

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

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

**Key Question** (to be used all year): Is life like a journey?

**Focus Question** (for this investigation): What is Hajj and why is it important to Muslims?

**PoS aims from Lancashire SACRE:**

- *Key feature = The Ummah and Hajj (5 Pillars)*

This unit enables pupils to explore the Five Pillars of Islam and how these beliefs and values impact on the life of a Muslim. Pupils should have opportunities to deepen their understanding by considering the pilgrimage to Mecca and completing Hajj. They should explore what it means to be a Hajji, reflecting on the personal journey a Muslim will make both physically and spiritually. They should be able to explain how a journey might change someone even after the journey itself is over. Pupils will also consider their own life experiences and suggest how their lives have changed. They should consider the challenges that people may face during the journey of life and the support that may be needed as they move through their own life journey.

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

In LKS2, children learnt about Zakah, which is one of the 5 pillars and if they are on the AB cycle, they will have studied how the 5 pillars can offer guidance for Muslims in UKS2. Children will be familiar with the main beliefs and values of Islam from previous teachings throughout EYFS, KS1 and KS2. They will have discussed pilgrimages before within Christianity in year A.

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

- To know that there are Five Pillars of Islam and be able to simply explain them. To know that Hajj is the fifth pillar and is a pilgrimage to Makkah.
- To know that many Muslims follow the Five Pillars to show their submission to the will of Allah.
- To know that the Ummah is the worldwide community of Muslims
- To know that many Muslims consider Hajj to be a way of bringing them closer to Allah, supporting the spirit of community of the Ummah.
- To know that many Muslims are expected to complete Hajj once in their lifetime, unless they are physically or financially unable to

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

- Analyse beliefs, teachings and values and how they are linked
- Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life
- Explain the impact of beliefs, values and practices – including differences between and within religious traditions
- Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences
- Explain differing ideas about religious expression
- Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging
- Discuss how people change during the journey of life
- Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments
- Develop own views and ideas in response to learning
- Demonstrate increasing self-awareness in their own personal development

**Key Vocabulary**

Hajj – an annual pilgrimage made by Muslims.

The 5 Pillars – the five obligations that every Muslim must satisfy to live a good and responsible life according to Islam. These are:

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1. **Shahadah** is the Muslim declaration of faith. The words of the Shahadah are repeated multiple times during the day.
2. **Salah** is prayer. It is **compulsory** for Muslims to pray five times a day if they are eligible to do so, eg they have reached the age of puberty and are mentally and physically able.
3. **Zakah**, or charitable giving, encourages generosity and compassion.
4. **Sawm** is the obligation to fast during Ramadan. It teaches Muslims self-discipline, bringing them closer to Allah.
5. **Hajj** is the pilgrimage to Makkah. The trip is compulsory at least once in a lifetime for Muslims as long as they are fit and healthy and can afford to make the trip.

The Ummah – the whole community of Muslims.

Hajji- someone who has taken part in Hajj.

Makkah- the most holy place for Muslims

Kaaba- the cube shaped stone structure in the centre of the Great Mosque in Mecca. It is seen as the most holy place on Earth by Muslims.

### Session 1: Why is achievement important and who helps us achieve?

Children contemplate 'achievements' that they have made and that they wish to make in the future. They will ask questions, debate and explore what achievements are and how they can reach them.

#### Suggested activities

- Make a list of achievements within the last 12 months. Pupils could bring certificates, pictures or write down what they have done. Discuss and reflect on how they achieved what they have - was it through being taught something new? Practice? Could they have done it two years ago? What has changed to allow them to develop their potential? Discuss how this personal development could be thought of as a journey through life.
- Look at a range of people with different guidance roles (e.g., police officer, teacher, mum, dad etc.) Ask pupils to think how each of these people can help them achieve new things and develop their skills.
- Discuss why humans might need the support of others as they learn and grow. Ask children to create a mind map to explore reasons why personal development is important. ('Why is achievement important and who helps us to achieve?')

**Vocabulary = achievement, potential, personal development.**

### Session 2: How do the Five Pillars of Islam act as a guide to Muslims through their journey of life?

Children will reflect on their prior learning of the Five Pillars and explore how they can act as sources of guidance to Muslims throughout their life journey.

#### Core knowledge

- To know that there are Five Pillars of Islam and to know that they include a belief in one God, prayer, fasting during Ramadan, giving money to charity, and pilgrimage to Mecca.
- To know that Muslims follow the Five Pillars to show their submission to the will of Allah. The Five Pillars are visible signs of the Muslim way of life and of Muslims' unity with other members of Islam worldwide (the Ummah).

#### Suggested activities/ Teacher subject knowledge

- **The 5 pillars of Islam** - Give pupils a sheet with five squares and ask them to watch the religions of the world clip, as they watch as them to draw a picture to represents each pillar. (This programme is aimed at KS1 and pupils may have seen it before – this aspect of the lesson is to recap prior learning) <https://www.youtube.com/watch?v=H9U8T8x1AhQ>
- Discuss how the Five Pillars link and how each pillar helps to support and guide a Muslim to live their life the correct way. Show children the following statement from the Lancashire Sacre:  
**'The essentials of a Muslim life are kindness, consideration of others and the promotion of the good of society.'**
- Ask children how this statement shows the links between the Five Pillars of Islam. Ask children to work in small groups to annotate a picture of the 5 pillars, showing their understanding of these links between each pillar. Feed back to the rest of the class and annotate a whole class picture to save for further lessons.

