

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

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

**Key Question** (to be used all year): How do we respond to the things that really matter?

**Focus Question** (for this investigation): How might beliefs about creation affect the way people treat the world?

**PoS aims from Lancashire SACRE:**

- *Key features = God as creator, care for the planet*

This unit enables pupils to examine the Muslim belief in Allah as creator. The focus is to encourage pupils to consider Allah's role in creating and sustaining the world, and humankind's response to Allah. Pupils should think about and reflect on their responsibility towards creation. They should begin to develop an understanding of how Muhammad (pbuh) is seen as a role model for Muslims and how the teachings of the Prophet might influence how and why a Muslim might care for the natural world. The experiences of the life of the prophet in this unit this should be explored through story. Pupils should have opportunities to discuss and demonstrate their understanding in a variety of ways. Pupils should also have opportunity to personally reflect on their own beliefs and values about the importance of caring for the natural world. They should consider their own responsibility and how they could actively contribute towards caring for the planet.

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

Children will have explored different festivals and special times for believers of different faiths. Children have also considered how to care for and look after the planet and why this is important. They will have experienced being in and around nature from school trips and forest schools throughout their time in school, and will have discussed the importance of looking after their environment.

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

- To understand that many Muslims believe in one God (Allah) who they believe created the world
- To know that the prophet Muhammad (pbuh) is a role model to Muslims and that in stories from the Qur'an, he showed respect to nature (Re-read the book - 'The baby birds' and also read 'The Tiny Ants and the seven new kittens')
- To know and reflect that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet and understand that many Muslims show respect to God when caring for the world.

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

- Ask questions
- Give an example of a key belief and/or a religious story
- Give an example of a core value or commitment
- Use some religious words and phrases to recognise and name features of religious traditions
- Talk about the way that religious beliefs might influence the way a person behaves
- Notice and show curiosity about people and how they live their lives

**Key Vocabulary**

- God, Allah, Muslim, created, creator, natural world, caretaker, steward, Khalifahs, respect, Prophet Muhammad (pbuh), environment,

**Session 1: Who is responsible for the nature world?**

Children to ask questions, discuss and investigate who they think is responsible for the natural world and explain why

**Suggested activities**

- Pupils could go for a nature walk and talk about aspects of nature that they enjoy.
- Show pupils a variety of **environmental** pictures good and bad and ask them to discuss what is happening in the pictures. Ask students who they think is responsible for taking care of the world and why they think people should care about the world. They could also watch the Wonderful world song and think about of all the wondrous things in the world and why it important they are cared for: rainforests, flowers, oceans etc.
- How might people think about God when looking at **nature**?

**Vocabulary =nature, environment, responsibility**

**Session 2: Why do Muslims believe it is important to care for the world?**

Children to learn about why Muslims believe it is important to care for the world.

**Core knowledge**

- To understand that Muslims believe in one God (Allah) who they believe created the world

**Suggested activities**

- Watch the BBC Teach clip of Islamic stories. <https://www.youtube.com/watch?v=bn7KIMmwlc> Talk about the stories with the children – ask them to think about why Muslims might think that it is important to teach children to care for all living things. Encourage them to connect the belief in one God who **created** the world with the view that living things should be cared for.
- Summarise their learning from the clip.

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- Ask the question 'What do people say about God?' again and relate to God (Allah's care for all living things).

**Vocabulary = creation, care**

### Session 3: Why might the Prophet Muhammad (pbuh) be seen as a good role model to Muslims?

Children learn why the Prophet Muhammad (pbuh) is seen as a good role model to Muslims

#### Core knowledge

- To simply retell a story from the Qur'an where the prophet Muhammad (pbuh) respected a bird and to understand how the prophet is seen as a role model to Muslims, so they would follow his respect for nature found in this story

#### Suggested activities

- Re-Read the Islamic story of the Baby birds (teaching from the life of Prophet Muhammad pbuh) - A version can be found on page 4 of this document or a copy can be ordered from the library. They will have read this in Reception so the book is also available there. <https://hwb.gov.wales/api/storage/58276a20-f6ff-43a8-9337-b79476d3ca79/8.MakingmostofOutdoorLearningEnvironment.pdf?preview=true#:~:text=Muhammad%20old%20his%20friend%20to,carful%20not%20to%20harm%20it>.
- Read new books - 'The Tiny Ants' and 'Seven New Kittens' by Gill Vaisey and ask the children to summarise their story and message about how the Prophet Muhammad (pbuh) treated the world.
- Ask pupils to think about why the Prophet Muhammad (pbuh) might be seen as a good role model by Muslims.

**Vocabulary = Prophet Muhammad (pbuh), caretaker**

### Session 4: What does Khalifah mean?

Children explore the meaning of the word Khalifah and what Islam teaches about caring for the planet

#### Core knowledge

- To know that the word Khalifar means caretaker
- To know and reflect upon the fact that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet
- To understand that Muslims show respect to God when caring for the world.

#### Suggested activities

- Discuss what it means to be a 'caretaker' – you could ask your school caretaker to come in and speak to the class about what their job involves and how this role supports the life of the school.
- Islam teaches that humans should be caretakers (stewards/**Khalifahs**) of the planet
- Look at images of environmental issues (eg. pollution, rubbish being dumped, plastics in the oceans) and **ask pupils to suggest why a Muslim might be concerned about these issues and what they might want to do as a result of their concern.**
- **A steward** is a person who has a responsibility for looking after the passengers – in the Islamic faith, who are the stewards and what or who are they responsible for?
- Pupils to write down rules they think they should follow in order to make the environment better in their home/school/local community
- Make links to our school values and SMSC, as well as school eco-warriors and council reps

**Vocabulary = khalifar, steward, caretaker, Islam**

### Session 5: How can we be stewards/caretakers of our environment?

Children explore and reflect upon how people (religious and non-religious) can be caretakers of the world

#### Suggested activities

- Pupils could paint a picture to show their own beliefs and values about how the natural world should be.
- What would they like people to say about their ideal world?
- Pupils to talk about what is important to them in the natural world? What would they do to improve it? Why?
- Re ask the initial question – How might beliefs about creation affect the way people treat the world? And summarise their learning from this unit.

**Vocabulary = caretaker, steward, creation, respect**

#### Future learning this content supports:

This unit builds upon the idea of stewardship, to consider later themes of commitment and discipleship that are explored in LKS2, as well as interdependence. This will also support the future learning about The Prophet Muhammad (pbuh).