




Learning journey	RE	Stewardship – Creation (Islam)	Year 5 AUT1	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>In key stage 1 children learnt about Creation stories within Christianity and Hinduism.</p> <p>In year 3, children will learn about how Jewish people believe the world was created.</p> <p>Before the start of the unit, they will be able to understand that there different religions with varying beliefs, for example: Christianity, Hinduism and Judaism.</p>	<p>Children will explore the concept of Stewardship – what it means to themselves and others. They will think about what they are ‘stewards’ to and start to think about why the world should be looked after.</p> <p>Children will be introduced to Islam, with an overview of Muslim’s beliefs. They will learn the Islam creation story, understanding that Muslims view themselves as stewards to the world.</p>	<p>In Spring 1, Children will further develop their knowledge of Muslims’ beliefs and practices by learning about the first two pillars of Islam.</p>	<p>Islam – the name of the religion which means ‘peace and submission’</p> <p>Muslim – the name of the people that follow the religion of Islam</p> <p>Qur’an – holy book of Islam, which Muslims believe is Gods words recited to Mohammed through the Angel Gabriel</p>	<p>Five pillars of Islam – Shahada, Salah, Zakat, Sawm and Hajj (each to be learnt about in year 5/6)</p> <p>Khalifah – guardian or steward – each individual is a khalifah to the world for God</p> <p>Allah – the Arabic name given for God</p> <p>Mosque – the place of worship of Islam</p>

NC coverage and HWJS skills development	Knowledge organisers		
<p><u>HWJS skills development (from Living Difference IV)</u></p> <p>Communicate - children can respond creatively as well as begin to explain their response to their own experiences of the concepts/words introduced</p> <p>Apply - children can explain some examples of how their responses relate to events in their own and other people’s lives</p> <p>Inquire - children can accurately explain meanings of concepts/words in the traditions encountered and studied</p> <p>Contextualise - children can accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions</p> <p>Evaluate - children can discern the value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise.</p> <p>Children can discern possible value in the concepts/words for their own lives and communities.</p>	<p><u>Knowledge - Beliefs, practices and rituals within Islam</u></p> <p>Muslims believe in one God (Allah)</p> <p>Belief in the existence of prophets – Mohammed being the last and most perfect</p> <p>Belief in the day of judgement – when they die, they will be divided into 2 groups (paradise and hell), depending on their action on earth.</p>	 	<p>Resources in school: Qur’an, prayer mat</p> <p>External resources: Islam Artefact box</p>

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u>	
Geography - Energy and sustainability PSHE – Meaning – Being part of something bigger English – writing units linked to E&S	UNCRC Article 12 –respect for the views of the child Article 14 – freedom of thought, belief and religion.	By the end of the unit the children will be able to understand what the term ‘Stewardship’ means and how it affects their lives. They will understand that Islam is a religion and Muslim’s believe that Allah created the world and left them to be ‘Khalifahs’ or stewards and Allah will decide on the Day of Judgement if they have had good enough actions on earth.	
Assessment recording for the unit - checking the level of pitch of the work			
<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
Key skills: Communicate - children can respond creatively as well as begin to explain their response to their own experiences of ‘Stewardship’	Children can respond creatively as well as explain what ‘Stewardship’ is.	Children can respond creatively as well as explain what ‘Stewardship’ is and can explain what they are stewards to.	Children can respond creatively as well as explain what ‘Stewardship’ is and can explain what they are stewards to and why it is important to be a steward to people/things that might be important to them.
Key knowledge: Muslims believe in one God – Allah. They believe it was Allah who created the world. Muslims believe that they are Khalifahs (stewards) to the Earth for Allah and will be judged when they die, believing they will be rewarded if have the carried out the right actions whilst alive.	Children know Islam is a religion. They also know that Muslims believe in one God (Allah), who created the world.	Children know that Muslims believe in one God (Allah), who created the world for people to live on. They understand that Muslims believe themselves to be Khalifahs (stewards to the world)	Children know that Muslims believe in one God (Allah), who created the world for people to live on and take care of for him. They understand that Muslims believe themselves to be Khalifahs (stewards to the world) and when they die they will be judged on their time on earth.

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports