




Learning journey	RE	Ummah (Community) – Hajj and Zakat (Islam)	Year 5 SUM2	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>In AUT1 and SPR1 of year 5, children have learnt about Islam including what Muslims believe about creation, and two of the five pillars (Shahada and Salat)</p> <p>Before the start of the unit, they will know that Muslims believe in Allah and follow the five pillars of Islam.</p>	<p>Children will explore the concept of Ummah (Community) – what communities they are part of and will learn about different communities others are part of (religious and non-religious).</p> <p>They will then learn about how Muslims develop a sense of community (Ummah) through 2 of the 5 pillars of Islam (Hajj and Zakat)</p>	<p>In SUM1 year 6, children will learn more about Islam linked to Rituals that some Muslims follow linked to prayer (Wudu) and Eid-ul-Fitr.</p>	<p>Umma – the worldwide community of Muslims bound together by religion.</p> <p>Makkah/Mecca – the holiest city of Islam and a site of pilgrimage for Muslims, Mohammed’s birth place, where Muslims must face when praying.</p> <p>Sadaqah – voluntary charity, kind gesture made with the intention of helping others.</p>	<p>Pilgrimage - a journey with religious or spiritual significance</p> <p>Ka’bah – the building at the centre of Islam’s most important mosque in Makkah</p> <p>Allah – the Arabic name given for God</p> <p>Ihram – state of purity or equality before God (Allah), to symbolise this males must wear two lengths of white cloths.</p>

NC coverage and HWJS skills development	Knowledge organisers		
<p>HWJS skills development (from Living Difference IV)</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>Knowledge – Beliefs, practices and rituals within Islam</p> <p>Hajj (pillar of Islam) – pilgrimage to Mecca/Makkah, which every Muslim should do if they are able to.</p> <p>Zakat (pillar of Islam) – making donations and giving money to the needy annually.</p>	 <p>I S L A M</p>  <p>Resources in school: n/a</p> <p>External resources: Hajj artefact box</p>	

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u>	
PSHE – emotions – look for what’s good PSHE – bullying	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 that the term Ummah (Community) means and will be able to describe what has been taught linked to Ummah and Hajj and Zakat.	
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: Evaluate - Children can discern possible value in the concept for their own lives and communities	Children are beginning to discern possible value in the concept for their own lives.	Children are beginning to discern possible value in the concept for their own lives and communities	Children can discern possible value in the concept for their own lives and communities
Key knowledge: Children understand that there are five pillars for Muslims to follow. Hajj is when Muslims make a pilgrimage to Mecca, which they try to do once in their lifetimes. This includes various activities including walking round the Ka’bah and going to Arafat.	Children understand that there are five pillars for Muslims to follow; one is followed when they make a pilgrimage to Mecca.	Children understand that there are five pillars for Muslims to follow. Hajj is when Muslims make a pilgrimage to Mecca, which they try to do once in their lifetimes. This includes various activities.	Children understand that there are five pillars for Muslims to follow. Hajj is when Muslims make a pilgrimage to Mecca, which they try to do once in their lifetimes. This includes various activities including walking round the Ka’bah and going to Arafat.

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