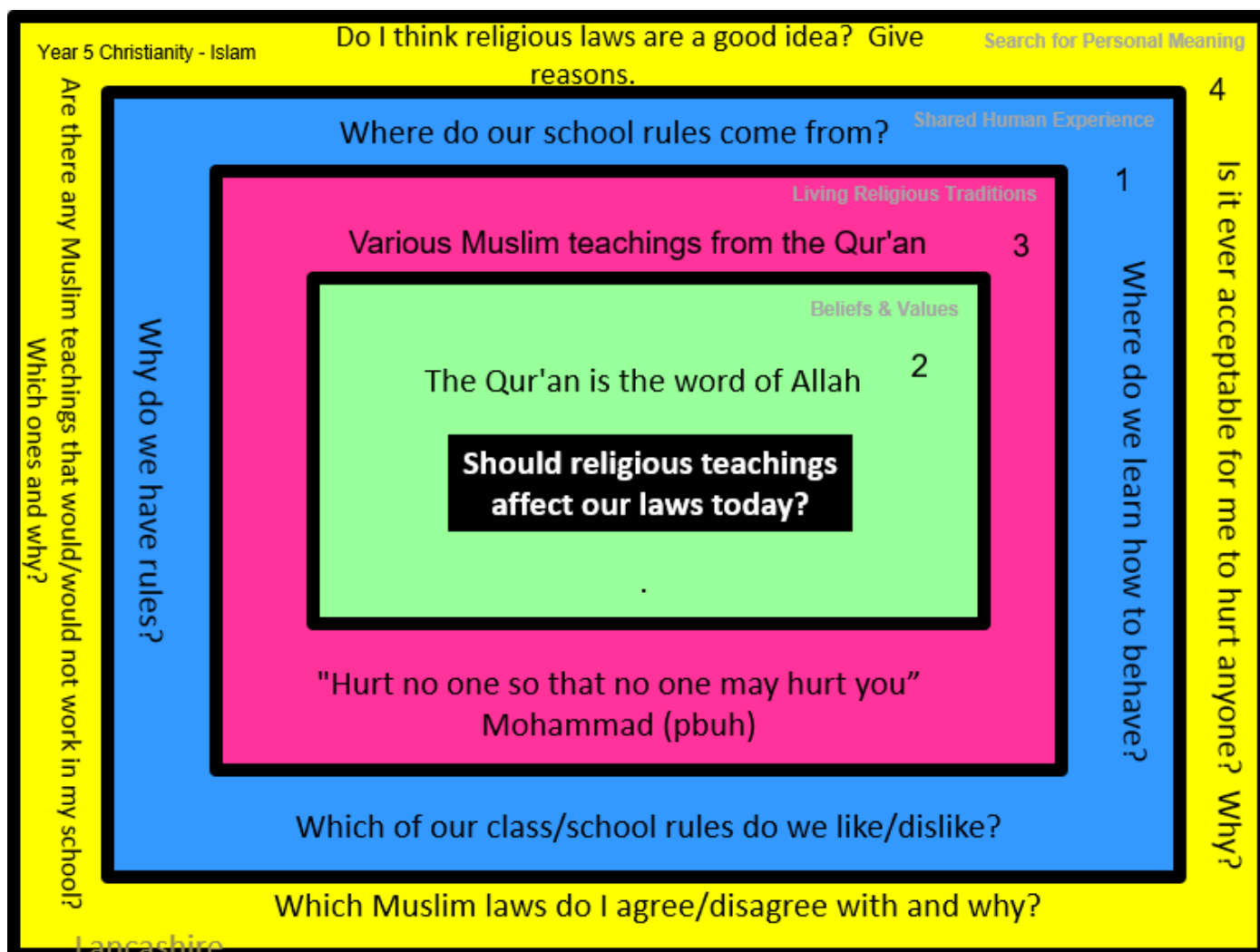


**Year 5 Islam**

**Year 5 Key Question** (to be used all year): Where can people find guidance on how to live their lives?

**Focus Question** (for this investigation): Why is the Qu’ran so important to Muslims?



**Focus Question: Why is the Qur’an so important to Muslims?**

This unit enables pupils to examine the status and role of the Qur’an. The focus is on Tawid, Iman, Ibadah and Akhlaq. Opportunities are provided for pupils to consider how the Qur’an supports daily life. Pupils are encouraged to make links with issues of decision making and guidance in their lives.

Field of Enquiry and Order of Delivery	Possible Teaching Ideas
<p><b>Shared Human Experience</b></p> <p>1</p>	<ul style="list-style-type: none"> <li>Brainstorm a list of sources that give us guidance, eg parents and family, school, Guide leader.</li> <li>Examine a selection of sources of guidance and sort, eg safety, instructions, background information for visitors etc. Is the guidance fact or opinion, true or biased? Order the guidance starting with the most important.</li> <li>Record any examples of good advice the children have been given, eg treat others as you want to be treated yourself.</li> <li>Design a poster advertising the best good advice they have ever been given.</li> </ul>
<p><b>Beliefs and Values</b></p> <p>2</p>	<ul style="list-style-type: none"> <li>Background information - <a href="https://quranforkid.wordpress.com/2013/04/24/2-0ead7601d3-png/">https://quranforkid.wordpress.com/2013/04/24/2-0ead7601d3-png/</a></li> <li>Watch clips about the Qur’an and how it was given to Mohammad (pbuh), eg <a href="http://www.bbc.co.uk/education/clips/z9b9jxs">http://www.bbc.co.uk/education/clips/z9b9jxs</a>,</li> <li>Show a Qur’an. Demonstrate washing your hands (to keep it clean and as a sign</li> </ul>

	<p>of respect), taking the Qur'an out of the cover, place it on the Qur'an stand. Explain that this is the Holy Book for Muslims. It gives guidance for Muslims' everyday lives and how to be a committed Muslim.</p> <ul style="list-style-type: none"> <li>Children create a leaflet or poster, describing how the Qur'an was written, why it is so important to Muslims and how it is handled.</li> </ul>
<p><b>Living Religious Traditions</b></p> <p>3</p>	<ul style="list-style-type: none"> <li>Interview a local Muslim, (Burnley and Pendle Faith Centre can assist with finding people of faith to go into schools, <a href="http://www.lancsngfl.ac.uk/curriculum/renew/index.php?category_id=5&amp;s=57cc60901a86fc9ac266c222f576d751">http://www.lancsngfl.ac.uk/curriculum/renew/index.php?category_id=5&amp;s=57cc60901a86fc9ac266c222f576d751</a> ) or Email a Muslim (<a href="http://pof.reonline.org.uk/wordpress/?page_id=24">http://pof.reonline.org.uk/wordpress/?page_id=24</a> ) about the Qur'an. Why is it so important, how do they use it, what does it mean to them? Ask about how they learnt to read the Qur'an at a madrasa. How is it different to schools now?</li> <li>Give the children a poem to memorise eg, 'Jabberwocky', <a href="http://www.jabberwocky.com/carroll/jabber/jabberwocky.html">http://www.jabberwocky.com/carroll/jabber/jabberwocky.html</a> . Was it easy or hard? Watch a clip showing a Hafiz (someone who has memorised the whole Qur'an), eg <a href="https://www.youtube.com/watch?v=ayainbNE4D0">https://www.youtube.com/watch?v=ayainbNE4D0</a></li> <li>Listen to a recitation from the Qur'an (do a Youtube search <a href="http://www.youtube.co.uk">www.youtube.co.uk</a>). Identify the beginning word 'Bismillah and its meaning. Read excerpts from the Qur'an that indicate the authority of Allah or rules that Muslims live by (<a href="http://www.ultraupdates.com/2015/07/beautiful-inspirational-islamic-quran-quotes-verses-in-english/">http://www.ultraupdates.com/2015/07/beautiful-inspirational-islamic-quran-quotes-verses-in-english/</a>) . Make a list of Muslim beliefs identified from the readings. How do these beliefs affect how Muslims should act?</li> </ul>
<p><b>Search for Personal Meaning</b></p> <p>4</p>	<ul style="list-style-type: none"> <li>Listen to a variety of scenarios read by the teacher. Each will present the need to make a decision. After each one is read, silently consider what they would do. Children need to give reasons for their answer and relate it to what they have learnt. Record in speech bubbles or as a diary.</li> <li>Set up a class debate – For and Against Religious laws. Children have to give both sides of the argument then hold a vote.</li> <li>Look at the list of beliefs from the previous section. Sort them into ones that would work in school and ones that don't. Give reasons for their answers.</li> <li>Children sort the quotes into ones that they agree with and ones they don't agree. Give reasons for answers.</li> </ul>

<b>Year 5 Key Learning</b>	
Children will:	<ul style="list-style-type: none"> <li><b>Make links</b> between beliefs and sacred texts, including stories and various religious sources (B&amp;V LRT)</li> <li><b>Suggest meanings</b> for a range of living religious traditions eg, Guru Granth Sahib, Wudu before handling the Qur'an. (B&amp;V LRT)</li> <li><b>Describe</b> the impact of religion on people's in terms of beliefs, values and personal meaning. (LRT)</li> <li><b>Apply</b> their ideas to their own and other peoples' lives simply. (B&amp;V)</li> <li><b>Ask important questions</b> about religion and beliefs, and <b>compare</b> the different viewpoints within a faith group. (SHE, B&amp;V, SPM)</li> </ul>