|  |  |  |  |
| --- | --- | --- | --- |
| **Concept Grid for World Religions** | | | |
| **Hinduism Hindu Concepts: puja; Aum; karma; reincarnation  *Theme: Hindu life & practice*** | | | |
| **Year Group** | **Enquiry Questions** | **Essential Knowledge** |
| **Y4 Spr.1**  *3 lessons*  **Y4 Smr.2**  *Half Term Unit* | How do Hindus describe God?  How important is God in Hindu family life? | **Hindu Belief** Trimurti; Brahma; Vishnu; Shiva; Ganesh  **Hindu Practice** Arti ceremony; puja in the home; shrines; murti; Raksha Bandan |
| **Y6 Spr.1**  *3 lessons*  **Y6 Smr.2**  *3 lessons* | How does the Hindu celebration of Divali show their understanding of God?  How does a belief in reincarnation affect a Hindus’ life? | **Hindu Belief** Rama and Sita  **Hindu Practice** Divali  **Hindu Belief** reincarnation, moksha, karma |

|  |  |  |  |
| --- | --- | --- | --- |
| **Spring Term 1 Islam Muslim Concepts: Tawhid; Umma; Allah, revelation  *Theme: Muslim life & practice*** | | | |
| **Year Group** | **Enquiry Questions** | **Essential Knowledge** |
| **Y3 Spr.1**  *3 lessons*  **Y3 Smr.2**  *Half Term Unit* | What do Muslims say God is like?  Why is Muhammad important to Muslims? | **Muslim Belief** Characteristics of Allah: 99 names  **Muslim Practice** Remembrance of Allah in prayer: using prayer beads (dhikr)  **Muslim Teaching** One story from life of Muhammad ; revelation of Qur’an (Night of power) |
| **Y5 Spr.1**  *3 lessons*  **Y5 Smr.2**  *3 lessons* | How does a mosque show that the idea of one community is important to Muslims?  How do Muslims show community is important in practice? | **Muslim Belief** Mosque  **Muslim Practice** 5 Pillars: Zakah (charity); Salah (prayer); sawm (fasting); Haij (pilgrimage); Shahadah |
| **Summer Term 2 Judaism Jewish Concepts: *people of G-d; freedom Theme: Jewish life & Practice*** | | | |
| **Year Group** | **Enquiry Questions** | **Essential Knowledge** |
| **Y1**  *Half term unit* | Why is Joseph important to Jewish people? | **Torah Teaching** Life of Patriarch Joseph (see Genesis Chapters 37:1 to 47:12) |
| **Y2**  *Half term unit* | How do Jews show love for God in everyday life?  Why is the escape from Egypt important to Jewish people? | **Jewish Practice** Shabbat; prayer; mezuzah; tefillin  **Jewish Teaching** Story of the Exodus: Exodus Chapters 5-14 |
| **Y5**  *3 lessons* | Why is Passover important to Jews? | **Jewish Practice** Passover |
| **Summer Term 2 Cross Religious Theme** | | | |
| **Y6**  *3 lessons* | How can religious communities live together in peace? What are the challenges?  Teacher’s Choice from religious material eg naming or coming of age ceremonies Bar/Bat Mitzvah. | | |

**Please note: Muslims always add ‘pbuh’ (peace be upon him) to Muhammad’s name.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **KEY STAGE 2 UNIT HINDUISM: Spring 1 3 lessons Concepts: Trimurti; Braham; Vishnu; Shiva; avatar Medium Term Plan Year 4** | | | | | |
| **KEY QUESTION** | **Learning Objectives** | **Learning Outcomes** | **Activities** | **Key Vocabulary** |
| **How do Hindus describe God?** | **The children will learn that:**  Hindus believe in one God called Brahman who is in everything and from whom all life flows.  Brahman is present in every person and living thing.  There are 3 main gods who flow from the one God, Brahman.  Together they make Brahman known and are called the Trimurti: Brahma the creator; Vishnu the sustainer and Shiva the destroyer.  Brahman takes on many forms that Hindus worship as gods or goddesses in their own right. (murtis)  Hindus all have their own ideas about God. | **By the end of this unit:**  ***Emerging***  ***(Some children)***  I can use some religious words to say how Hindus describe God.  I can talk about some Hindu. beliefs about God.  I can say what I think about my own ideas about God.  ***Expected***  ***(All children)***  I can describe what some Hindus believe about God.  I can make a link between my own ideas about God and those of others.  I can suggest some roles that Hindu gods and goddesses have.  I can explain how Hindus believe God to be in everything and give examples.  ***Exceeding***  ***(Few children)***  I can show I understand different opinions about God  I can compare some Hindu ideas to my own ideas about God. | **3 lessons**  **Lesson 1:** Play a game called. ‘Who am I?’ Describe a teacher in the school using appearance, personality, hobbies. Ask the class to guess who is being described. Ask the children to respectfully describe a person in the class. Explain we all use different characteristics of a person when describing them eg appearance, personality, hobbies. Teacher reminds the class how they described people in different ways during the ‘God’ unit in Yr. 3 in the autumn term. Remind them a person can be a man/woman, a wife/husband, brother/sister; niece/nephew; a friend/neighbour; a Mr/Mrs/Miss xxx. but they are still the same ‘one’ person. They are still only one person with different roles. Ask pairs to give each other three examples of how they could be described, e.g. boy, girl, friend, brother, sister, niece, nephew, grandson, granddaughter. (NB for this exercise stick to describing people in relation to other people).  Reinforce the fact that although described in different ways they are still **only one** person.  Repeat the exercise from Yr. 3 ‘God’ unit from autumn term:  Ask: What does the word ‘God’ mean to you? Write the word in the centre of a class wall display board. Think Pair Share. Add to wall. Ask: What do you think God is like? Provide sentence starters where necessary: ‘God is like...because...’ If God had a name it would be... (NB Using metaphors for God might help stimulate children’s thinking: If God was a shape ...if God was a vegetable God would be... because.....if God was a fruit ... ).  Watch the video/or tell the story of the Blind men and the elephant  <https://www.youtube.com/watch?v=-Pknme2ahwA>  Talk about the possible meaning of this story e.g. we all see only one part of something but it is still the same thing. Explain Hindus believe there are many ways of seeing God. Show the children a glass of water and tell the Svetaketu story.  ‘*Svetaketu always came proudly home after school each day thinking he knew everything. One day his father asked him about God, but Svetaketu didn't know anything. His father sent for a glass of water and asked Svetaketu to put some salt in it. The next day, he asked where the salt was. Svetaketu could not see the salt, but he could taste it in the water in the glass. 'That's a bit like God in the world,' said his father. 'God is invisible, but is there in everything.'*  Explain Hindus believe everything comes from God and God is in everything.  **Lesson 2**  Explain you are going to look deeper into the idea of God in Hinduism. Look at ‘The Moebius strip’ (Google images for pictures). Show one. Ask: What might this say about the Hindu idea of God? (NB Explain this is an illustration of the Hindu idea of God never ending in everything and also represents the endless Hindu life cycle; birth – life – death – rebirth and so on).  Give the class a copy of the description of God from the quote in the Bhagavd-Gita. Read the verses together.  Using the following ideas, explore the quotation further:  ‘I am the taste in the water’: Ask children to taste glasses of water and describe it to one another.  ‘I am the radiance in the sun & moon’: Show pictures of the sun and the moon and discuss their properties.  ‘I am the sound in space’: Show a picture of space and sit very still. Discuss what silence feels like.  ‘I am the strength in humanity’: Select children to lift a weight or bag of potatoes (Beware of health and safety here). Alternatively lift something heavy yourself to demonstrate. Discuss how strength in humanity is a different kind of strength to physical strength. Think about how people can be strong inside.  ‘I am the sweet fragrance in the earth’: provide small samples of new soil for the children to feel and smell.  ‘I am the brilliance in the fire’: Show a picture of fire or light a candle. Discuss its light effect.  ‘I am the life in all beings’: show picture of a baby and other humans. Discuss the life that is found in each one of them.  Display the following questions on the white board:  Where can God be heard? Where can God be seen? What patterns reveal God? Where is God in relationships? Where is God in you?  Ask pairs of children to take one of the lines from the quotation and explore it further using the questions to help. Give several choices and ideas for response:  Literacy: poems; Music: to show one aspect; artwork: to show one aspect of God; Dance to show one idea; Collect fragrances to show God at work. Feedback at the end of the lesson and reinforce the idea that Hindus believe that everything is in God and God is in everything. Explain the overall name for God in Hinduism is Brahman.  **Lesson 3**  Display a picture of the Trimurti from google images on the wall. Ask the class what they see and list all the attributes they can see. Record together. Ask: What do you think this is? Explain you will find out more during this lesson.  Look again the Hindu Trimurti. Ask: What might this picture have to say about God? Use pictures from the PPT in the Hinduism section of the website below: [www.primaryresources.co.uk/re](http://www.primaryresources.co.uk/re)  <http://www.primaryresources.co.uk/re/re_Hinduism.htm>  Give groups of 3, copies of individual pictures of the 3 gods without the notes. Ask pairs to note down characteristics and attributes of these 3 Gods. Share ideas. Use the Round Robin technique to pool ideas. Ask: How might these Gods help us understand Brahman better? Discuss the role and characteristics of each. Explain the Trimurti is the 3 main Gods in one divine being, (Brahman).  Each one has a distinct role, Brahma-creator, Vishnu-preserver or sustainer and Shiva-destroyer. These three individual main Gods together reveal the one God. Brahman is represented by three main gods who together make Brahman known.  Explain there are also many gods/goddesses that are worshipped by Hindus that reveal different aspects of Brahman.  Show pictures of different gods/goddesses or use murtis (statues). Let the children explore their characteristics and try to guess what attributes of Brahman they reveal eg Ganesh = god of wisdom and wealth. Explain Hindus are free to worship any of these gods/goddesses who all have different roles and reveal a different part of Brahman.  **Ganesh.** Predict how Ganesh got his elephant head then read the story. See ‘myths and legends KS 2 on the following website:  <https://www.youtube.com/watch?v=g5E8dVk4XGM>  or watch video about one boy’s reason for worshipping Ganesh  <http://www.bbc.co.uk/education/clips/zt7tfg8>  Think about what this story reveals about god in Hinduism.  Explore one of the other stories of other Hindu gods if time allows eg Krishna  <https://www.tell-a-tale.com/5-childhood-stories-of-lord-krishna-for-kids/>  **Assessment**  Ask the children to describe in writing to a non-Hindu, what God might mean to a Hindu. Explain what they believe about God. | Brahman  Brahma  Vishnu  Shiva  Trimurti  Aum  murti  Ganesh  avatar  Bhagavad-Gita  Namaste  Puja  Arti  **Resources**  BBC clips  Hindu stories  salt water  Puja set  Hindu murtis  or pictures of Hindu gods  Aum symbol  story of the blind men and the elephant  Trimurti or a picture of it  B-Gita quote and pictures  Story  Salt water  **Bhagavad-Gita,**  Description of God  I am the taste in the water  I am the radiance in the sun & moon  I am the sound in space  I am the strength in humanity  I am the sweet fragrance in the earth  I am the brilliance in the fire  I am the life in all beings.  Bhagavad Gita 7:8,9  video clips |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY STAGE 2 UNIT HINDUISM: Summer 2 Concepts: Trimurti; Braham; Vishnu; Shiva; avatar Medium Term Plan Year 4** | | | | |
| **KEY QUESTION** | **Learning Objectives** | **Learning Outcomes** | **Activities** | **Key Vocabulary** |
| **How important is God in Hindu family life?** | **The children will learn:**  To recall Hindus, believe in one God called Brahman the supreme spirit who is in everything and from who all life flows.  Brahman is symbolised by the Om (or Aum), a sacred syllable.  To recall there are 3 main gods who flow from the one God & make Brahman known called the Trimurti: Brahma the creator; Vishnu the sustainer and Shiva the destroyer.  Brahman takes on many forms that Hindus worship as gods or goddesses in their own right. (murtis)  Brahman is present in every person as the eternal spirit or soul, called the atman.  Hindus all have their own ideas about God. | **By the end of this unit:**  ***Emerging***  ***(Some children)***  I can use some religious words to say how Hindus describe God.  I can talk about how important God is in some Hindu families.  I can say what I think about my own ideas about God.  ***Expected***  ***(All children)***  I can describe what some Hindu families believe about God.  I can make a link between my own ideas about God and those of others.  I can recall how Hindus believe God to be in everything and give examples.  ***Exceeding***  ***(Few children)***  I can evaluate the impact of believing in God on some Hindu people’s lives.  I can show I understand different opinions about God.  I can compare some Hindu ideas to my own ideas about God. | **Lesson 1-2**  Recall all work on the Hindu idea of God from the Spring term. Show the Trimurti pictures again. Mind map and recall previous learning.  Remind the children that Hindus believe 'God is invisible, but is there in everything.' Recall the idea of 3 main Gods which make one divine being, (Brahman). Each one has a distinct role, Brahma-creator, Vishnu-preserver or sustainer and Shiva-destroyer. These three individual main Gods together reveal the one God Brahman. Explain this is linked to the endless Hindu life cycle; birth – life – death – rebirth and so on.  Put the metal symbol ‘om’, (Aum) into a cloth bag or obtain a picture of one. Ask one child from groups of 4/5 children to feel inside the bag or look at part of the picture and return to their group to describe to the small group what they felt/saw. Ask the child to draw what they felt/saw. Repeat with one or two other children in the group. Reveal the symbol. Pass the symbol or a picture of the symbol around the class. Identify the different shapes that can be seen in the symbol. Ask: What might the shapes symbolise.  Think Pair Share. Use the round robin technique to write ideas on others sheets. Remind the class that many Hindus believe there is one supreme God called Brahman who is in everything and from whom all life flows but Brahman is represented by three main gods who together make Brahman that can be seen in this symbol. This is also the Aum symbol for Brahman, also chanted in daily prayers.)  <https://www.youtube.com/watch?v=jR8KfoWfDD4>  <https://en.wikipedia.org/wiki/Om> (listen to the sound here)  A newly born child is ushered into the world with this holy sound. After birth, the child is ritually cleansed, and the sacred syllable Om is written on its tongue with honey and whispered in the baby’s ear.  Look at a puja set, and other items used in puja. Provide a puja set eg bell, water in a pot, spoon, flowers, a small murti/picture of a god eg Ganesh, a small lamp; food offerings, incense. Ask the children to generate questions about the puja set they would like answered.  Watch a short (2min) clip of one family worshipping at home using the Aum sound in worship known as Puja, (a religious ritual performed by Hindus as an offering to various deities, distinguished persons, or special guests). This clip also includes the Aarti or Arti ceremony, (a Hindu religious ritual of worship, a part of [*puja*](https://en.wikipedia.org/wiki/Puja_(Hinduism)), in which light from wicks soaked in ghee (purified butter) is offered to one or more deities.  <http://www.bbc.co.uk/education/clips/zh2hyrd>  Think about how the Aum sound vibrates through the whole body and is a strong sound denoting strength and power. Explain for Hindus, Aum was the first sound in the universe. Make strong sounds in music to denotes the sound of the universe.  