

To learn that Muslims believe that the ritual of wudu before prayer shows their respect for Allah.

#### Core Knowledge

- To know that the second pillar is Salat which states that Muslims must pray 5 times a day
- To know that Muslims follow a ritual (wudu) before prayer
- To know that showing respect to and thanking God is an important aspect of Islamic life
- To know that Mecca is where Islam begin and is a sacred place for Muslims

#### Suggested Activities/Teacher subject knowledge

- Look at images of Muslims in prayer. Ask children to think about why Muslims might pray in this way –discuss how might it be a way of showing their obedience to God?

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- For Muslims, prayer is a way of showing commitment and obedience to God, as well as being an act of submission.
- Wudu is the ritual washing before prayer, which is compulsory
- Watch <https://www.bbc.com/teach/class-clips-video/wudu-the-washing-ritual/zvmrwtv>
- Wudu is both practical (keeping clean) and spiritual (a reminder that when humans come to speak to God, being clean in body is symbol of being pure in heart and mind).
- Discuss problems that may be faced by people who need to pray 5 times a day- issues with work/school etc. Remind children that these rituals draw the community together with shared purpose.

### **Vocabulary: 5 pillars, Salat/Salah, prayer, ritual**

#### **Session 4: How does prayer give Muslims a sense of belonging?**

Children know that Mecca is where Islam began and that Muslims must pray facing in the direction of Mecca.

##### **Core Knowledge**

- To recognise that shared rituals unite communities and that Muslims perform rituals to thank Allah for creating the world
- To know that the second pillar is Salat which states that Muslims must pray 5 times a day
- To know that showing respect to and thanking God is an important aspect of Islamic life
- To know that Mecca is where Islam begin and is a sacred place for Muslims

##### **Suggested Activities/Teacher subject knowledge**

Look at a photo of Mecca. Look at a photo of prayer in a mosque.

- Muslims face toward Mecca when they pray and perform the same movements as the rest of the congregation. This consistent movement unites the congregation.
- <https://www.bbc.com/teach/class-clips-video/the-mosque/zmctvk7>
- *Pupils could visit a Mosque or you could invite a Muslim into your class to demonstrate the prayer positions and talk about the importance of prayer in Islam.*
- Look at examples of prayer mats, including the compass to point them in the direction of Mecca.

Children may then design their own prayer mat. Discuss how there are no images of people, Allah or Muhammad on a prayer mat. It is forbidden to draw or paint Allah or Muhammad.

### **Vocabulary: 5 pillars, Salat/Salah, prayer, unite, congregation**

#### **Session 5: Does prayer bring Muslims closer to Allah?**

Children learn that following the five pillars of Islam brings them closer to Allah (with a focus on prayer).

##### **Core knowledge:**

- To recognise that shared rituals unite communities and that Muslims perform rituals to thank Allah for creating the world

##### **Suggested Activities/Teacher subject knowledge**

Provide pupils a series of photographs linked to prayer in Islam (eg. a mosque, shoe rack, wudu being performed, prayer hall, prayer mat, Muslims praying etc).

- Ask children to sequence the images in a logical way to tell the story of a Muslim going to prayer.
- Children can annotate these images about visiting a mosque to pray and should be encouraged to use any specialist vocabulary in their story e.g. Wudu, prayer mat, Salat, 5 Pillars
- How might this bring people together?

### **Vocabulary: 5 pillars, Salat/Salah, prayer, Wudu,**

#### **Session 6: How do we respond to the things that really matter?**

##### **Self reflection (religion and non religion focus) linking the theme of rituals and how they unite people in various circumstances**

- Look at pictures of a range of people demonstrating their commitment (an athlete rehearsing, a person collecting for charity, someone rehearsing a play, a rainbow/cub scout meeting, a child visiting grandparents) Ask children to share examples of things that they do on a regular basis as a sign of their commitment and belonging.
- Ask pupils to reflect on what really matters in their life. Share ideas with their partners and see what similarities and differences they have.
- Discuss why it is important to make time for the people, communities and values that really matter to us. Ask them to suggest why we sometimes forget to do this and the impact that this might have on our relationships. Create a class mind map / paired mind maps.

##### **Future learning this content supports:**

Further on in KS2, children will focus on other Pillars of Islam and will develop their understanding built in this unit.