

UKS2-Muslims

Key Questions:

- Who is a Muslim and what do they believe? (Believing—Recap KS1 knowledge)
- Is it better to express your religion in arts and architecture or in charity and generosity? (Expressing)
- What does it mean to be a Muslim in Britain today? (Living)

We already know:

- Who is a Muslim and what do they believe?
- What makes some places sacred?
- How should we care for others and the world and why does it matter?



Key Outcomes:

- Recap learning from KS1- see key elements of KS1 cycle B.
- Find out about religious teachings, charities and ways of expressing generosity (C3).
- Apply ideas about values from scriptures about art and charity (C2).
- Examine the importance of art and charity from different perspectives, including their own (C1).
- Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).
- Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).
- Make connections between the key functions of the mosque and the beliefs of Muslims (A1).
- Show understanding of the value of sacred buildings and art (B3).
- Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).
- Outline how and why some people might criticise spending on religious buildings or art (A3).
- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).
- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).

Possible experiences linked to outcomes:

- Find out what pupils already know about Islam (e.g. from key question 1.2); how many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2011 Census.
- Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah, Shahadah, salat, sawm, zakat and hajj. How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?
- Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah).
- Find out about the forms of guidance for Muslims: Qur'an, Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). How does this differ from the forms of guidance pupils turn to when they need advice?
- Explore examples of religious art and architecture. Understand themes from Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art).
- Discuss Muslim ideas (e.g. from scriptures) about the importance of being generous and charitable. Identify what difference this makes, both to those who give and to those who receive. How does this link to community?
- Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important – consider the design and purpose of a mosque/masjid and how it reflects Muslim beliefs.
- Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?



Key Vocabulary

Ibadah	The notion of worship and belief in action.
Hajj	The pilgrimage to the Kaaba, the "House of Allah", in the sacred city of Mecca in Saudi Arabia.
Salat	Prayer, performed five times daily.
Sawm	Fasting—particularly during the monthly celebration of Ramadan.
Shahadah	The belief in one God and his Prophet.
Zakat	Alms/giving—The obligation for all Muslims to donate a percentage of their wealth to charity.