Identify all the characteristics of Hindu worship seen in the video. Make a mobile on cut out parts of a puja set displaying the characteristics of Hindu worship seen.  **Lesson 3-4**  Recap on the use of the puja set at home on the video in the last lesson. Ask the children to recall what each item is used for in puja. Think, Pair, Share. Place all the items on a shelf or table and create a class shrine. Think about how you might welcome a very important guest and make the link with how Hindus treat the murtis. Give groups of 4 a copy of the Hindu greeting ‘Namaste’= I bow to the spark of God in you/peace be with you. Ask the children to think about how this might link to Hindu worship or when Hindus greet one another. Think, Pair, Share.  Discuss how a Hindu might feel when they worship at shrine like this eg peaceful/calm. Talk about what a Hindu does in puja and why: ie removes shoes; bows with hands together (Namaste); rings a bell.  To deepen understanding watch a different clip (4mins) of puja performed in an Arti ceremony in the Hindu temple (mandir) in Leicester. <http://www.bbc.co.uk/programmes/p02n5wvr>  Ask the children if they can spot a different role Shiva has in this mandir. (Shiva is referred to as the creator not the destroyer).  Discuss why, Ie God is in everything so maybe it doesn’t matter what role he has. (NB Hinduism is a collection of diverse ever-changing ideas and traditions. Hindus have different ideas from each other).  Provide groups with sets of photographs of puja/Arti being performed. (You can find these by searching for puja or Arti on Wikipedia or Google images. Ask the children in pairs/threes to use the pictures to build up a montage/collage information board that records all they have learnt about puja. Ensure they record the benefit a Hindu might feel after puja and suggest why puja might be important to Hindus. Add in thoughts/speech bubbles. Complete by adding in sentences about how important they think worshipping God (puja) might be in Hindu family life.  **Lesson 5-6**  Discuss how important family is to everyone. Make a list together of all the things families do together. Reflect on how special this is. Identify specific characteristics different families have that are unique to them. Discuss why brothers and sisters are important. Act out ways to be kind or show love to brother and sisters.  If possible, invite into school a Hindu parent and ask them what makes their family unique. Ask them how important God is to them and why?  Remind the class of the idea of God in Hinduism and how this binds everyone together including the extended family. Remind the class Hindu families worship together every day and have shrines in the home. (NB A shrine can be a room, small altar or simply a picture).  Show a selection of friendship bracelets. Ask: Why do people give these to each other? What do they symbolise? Explain you are going to tell a Hindu story where a special thread/bracelet is given, ask the children to look out for its symbolism.  There are many stories that are popular in Hinduism. Retell interactively one of the stories behind the Hindu festival of Raksha Bandan, eg the children could applaud all the good actions in the story or you could use puppets. (NB There are a few stories behind the festival). See below for examples:  <http://www.whenisrakhi.com/raksha-bandhan/origin.html>  <http://www.onlinerakhi.com/rakhi-legend-of-lord-vishnu-king-bali-and-goddess-laxmi/>  <http://www.raksha-bandhan.com/legends-of-rakhi.html>  Give groups of four children a rakhi (thread) and act the story out.  Explain as a result of this story today many Hindu families celebrate a festival called Raksha Bandan every year. Make a list of what the children might do to celebrate. Think Pair Share.  Watch the video of Raksha Bandan, identify what happens and see the children’s earlier ideas were correct.  <http://www.bbc.co.uk/programmes/p02n5vs>  Identify the part God plays in the ceremony and the role of Aarti in the video.  <http://www.raksha-bandhan.com/>  <https://en.wikipedia.org/wiki/Raksha_Bandhan>  Look at examples of Raksha cards and poems, there are many available on Google.  Make rakhi cards and threads for a friend in the class or sibling. Include messages that are similar to what a Hindu might ask God for their brother/sister.  **Assessment**  Display the sentence, ‘God is important in Hindu families’.  Ask the children to select five reasons why this is true and draw or write their ideas. This can be differentiated as applicable and if necessary a bank of words or sentences can be given to assist children. Ask the class to add one reason when God might not be so important to a Hindu family eg moved away from home and stopped practising the faith. | Brahman  Brahma  Vishnu  Shiva  Trimurti  Aum or Om  murti  Ganesh  Namaste  Puja  Arti or Aarti  https://themuslimtimesdotinfodotcom.files.wordpress.com/2015/11/ohm.jpg The Aum or Om symbol is written in Sanskrit, each part of the symbol having a purpose. The two curls on top of each other (like the number 3), and the downward curl that comes out to the right from the "3" shape, each represent a state of being. The large, bottom curl stands for the normal state of being awake. The curl above it stands for deep sleep. The curl coming out from the centre of the ‘3’ to the right represents the dream state. Every human on earth experiences these states. The dot and the curve above these shapes gives the symbol a higher more sacred meaning. The dot represents absolute being or consciousness; being fully aware of yourself and everything around you. The open curve that holds or cradles the dot represents an infinitely open mind, which is required to achieve that level of absolute consciousness or being connected with the divine Brahman. It also represents the Trimurti.  God first created this sound and the universe arose from it. Om therefore is the root of the universe and everything that exists and continues to hold everything together.  **Resources**  video clips  Hindu stories  Puja set  Hindu murtis  or pictures of Hindu gods  Aum symbol  video clips  threads for friendship bracelets  **Hindu Family Life**  Perform daily puja  Teach children about puja, Hinduism and what is right & wrong.  Ensure boys have the sacred thread ceremony.  Encourage their children to attend the **Mandir** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY STAGE 2 UNIT HINDUISM: Summer 2 3 lessons Concepts: reincarnation; moksha; karma Medium Term Plan Year 6** | | | | |
| **KEY QUESTION** | **Learning Objectives** | **Learning Outcomes** | **Activities** | **Key Vocabulary** |
| **How does a belief in reincarnation affect a Hindu’s life?** | **The children will learn:**  About the Hindu beliefs of reincarnation, karma and moksha.  What Hindus believe happens when you die.  Why Hindus are trying to achieve good karma in life. | **By the end of this unit:**  ***Emerging***  ***(Some children)***  I explain why it is important to a Hindu to achieve good karma in this life.  I can describe some key facts about reincarnation.  ***Expected***  ***(All children)***  I can explain why the Hindu ideas of reincarnation, karma and moksha are important to Hindus.  I can explain and give examples how these beliefs might affect the way a Hindu lives life. | **3 lessons Lesson 1-2**  Ask: What do you think are the most important changes you will have in life? eg birth, childhood, adolescence, marriage, having children, old age, death. Make a list. Think about key events in a person’s life and together draw a life timeline of changes that happen in a person’s life journey.  Display the words: reincarnation, resurrection, soul, moksha, karma. Ask the children to write down some simple definitions predicting what they think the words mean. Come up with initial agreed class definitions. (These will be revisited in lesson 3).  Display a set of pictures that show life coming from death. eg a sunflower seed being taken and growing into a new sunflower.  Ask: Are there any other ways dead things can become new?  eg recycling an old jumper into a new garment or plastic recycled into a new container. See  <https://www.youtube.com/watch?v=NfHlI79KX6k>  Think about what happens in the process of recreation, examine what changes happen to the original material.  (NB Use all the following activities wisely depending on circumstances of the class especially if someone in the class/school has recently been bereaved).  Ask: What parts of our bodies won’t we find if we open ourselves up to look inside? What part of our bodies do some people believe lives on after death? What do you think happens when someone dies?  Put the children into groups of 3-4 and ask them to tell each other in turn what they think happens after death.  Draw out the idea of a soul/spirit living on afterwards. | Hindu afterlife  reincarnation, resurrection, soul, moksha, karma  Nachiketa, Yama  **Resources**  set of pictures that show life coming from death  an old jumper to unravel  **Background Information**  NB Hindus believe that Brahman is within every person. That the part of Brahman within us is called the atman. The Atman is infinite and cannot be destroyed, so, when the body dies, the Atman lives on. Hindus believe life is a cycle of birth death and rebirth. Actions in this life ie the ‘karma’ we achieve has an effect on our future after death. Karma is the law of action and reaction which governs all life just as gravity is the law governing matter. The soul reaps the effects of its own actions creating its own destiny through thought, feeling and action. In life people build up karma, both good and bad. This karma affects their future lives and existences. People get good Karma, if they |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | . | ***Exceeding***  ***(Few children)***  I can raise questions the Hindu concepts of reincarnation, karma and moksha raise.  I can compare some Hindu ideas to my own ideas about an afterlife.  I can attempt to give answers to puzzling questions raised. | Show the video extract from My Life My Religion, ‘The cycle of life and death’. <http://www.bbc.co.uk/programmes/p02n5v2q>  Ask the children individually to use small whiteboards to look out for any facts they can obtain from the video. Ask them to identify what Hindus believe about an afterlife. Think Pair Share ideas after the video then join another pair to add to each other’s ideas.  Feedback as a class and build up a picture of what Hindus believe about reincarnation. Create ‘rivers in art’ and write creatively on the art what Hindus believe about the new beginning and the rebirth that happens after death. Discuss how the children in the video introduce the idea of Karma. Establish what it means.  Role play/body sculptures of actions that might give a person good or bad karma. Add ideas for good/bad karma to the ‘river art’.  **Lesson 3-4**  Recap briefly on the previous 2 lessons.  Ask: Do you know any stories that are told that help people learn  morals? Eg parable. Can you think of any? Explain the following is an Indian story used to teach Hindus. Ask the children to look out for what it is trying to teach people. Tell the story interactively of Nachiketa and the King of death, Yama. You can find two examples below but you will need to learn the story and make it language appropriate for your class.  <http://anustoriesforchildren.blogspot.co.uk> (Search for Nachiketa in the search box halfway down on the right side). Alternatively see:  <http://www.balagokulam.org/kids/stories/nachiketa.php>  Explore the story fully with the class eg role play, hot seating, emotion graph or using shadow puppets. (NB a boon is a blessing or favour). Ask: What might this story be trying to teach Hindu people?  Ask: How did Nachiketa achieve good Karma so that at the end of his life he went straight to be with God? Do you think he achieved what Hindus refer to as Moksha? Think about all the qualities he showed and deeds he did that gave him good Karma in order to achieve Moksha. To see a simple explanation of moksha, see:  <http://www.bbc.co.uk/religion/religions/hinduism/beliefs/moksha.shtml>  Explain the ancient ‘snakes and ladders’ game we play in the UK originated in 13th Century India and was a game used to teach children about Moksha. Show the game and review the rules.  Ask: How might this game be connected to the concept of karma?  For a sample of the game see <https://www.theforgottentoyshop.co.uk/blogs/news/15235037-the-history-of-snakes-ladders>  Google ‘Hindu game of snakes and ladders’.  Design games in DT to show what Hindus believe about karma, reincarnation and moksha. The snakes and ladders or alternative symbols must teach good ideas and discourage bad ones. For example, a ladder could travel from a square labelled, "I did my homework." to "I got good grades." A snake could go from "I didn't eat any fruits or vegetables today." to "My stomach feels bad.  In the final 100 square draw a picture that show what it may be like to achieve moksha.  Ask: How might this idea of reincarnation and karma stop Hindus killing animals and believing all life is sacred?  Revisit the original word definitions from lesson 1 and improve on them.  **Assessment**  Write a scene for a YouTube clip showing actions that would lead to good karma. The scene could take place at home or in school and explain how the actions portrayed help a Hindu when they die. | are kind and do good deeds and bad karma, if they are selfish and do bad deeds.  The good or bad karma makes a difference to how the soul is reincarnated. Hindus see it as their ‘duty’ to live the best life they possibly can to store up good karma. They can do this through devotion meditation actions etc.,  After death the soul may be reincarnated thousands of times before it reaches a state of Moksha, when the perfected soul then  re-joins Brahma. This is the ultimate freedom from Samsara the continuous cycle of birth and death and rebirth. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY STAGE 2 UNIT HINDUISM: Spring 1 3 lessons Concepts: Trimurti; Braham; Vishnu; Shiva; avatar Medium Term Plan Year 6** | | | | |
| **KEY QUESTION** | **Learning Objectives** | **Learning Outcomes** | **Activities** | **Key Vocabulary** |
| **How does the Hindu celebration of Divali show their understanding of God?** | **The children will learn:**  Why Hindus celebrate Diwali.  What they can learn from the story of Rama and Sita.  Hindus, believe in one God called Brahman the supreme spirit who is in everything and from who all life flows.  Hindus all have their own ideas about God.  To reflect on the idea of good and evil. | **By the end of this unit:**  ***Emerging***  ***(Some children)***  I can describe what a Hindu might learn from the story of Rama and Sita.  I explain some of the importance of Rama and Sita to Hindus.  I can describe some key facts about God in Hinduism.  ***Expected***  ***(All children)***  I can recall key facts about Rama and Sita and explain why they are important to Hindus.  I can raise questions and suggest relevant answers about the celebration of Diwali.  I can explain the Hindu belief of good over evil seen in the story and link this with the celebration of Diwali. | **3 lessons**  **Lesson 1-2**  Make a class list of all things the children consider to be good and those they consider to be evil. Ask: How does good overcome evil?  Generate class questions that could be asked about good and evil.  eg Do evil people get away with hurting others? Tell a story where good triumphs over evil.  Quickly recall the idea of the Hindu Trimurti looked at in Year 4  Spring 1. Look at pictures and identify characteristics.  Explain Brahman is a difficult and complex idea and is seen as ‘The Great Power’ which creates, sustains or preserves and destroys life. Remind the class of the roles of Brahma, Vishnu and Shiva. Ask them to identify which god represents which aspect of Brahman? See:  <http://www.cist.org.uk/pv/dm/dr5422.htm>  [www.primaryresources.co.uk/re](http://www.primaryresources.co.uk/re)  Explain Hindu scriptures called the Ramayana speak of 10 avatars of the god Vishnu, which are different incarnations that come during various stages of human history. The ten avatars are meant to  re-establish righteousness and destroy tyranny and injustice on earth. Uncover a picture of one of these avatars called Rama using the following technique:  Have a large picture or murti of the God, Rama.  Sort the class into groups of 4 and uncover the picture bit by bit by showing one child at a time and asking them to return to their group to draw what they see. Repeat 4 times then uncover the picture to the rest of the class. Identify and complete the missing features of Rama eg bow and arrow, he is always blue. | Rama  Sita  Divali  Avatar  Vishnu  Brahma  Brahman  Shiva  Trimurti  **Resources**  video clips  pictures of Trimurti,  Rama,  story of Divali  art materials  role play props eg monkey mask, costumes or a prop for Prince  Rama and Sita  statements cut up (Divali) |
