

Year 6 Spring 2 The Islamic Faith

Week:	Learning Objective:	Lesson content:	Assessment:
<p>Week 1 Q1. Why are these words special? Sacred books.</p>	<p>LO : Develop understanding about the importance of respecting other people’s holy books.</p>	<p>Develop understanding about the importance of respecting other people’s holy books by reflecting on how they would wish their own special book to be treated. Describe why a book is holy and regarded as a sacred text. Discussion of the holy books of other faiths studied, learning about any rules for handling them. Ask the questions: - What do the holy books say? - Is this what makes them sacred?</p>	<p>I can describe what makes a book sacred.</p>
<p>Week 2 Q2. Why are some places special? Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages.</p>	<p>LO: Understand the Hajj pilgrimage as an annual ‘time out’ or ‘a visit of a lifetime’.</p>	<p>Know that the Ka’bah is a very special place for Muslims and that each Mosque is linked to Makkah (Mecca) by facing the Ka’bah (cube) Understand the significance of the Hajj for Muslims. Investigate that the Ka’bah is where Muslims are reminded of the origins of their faith. Investigate what happens during the Hajj including the festival of Eid-ul-adha. See BBC bitesize clips.</p>	<p>I can describe what happens during the Hajj.</p>
<p>Week 3 Q3. How can faith contribute to community cohesion? Beliefs, ethics, family traditions and faith in the community.</p>	<p>LO: Understand that Britain is a society of many religions, and Barnsley is in a region where many Muslims live.</p>	<p>Investigate nearest Mosque, Halāl food store etc. Understand the rules for Halal food. Design a poster explaining to the reader what makes a food Halal and what doesn’t. List the foods that they are allowed to eat. Design a menu.</p>	<p>I can describe what Halal food means.</p>

<p>Week 4</p> <p>Q4. Why are some times special? Festivals and families.</p>	<p>LO: Ask questions about their own lives and the value of self-discipline, obedience, abstinence, or remembrance</p>	<p>Recap last year’s learning all about Ramadan. Identify areas of their life where self-discipline plays an important role. Describe and make links between Muslim practice and their own lives.</p>	<p>I can describe and make links between Muslim practice and my own life.</p>
<p>Week 5</p> <p>Q5. What can be learned from the lives of significant people of faith? Role models.</p>	<p>LO: I can suggest answers to the questions: - Where do I find guidance in my life? - What traditions have an impact on me?</p>	<p>Create a timeline for the beginning of Islām. Thinking about the reasons why Islāmic followers of The Prophet’s (pbuh) way, number many hundreds of millions today. Discuss where you receive your guidance and if any family traditions and school traditions impact on your life.</p>	<p>I can state where my guidance in life comes from and whether traditions impact on my life.</p>
<p>Week 6</p> <p>Q6. How do I and others feel about life and the universe around us? Ultimate questions.</p>	<p>L.O: Further notice that religions can offer answers to questions that we find puzzling.</p>	<p>Recap previous learning including Year 5. Read a different story from Year 5, which address some of these questions and talk about how they feel eg - Badger’s Parting Gifts by Susan Varley (death and bereavement) - The Next Place by William Hanson (afterlife) - The Goodbye Boat by Mary Joslin (afterlife). - When the world was New by Alicia Garcia de Lynam (beginnings) Suggest answers to some of these questions based on their own experiences and beliefs. Make links between these questions and some Muslim beliefs that offer a response</p>	<p>I can state how I believe a Muslim would respond to some difficult questions using all my previous knowledge and understanding of the faith.</p>