

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: R.E.

YEAR: A

TERM:
Autumn

YEAR GROUPS: 5/6

KEY QUESTION: What does it mean to be a Muslim in Britain today?

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Very little about Islam because it has not previously been taught.
- It is due to be taught in Year 3/4 in 22/23.

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- Understand that Islam is a faith and is practised in many countries. **KQ1**
- Recall the Five Pillars and name them, using technical vocabulary. **KQ2**
- Give reasons why zakah is a good thing for Muslims **KQ3**
- Describe things that Muslims do on Hajj and explain why Muslims do them. **KQ4**
- Recall key Muslim beliefs about God, tawhid, the Prophet and the Qur'an, linking them to sources of authority **KQ5**

*Most children will show that they have reached the **expected** level because they can:*

- Discuss how many people practise the Islamic faith in the world, UK and Herefordshire. **KQ1**
- Explain how the five Pillars express of Ibadah (worship and belief in action) for Muslims. **KQ2**
- Explain the difference between zakah and sadaqah **KQ3**
- Give examples of ways in which zakat might be used **KQ3**
- Explain what benefits Muslims gain from Hajj rituals. **KQ4**
- Connect what Muslims do on Hajj to the Prophet Muhammad **KQ4**
- Outline teachings of the Qur'an about how to live, and give examples of how Muslims put this into practice. **KQ5**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Appreciate how the Islamic faith is widely followed across the world and also more locally **KQ1**
- Make connections between Muslim beliefs studied and Muslim ways of living in your region **KQ1**
- Describe some ways in which Muslims perform Shahadah and why it is important. **KQ2**
- Consider and weigh up the value of generosity in the lives of Muslims today and how far they are valuable to people who are not Muslims **KQ3**
- Give examples of how Hajj practices help Muslims to show unity, equality, purity, and self-control & suggest how they are useful in the wider world, including my own life. **KQ4**
- Suggest challenges and opportunities Muslims might face in Britain today as they seek to follow the teachings of the Qur'an and Hadith. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Visual representation of the Islamic faith and its spread throughout the world and locally.
- To make connections between Allah and the overall principle of peace within Islam.
- To reflect upon the five Pillars of Islam against their own beliefs and lives.
- To write about the importance of Hajj from a Muslims point of view.
- To create a meaningful piece of Islamic art.
- Use drama to portray their thoughts about difficult situations when living an Islamic life

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- The perspective of the Islamic faith from the view of an Imman.
- Islamic learning tools e.g. Qur'an.
- Examples of Islamic art.
- A virtual tour of a mosque

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- Art
- English

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Uses new vocabulary bravely.
Works hard	Pay attention to details.
Concentrates	Be focussed and attentive during visit from Imam.
Self-motivates	Thinks deeply and shares/records ideas carefully.
Imagines	Uses drama to put themselves in the shoes of a Muslim in a difficult scenario.
Improves	Responds to 'pink for think' marking to improve written work.
Understands others	Be mindful that everyone has different views.
Doesn't give up	Show how they complete their work independently.