|  |  | ***Exceeding***  ***(Few children)***  I can explain why Rama is revered by Hindus, making reference to material studied to support my answers.  I can attempt to give answers to questions raised and support my answers.  I can compare some Hindu ideas to my own ideas about God. | Tell the story of Rama & Sita and encourage the children to play an active part eg boo when a bad decision is made or evil wins and cheer when good happens.  Google ‘The story of Prince Ram and Princess Sita’ or try  <http://www.cist.org.uk/pv/sm/sr3421.htm>  <http://www.activityvillage.co.uk/the-story-of-diwali> or put the following address into your Google bar.  [www.ashmistry.com/assets/The\_Story\_of\_Rama\_and\_Sita.pdf](http://www.ashmistry.com/assets/The_Story_of_Rama_and_Sita.pdf)  Alternatively, watch the story using any of the videos below  <https://www.youtube.com/watch?v=C5YIJk_K0Mg>  <https://www.youtube.com/watch?v=-F5tzMBHcFc><https://www.youtube.com/watch?v=mkbxhUeqBTo>  Explore the story fully with the class eg role play, hot seating, time line, shadow puppets. Think about Ravannah the 10 headed demon/ monster and the qualities that might make him wanted by Rama.  Ask: How did good triumph over evil? Think about all the qualities that made Rama and Sita, good, eg a persistent, brave and compassionate husband who protected his wife and a loyal devoted wife.  Ask: How might Hindus see the god and goddess Rama and Sita as role models? Ask: What do these Hindu gods show about relationships with other people? Think, Pair, Share. eg answers: protection, loyalty, kindness.  **Lesson 3**  Briefly recap on the story. |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | . | Ask: What do you think the story of Rama and Sita teaches Hindus about God? egs better to be on side of good not evil; God’s light will always win; the qualities shown by Rama and Sita are important to follow.  Watch the story of Lakshmi (3 mins) who is the goddess of wealth the wife of Vishnu. Ask the children to look out for what this teaches about a Hindu’s understanding of God, eg they pray to her for happiness wealth and prosperity at Divali at home and in the Mandir.  <http://www.bbc.co.uk/education/clips/z2d2hyc>  Explain Divali is Hindu celebration when many stories are told.  Watch BBC My life my Religion <http://www.bbc.co.uk/programmes/p02n5hl0>  As they watch, ask the class to identify what are the most important Hindu ideas about God that are behind the celebration. Record their ideas on white boards. The programme gives 9 themes (paraphrased below) behind Divali for the teacher to explore further with the class:  1. Diwali is a time to rejoice, so everyone is encouraged to rejoice with light to show God’s light. 2. Hindus believe if you let God into your life, then it is going to be lit up and be brighter! 3. Diwali celebrates new beginnings with God. 4. Hindus hope Lakhsmi, the goddess of wealth, will visit at Diwali. They want her to bless us with good fortune for the year ahead.  5. Diwali is always a fun and exciting time.  6. People keep doors to their homes open to welcome Lakshmi, to say to the goddess ‘we love you a lot, step inside, bless this home like it's your own home’. 7. Hindus meet with my family and friends, and the whole Hindu community comes together to celebrate with God. 8. It’s time to promise God things for the new year: eg to be a better person, to share with others, to behave nicely, to take care of others, to keep attitudes right.  9. Hindus believe Diwali is a way of saying you must have light in your life to see anything and to journey forward in life.  Give groups of 4 a set of these statements above 1-9.  Ask: What matters to Hindus in their understanding of God at Divali? Discuss the statements above in groups then rank them. Vote on the 3 most important reasons why a Hindu might connect with God at Divali. Justify opinions and feedback to the rest of the class.  **Assessment**  Design a collage showing a Hindu’s understanding of God at Divali.  P4C style debate: Does good always triumph over evil?  (extension activity) |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| KEY STAGE 2 UNIT **ISLAM: Spring 1 3 lessons Concepts: Allah, Shahadah Medium Term Plan Year 3** | | | | |
| **KEY QUESTION** | **Learning Objectives** | **Learning Outcomes** | **Activities** | **Key Vocabulary** |
| **What do Muslims say God is like?** | **The children will learn that:**  Muslims believe in one God called Allah from whom all life flows.  Allah is one  There are 99 names that describe Allah’s character. | **By the end of this unit:**  ***Emerging***  ***(Some children)***  I can use some religious words to say how Muslims describe God.  I can talk about some Muslim. beliefs about God.  I can say what I think about my own ideas about God.  ***Expected***  ***(All children)***  I can describe what some Muslims believe about God.  I can make a link between my own ideas about God and those of others.  ***Exceeding***  ***(Few children)***  I can show I understand different opinions about God  I can compare some Muslims ideas to my own ideas about God. | **3 lessons**  Think about what names might mean.  Look up some of the meanings of names of the children in the class.  Ask: Do the names describe what the child xx is like? Do nick names describe what a person is like? Share some nice descriptive adjectives about each other.  Remind the class of the Yr. 3 ‘God’ unit from autumn term and look back over work completed.  Write the word ‘God’ in the centre of a class wall display board. Think, Pair, Share. Ask: What do you think God is like? Look back at sentences written last time. Write Wordles to describe God.  Show the first 5 slides only on the following PPT <https://www.tes.com/teaching-resource/99-names-of-allah-subha-6164215> (NB you must be logged in)  Explain Muslims call God, Allah which is the Arabic word for God.  The Qur’an uses 99 names to describe what Allah is like. Get children to predict what some of those other names might be.  Show slides 4-9.  Show the song video of the 99 names found at <https://www.youtube.com/watch?v=vFh6gXmWdIo> or  <http://creative-motivations.com/lets-explore-allahs-99-names/>  Can the class count 99 names? Give groups of 4 a list of the 99 names of Allah.  <http://www.muslimkids.co.uk/namesofAllah/namesofAllah.html>  Ask pairs to choose the 10 names they like/describe Allah best. Alternatively, you could play one of these videos each have 10 names mentioned.  <https://www.youtube.com/watch?v=JVW2PRdvQw4>  Play a game which one am I? Child A choose one of the 10 names and describes it to child B who has to guess which name they are describing. Make body sculptures to represent one of the names and let the rest of the class guess which one they are illustrating.  Ask groups to choose 4 names and to think about how thinking about that name might influence a Muslim person,  eg Al-Salam the source of peace might help those who need to feel inner peace. <https://99namesofallah.name/>  Look at some of the art of Hafeez Shaikh see <https://www.google.com/search?safe=active&rlz=1C1GCEA_enGB855GB856&sxsrf=ACYBGNTk9QIbK453k7NkHAhLxOzm-Y_r3g:1581428067630&q=art+by+Hafeez+Shaikh&tbm=isch&source=univ&sa=X&ved=2ahUKEwiU0NXRzsnnAhXFiFwKHd9NDmUQsAR6BAgKEAE&biw=1536&bih=722> or google Art images by Hafeez Shaikh  or select items from  <https://www.etsy.com/uk/market/hafez_art>  Ask: What do you notice about the artwork? eg colour, shapes, tone calligraphy.  (NB Explain why Allah must not be portrayed in pictorial form or anything created by him, as this would be offensive to Muslims. The picture can contain shapes & colours that represent one of Allah’s characteristics. Muslims never represent Allah pictorially as a mark of respect. God can never be contained in a picture or in human creations). Discuss patterns in nature such as seasons, day & night. Look at Muslim patterns & discuss how they are always geometric, never ending, just as Allah is believed to be. Stress the importance of the oneness of Allah.  <http://www.religionfacts.com/allah>  ‘There is no God but Allah who has beautiful names’.  Qur’an Surah 20.18  Decorate one of the names of Allah in the same style as a Muslim artist.  Show the rest of the PowerPoint used earlier and a set of Muslim prayer beads called a subhah. Explain how each of the 3 sets of 33 explain how Muslims remember the names of Allah when they are praying.  Make Subhas (Muslim prayer beads) using beads and string. Use them to explain to each other the meaning and symbolism of the beads for Muslims.  Ask talking partners to describe how the beads are used to describe Allah.  Give the children a copy of the first part of Muslim Shahadah  “I bear witness that there is no god but Allah”.  Explain that this is a part of the statement of faith in one God, whose messenger is Muhammad . Explain that this idea is the basis of the Muslims holy book the Qur’an.  **Assessment**  Give a set of statements about the Muslim belief in God and ask the children to decide which are true and which are false giving reasons for their choices.  eg  Muslims worship many gods.  Muslims worship Allah only.  Allah can be described in many ways.  There are many pictures of Allah.  Muslims do not use the names of Allah when they pray.  There are 66 names for Allah.  Prayer beads are called Subhas. | Allah  Qur’an  **Resources**  99 names of Allah  PPT  video links  art materials  examples of Islamic art  eg calligraphy  beads of different sizes  string or thread |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| KEY STAGE 2 UNIT  **ISLAM: Summer 2 Concepts: prophethood, sacred Medium Term Plan Year 3** | | | | |
| **KEY QUESTION** | **Learning Objectives** | **Learning Outcomes** | **Activities** | **Key Vocabulary** |
| **Why is Muhammad important to Muslims?** | **The children will learn:**    Why Muhammad is called the “Messenger of God.”  About that the message Muhammad received nearly 2000 years ago.  Why it is still remembered by Muslims today as the “Word of God and is a major influence on their lives.  Raise and attempt to answer difficult questions. | **By the end of this unit:**  ***Emerging***  ***(Some children)***  I can explain some details about the role of Muhammad and the revelation of the Qur’an. I can suggest why they are both important to Muslims.  ***Expected***  ***(All children)***  I can recall all the key facts about the prophet Muhammad and explain why he is important to Muslims. I can raise and suggest answers to relevant questions about the ‘Night of Power.  ***Exceeding***  ***(Few children)***  I can understand and explain why the person of Muhammad is so revered as a prophet by Muslims by making reference to material studied.  I can attempt to give answers to questions raised about the ‘Night of Power’ and support my answers from material studied. | **Lesson 1-2**  Recall previous work on Islam from the Spring term. Ensure the class remember a Muslim is someone who believes in one god called Allah who can be described using many names.  Ask: Have you got any very precious objects that mean something to you? Collect a sample. Explain to each other why they are regarded as precious. Handle with care a selection of precious objects belonging to you or the school. Talk about how they should be respected. Show a school or personal bible and ask the children why this book is very special to Christians. Talk about how it is treated in church eg kept on a lectern.  Display an English translation of the Qur’an (rather than an Arabic version as this is more sacred and may cause offence if handled). Display wrapped up on a stand high off the floor. Carefully unwrap the Qur’an in class ensuring you have cleansed your hands first. Display it on the stand. Explain that is the Muslim holy book and is a very sacred object. (Explain a precious object is called a ‘holy or sacred’ object and usually used to describe things that come from God).  Generate some questions about the Qur’an. Display in class.  Explain you will return to the questions later but are going to concentrate on one main question, ‘Where did the Qur’an come from?  Show these two short video clips of the story of Muhammad and the ‘Night of Power’ known as Lailat al Qadr. Ask the children to look out for what they think are the most important parts of the story.  <http://www.bbc.co.uk/education/clips/zympvcw>  <http://www.bbc.co.uk/education/clips/zv6sb9q>  or alternatively retell the story. Google ‘Night of power KS2’ for story examples.  Hot seat Muhammad’s wife when he returns from the cave. Don’t hot seat Muhammad as this may cause offence.  Give groups copies of the story to read together. Less able could order simple sentences of the story. Ask the children to underline what they think are the most important parts of the story.  Discuss the children’s ideas and draw out the important parts eg:   1. Muhammad was shocked with the way people worshipped many gods in Makkah (Mecca). 2. He went away to a cave in the hills to pray to get away from it all. 3. He chose to worship the one god, called Allah. 4. One night he heard an angel called Jibril who revealed words to him as a message from Allah. 5. He returned to his wife and told her everything. 6. He returned to the cave several times and heard more messages. 7. He learnt the words the angel told him off by heart exactly as the angel had given them to him and then told others. 8. He received words from the angel over 23 years and later they were written down and they became the Qur’an.   Ask the class in groups to generate big questions this story poses eg How did Muhammad remember the words exactly? Was he dreaming? Could he see the angel? Why did God choose him?  Use the Round Robin technique to suggest initial answers.  **Lesson 3-4**  Recall the story of the ‘Night of Power’. Explore aspects of the story further with the class eg  *Within role play*: Individually using suitable music extracts, eg ethereal music that has sudden moments in it, explore things that causes them to stop and think and draw away from their friends. Examine what it feels like to draw away, to be still and think about things that really matter.  Explain when Muhammad told others, some wouldn’t listen.  Through small group role play think about what it feels like to stand up for the truth they believe in when friends disagree or what it is like to say no when friends try to lead you astray.  Explain the story is called the ‘Night of Power’ and Muhammad is known as ‘the Messenger of Allah’. Ask the children why they think this is.  Think, Pair, Share.  Ask: What do you think a prophet is?  Look at the definitions below and discuss in groups which is the best definition to describe the role of Muhammad and why.  Give a selection of definitions, eg   1. A person chosen by God to guide his people. 2. A person who foretells events that are to come. 3. A founder of Islam. 4. A person who delivers messages from God. 5. A person who has had a special encounter with God. 6. A person who speaks on behalf of a special cause.   Define the word together and vote on the best definition.  (NB all definitions are correct to some degree)  Muhammad became known as the last and final prophet of Allah. Ask: What do you think this means to a Muslim?  Explore what the word authority means? Ask: Who has authority in our school/family? Discuss. Explain the Qur’an is the guidance and authority all Muslims live by.  **Lesson 5-6**  Recall the knowledge the children have learnt in previous lessons.  Show them the following clip and ask them to record on white boards all they learn here that is new to them about Muhammad .  <https://www.truetube.co.uk/film/how-islam-began-ten-minutes>  Revisit the list of questions the children generated about the story from lesson 2, can the children add any answers to the questions they asked?  Choose one or two of the big questions asked previously and suggest answers. Ask the class to suggest and vote on answers, supporting their views by referring to the things learnt in previous lessons.  Explore one or two further stories that reveal Muhammad’s character and teaching. There is a full collection found at:  <https://www.facebook.com/notes/prophet-muhammad-sallal-la-ho-alihe-wa-aalihi-wa-ashabhe-wabarak-wasalam/12-stories-from-the-life-of-prophet-muhammad-peace-be-upon-him/10151682990754918/>  Invite a Muslim visitor/pupil into class to explain why the prophet Muhammad is so important to them.  Give each child a cut-out moon and star shape. Ask them to record all they have learnt about the prophet Muhammad on them. Include facts, ideas and questions his life poses. Use different colours for each.  Revisit the rest of the initial questions from lesson 1-2 and see if they have been answered.  **Assessment**  Display the original enquiry question: ‘Why is Muhammad important to Muslims?’ Ask the children to write on post-its their suggested answers to the question, using evidence from all they have learnt previously. | Allah  Qur’an  Muhammad  prophet  Night of Power  revelation  angel Jibril  Khahijah  cave Hira  Muhammad was born around 570 A.D. in the city of Mecca on the Arabian Peninsula. Muslims believe that Muhammad is the last in a line of prophets that includes Moses, Abraham, and Isa (Jesus). Muhammad proclaimed that the Quran was the last Book of God, and that he was the last Prophet.  **Resources**  Qur’an and stand and cloth  hand cleanser  video links  art materials  some Muslims learn all 114 Surahs (chapters) of the Qur’an in Arabic which has 6000 verses in it off by heart. They are called a hafiz.  story of the Night of Power  suitable music  scenarios written out for groups  *Qur’an 3:132*  *And obey Allah and the messenger, that ye may find mercy.*  *Qur’an 4:59a*  Y*ou who believe! obey Allah and obey the Messenger and those in authority from among you; then if you quarrel about anything, refer it to Allah and the Messenger.*  *Qur’an 33:40*  *Muhammad is not the father of any of your men, but (he is) the Messenger of Allah, and the Seal of the Prophets: and Allah has full knowledge of all things.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY STAGE 2 UNIT ISLAM: Spring 2 3 lessons Concepts: Allah, Umma, Tawhid Medium Term Plan Year 5** | | | | |
| **KEY QUESTION** | **Learning Objectives** | **Learning Outcomes** | **Activities** | **Key Vocabulary** |
| **How does a mosque show that the idea of one community is important to Muslims?** | **The children will learn that:**  A mosque is more than a building.  There are many activities that go in a mosque that demonstrate one community.  That a mosque is part of a bigger community.  Muslims believe in one God called  Allah from whom all life flows and who holds everything together.  Allah is one. (tawhid)  The Muslim community is one (Umma). | **By the end of this unit:**  ***Emerging***  ***(Some children)***  I can use some religious words to say how Muslims describe community in a mosque.  I can talk about some Muslim beliefs about the oneness of Allah.  ***Expected (All children)***  I can explain how a mosque shows that the idea of ‘one’ community is important to Muslims.  I can link the idea of belief in Allah as ‘one’ (tawhid) with the idea of the oneness in the Muslim community (Umma).  ***Exceeding (Few children)***  I can explain the differences and similarities between a mosque community and other communities. | **3 lessons: Lesson 1-2**  Recall the idea of community including previous definitions of the word and activities that make a community, from previous work done through church community in Christianity. Establish a community is a group of people that are bound together by a common aim and/or relationship, eg a family, a brownie pack, a school, a church. Unpack the idea that these communities are also often communities within a community, eg in a school there will be many communities represented, but they still belong to the ‘one community’, the school. Explore together the similarities and differences between a worshipping community and social community.  Show a set of photographs of different mosques (Google). Ask: What type of buildings are these? What happens here? What kind of community meets here? What are the similarities and differences between the buildings? Think, Pair, Share.  Predict together what might happen in a mosque, eg prayers, eating.  study. Ask the class to identify what goes on in the mosque and what aspects of the mosque show community as they watch this video tour (4mins), (ie together in: prayer, learning, sleep, worship, community, men and women separated, all facing Mecca).  <http://www.bbc.co.uk/education/clips/z82fbk7>  Give groups sets of these 9 statements that give information about a mosque. Give groups of 3 children a circle diagram with Islam: ‘one community’ written in the centre. Ask groups to choose no more than 5 of the statements below that they think best shows the idea of one community. Place the statements outside the centre.   1. Mosques are a place to worship Allah & proclaim their faith. 2. Mosques help people make friends. 3. Mosques call people to prayer 5 times a day. | Allah  Tawhid (Tahweed)  Umma  Adhan  mosque  **Resources**  photos of mosques  statements on  card  mosque to visit  **Background**  The idea of the Umma is shown through: preparation and cleansing; showing reverence and respect to Allah; wanting to be aware of Allah all day; through the same prayer positions prayed 5 times a day; uniting body soul and spirit together; same God; same language; connection with brothers and sisters all over the world. This idea is unpacked more in the next unit on Islam.  Arabic translation  Adhan  *Allahu Akbar. Allahu Akbar. Allahu Akbar. Allahu Akbar. Ash-hadu an la ilaha ill-Allah. Ash-hadu an la ilaha ill-Allah. Ash-hadu anna Muhammad-ar-Rasoolullah. Ash-hadu anna Muhammad-ar-Rasoolullah. Hayya 'alas-Salah. Hayya 'alas-Salah. Hayya 'alal-falah. Hayya 'alal-falah. Allahu Akbar. Allahu Akbar. La ilaha ill-Allah.* |
|  |  |  | 1. Mosques are used for weddings, funeral and community events. 2. All people pray communally together in a mosque. (Salah) 3. Mosques encourage Muslims in their faith. 4. One mosque is part of a bigger community made up by many mosques. 5. Mosques are schools of learning. 6. Mosques show people have a sense of belonging and identity with Islam.   Share and justify ideas.  **Lesson 3: If possible, visit a mosque. Alternatively see below:**  Recap on previous learning and introduce the idea of the Umma, the concept of the worldwide one community of Muslims. Visit a  mosque or see link:  <https://www.truetube.co.uk/film/holy-cribs-mosque>  Revisit the activity from the last lesson and see if this video changes children’s minds.  Play the Muslim call to prayer (Google: ‘Adhan’ for YouTube links) or see <http://islam.about.com/cs/prayer/f/adhan_english.htm>  *Allah is Most Great. Allah is Most Great x 2 I witness that there is no god except Allah x2  I witness that Muhammad is the prophet of Allah x2.*  *Come to prayer. Come to prayer. Come to Success. Come to Success. Allah is Most Great* x2.  *There is none worthy of being worshipped except Allah.*  Explain these words often call Muslims to prayer in mosques, homes street corners or wherever they happen to be all over the world  Ask: How does this call to prayer show the idea of being one big community of Muslims worshipping Allah? Think Pair Share.  Display the phrase used in the video: ‘Allah says, The whole world has been made a mosque for you’. Ask: What does this mean? Establish a mosque is more than a building and is anywhere a |  |