**Vocabulary =Five Pillars, Shahadah, salah, zakat, sawm, hajj.**

### Session 3: What is the Ummah and how does being part of this community help on the journey of life?

Children will learn what the Ummah is and why being part of a community is important to Muslims around the world.

#### Core knowledge

- To know that Muslims follow the Five Pillars to show their submission to the will of Allah. The Five Pillars are visible signs of the Muslim way of life and of Muslims' unity with other members of Islam worldwide (the Ummah).
- To know that the Ummah is the worldwide community of Muslims

#### Suggested activities/ Teacher subject knowledge

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- Look at the statement from the Lancashire SACRE, defining Ummah as:  
**'The community is one of love and kinship between all people and carries an awareness of love and respect for others.'**
- Explore why the **Ummah** is important to Muslims and how Muslims can support each other in times of difficulty. (e.g., during difficult times such as fasting (Sawm), the Ummah provide support as everyone else is also struggling it gives a feeling of community and togetherness).
- Show pupils pictures of Muslims from around the world, demonstrating unity in diversity. Children could annotate images of Muslims at different points in life, explaining how the Ummah can support them. KS2 BBC Bitesize Islam: <https://www.bbc.com/bitesize/topics/zpdtbkb/resources/1>

**Vocabulary = ummah, community**

### Session 4: What is Hajj? How do the rituals and practices of Hajj support Muslims to understand their journey of life?

Children will learn about the Pillar of Hajj and what it entails. They will begin to explore the importance of the pilgrimage on a Muslim.

#### Core knowledge

- To know that Hajj is the fifth pillar of Islam and that Hajj is a pilgrimage to Mecca.
- To know that once a year, Muslims of every ethnic group, colour, social status, and culture gather together in Mecca and stand before the Kaaba praising Allah together.
- To know that the ritual of Hajj is designed to promote the bonds of Islamic brotherhood and sisterhood by showing that everyone is equal in the eyes of Allah. Wearing white shows that all people are equal.
- To know that Muslims consider Hajj to be a way of bringing them closer to Allah, supporting the spirit of community of the Ummah.
- To know that during the Hajj the Pilgrims perform acts of worship and they renew their sense of purpose in the world.
- To know that Muslims are expected to complete Hajj once in their lifetime, unless they are physically or financially unable to.

#### Suggested activities/ Teacher subject knowledge

- Recap the word **pilgrimage** and what it means – where else have they heard it or studied it in the past?
- Pupils to watch clip from 'My life, my religion' about Hajj: <https://www.bbc.co.uk/programmes/p02mww0y> or 'A trip to Mecca' <https://www.bbc.com/bitesize/clips/z9vcd2p>
- Set up a 'virtual Hajj' around school. Talk through the importance of the rituals at each stage and how these both unite the community and strengthen personal faith. <https://www.dropbox.com/s/ly9pp27gt649g7p/Reflection%20on%20Hajj.doc?dl=0>
- Pupils to reflect on why it is important for a Muslim to complete **hajj**. Pupils glue a picture of the Ka'ba in the middle of a page and write down all the feelings a **Hajji** may have around the outside.

**Vocabulary = hajj, mecca, hajji, kaaba, kiswah, ihram**

### Session 5: Why is Hajj so important for Muslims?

Children will further learn about the importance that the pilgrimage of Hajj has upon a Muslim's life and connection to Allah and the Ummah.

#### Core knowledge

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#### Suggested activities/ Teacher subject knowledge

- **Interview a member of the Muslim community** who has completed **hajj** – Children to develop and ask questions to find out more about the importance and meaning of hajj to Muslims. If an interview is not possible, the following article outlines the reasons in more detail, including quotes from the Qu'ran [Importance of Hajj to Muslims | Why is Hajj So Important? | Pilgrim \(thepilgrim.co\)](#). These quotes could be given to pairs/ groups of children to discuss and annotate.
- Discuss the reasons that some people may not be able to complete hajj, such as financial or physical difficulties. How might these people feel? Explore the concept of intention and what it means for those unable to make the pilgrimage

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(the belief that they are still rewarded by Allah because with a pure heart they fully intended to go but restrictions such as financial or physical difficulties they were unable to.)

**Vocabulary = Vocabulary = hajj, mecca, hajji, kaaba, kiswah, ihram**

### Session 6: Why is community such an important part of the journey of life?

Through reference to the Ummah, children will reflect upon the importance of community within a person's life journey. They will explore communities in a religious and non-religious sense.

#### Suggested activities

- Children reflect on the idea of community within their lives (linking back to the idea of **Ummah**) – Can they list communities that they are part of? Is being part of something important in the journey of life?
- Pupils could reflect on their journey through school and what they can do now that they once found challenging. What support did they receive to help them? How do they feel about the goals they have achieved?

**Vocabulary =community, diversity, respect**

#### Future learning this content supports:

If on cycle BA, children will further explore the idea of pilgrimage next year when considering Christianity and they will further explore the 5 pillars when considering guidance within Islam.