|  |  |  | Muslim is found. Ask: How does the worldwide community of Muslims (Umma) worshipping one God called Allah five times a day show the idea of ‘one’ community? How is this different from community at school? Or at a club?  Display the number 1 on the screen and a selection of words representing ‘oneness’ eg one item, a person, original, ultimate, unique, single, unit. Ask: What do these words have in common? Establish they all mean the same thing: ie idea of ‘oneness’.  Recap on previous learning about Islam in Yr.3 about the belief in  the idea of one single God called Allah. Remind the children of the first part of Muslim Shahadah they saw in Yr.3, “I bear witness that there is no God but Allah”. Make a link between the earlier words connected to oneness and the idea of Allah as one unique God.  Explain Muslims believe Allah is: unique; ultimate; behind  everything; unites everything; only one of something; nothing is greater.  Establish this idea of the oneness of Allah is called Tawhid or Tahweed. Show a photo of a drop of water going into a rippled pool. Ask: How does Muslim belief in the oneness of Allah link to this  photo? Think, Pair, Share. Establish just like a stone thrown into water causes ripples, like a single action going outwards, so belief in the unity and oneness of Allah means all comes out from and is totally dependent on Allah. Ask: How does activity in ‘mosques’ all over the world connect to Allah and the idea of tawhid? Establish  the oneness of the Muslim community (Umma) connects to and worships creator Allah who is the one who holds all things together eg in prayer.  **Assessment**  Make a 2d design/collage to show the idea of ‘one community’ is being reflected in the building, activities and people meeting in a mosque. Make links to the worldwide community. |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **KEY STAGE 2 UNIT ISLAM: Summer 2 3 lessons Concepts: submission, obedience, Umma Medium Term Plan Year 5** | | | | | |
| **KEY QUESTION** | **Learning Objectives** | **Learning Outcomes** | **Activities** | **Key Vocabulary** |
| **How do Muslims show community is important in practice?** | **The children will learn:**  How the 5 Pillars of Islam help create Muslim community.  To understand the importance of the Shahadah, Wudu and the place of prayer in Islamic community life.  To Identify the link between prayer and fasting.  That charitable giving helps maintain community.  Recognise belief has an impact on how people make life choices. | **By the end of this unit:**  ***Emerging***  ***(Some children)***  I can explain how by following the five pillars Muslims “belong” to the bigger Islamic faith community (Umma).  I can suggest the 5 pillars help Muslims know how to live a life pleasing to Allah.  ***Expected***  ***(All Children)***  I can explain why the five pillars of Islam support and challenge a Muslim to live as part of a bigger Islamic community, (the Umma) and contribute to the wider society.  ***Exceeding***  ***(Few Children)***  I can explain the key duties of Muslims and how these affect the Umma.  I can compare and contrast the idea of the Umma with similar ideas in other religions. | **3 lessons: Lesson 1**  Display the words: surrender, obedience, submission. Ask What do you think these words mean? Are they good things? Think Pair Share. Define the words together and compare with dictionary definitions. Role play scenarios and/or body sculptures which show all these 3 ideas positively eg following a teacher’s instructions at school or obeying mum.  Display the words: Islam, Muslim, Allah. Show a series of images from Google and ask the class in small groups to match them up to the words. Remind them why there are no images of Allah only words. Give the groups 3 definitions of the words and ask them to match them. Explain Muslims believe voluntary surrender submission to Allah’s will brings peace. Recall and mind map all previous knowledge of Islam the children can remember from Yr.5 Spring term.  Show a set of pillars that support buildings and ask the children to  think about what a pillar does (show pictures) eg supports, is built on foundations, holds up. Explain Muslims believe there are 5 duties or pillars that hold their community together and their whole way of life is supported by them and they help bind the Umma together. Introduce the 5 pillars of Islam by watching: ‘What is Islam?’ video (4 mins).  See <http://www.bbc.co.uk/programmes/p02mwkxn>  Ask the children to take note of what Sara considers is important as a Muslim and which pillars they haven’t seen before. Recall what the 5 pillars are after watching the video and explain you are going to look at the beliefs behind them in more detail over next two lessons.  **Pillar 1)** Display the Shahadah (previously seen earlier in the year). Ask: How does this statement of belief show Muslims belong to the same community? (ie all believe in oneness of Allah; all turn their whole life towards Allah; believe in Muhammad as Allah’s final prophet and all desire to follow his life example).  **Pillar 2)** Begin by discussing how it feels when we wash. Link the idea of cleansing with when we cleanse or wash for a given purpose. Wash hands using soap or using wet wipes & compare feelings before & after. Explore how it feels when we bow standing, bow kneeling, lie face down and just kneel normally. Explore what our bodies might be saying in these positions, (Connect back to the word definitions of obedience and submission). Explore Salah but  **NB DON’T make the children role play in any way Muslim prayer positions as this is considered disrespectful.**  Give the children a set of images of wudu and Salah (prayer) from Google images. Ask: What did you learn about wudu and prayer earlier in the year? Think, Pair, Share. Ask the children to watch the following two short clips and after each video pause and ask: How does the Muslim community show they belong to one united community?  (ie through preparation cleansing, showing reverence and respect to Allah, wanting to be aware of Allah all day, through the same prayer positions and 5 times a day, uniting body soul and spirit together, same God, same language, connection with brothers and sisters all over the world).  Wudu <http://www.bbc.co.uk/programmes/p02mwhw0>  Prayer <http://www.bbc.co.uk/programmes/p02q87r8>  <https://www.bbc.co.uk/religion/galleries/salah/>gives pictures and information about Muslim prayer. Look at positions:(standing, bowing, prostrating, sitting). Look at different sections of the Arabic prayer and what they may mean and how the words said in Arabic unite Muslims together. Compare the idea of the sense of belonging to a common community with fans chanting the same song at a football game or a pop concert.  eg Football/rugby crowd singing a song that unites them. <https://www.youtube.com/watch?v=AM4mIlYKG9s>  Worship songs in a church <https://www.youtube.com/watch?v=dkx9VRqzVCE>  Fans at a pop concert <https://www.youtube.com/watch?v=w-ZEFt9ZTWo>  **Lesson 2**  Discuss: ‘Why do people give to others? What is our motivation? How does what we give affect us? Does it change us in any way?’ eg Comic relief.  **Pillar 3)** Zakat  Remind the class of the Zakat box they saw in the mosque in London in the video of Sara seen in the last lesson. Ask What was the box for? Explain the Muslim practice of giving 2.5% of income. Describe the practice of giving income to charity over and above income that is used to keep a family. Explain that the root of the word Zakah means ‘to purify’.  Explore how giving for Muslims is a form of worship to Allah. Ask: How does the practice of giving away part of your income help Muslims feel they are supporting the wider community? Think Pair Share. Explore motivations for giving money, eg supporting the world wide UMMA and people in need, treating possessions as a gift from Allah, being grateful for what you have.  **Pillar 4)** Sawm  Ask the children to watch the video below and identify how fasting is a part of belonging to the Umma. <http://www.bbc.co.uk/programmes/p02mwdxf>  After the video ask: How does fasting during Ramadan helps Muslims? Why do they do it? What happens at the end of Ramadan?  What connects Muslims during this time? Use Rally Robin Kagan technique to share ideas. Split the class into groups and ask the class to show the knowledge of the four pillars learnt about so far. Ask the groups to record in any way they want to, (eg music, art, poster, drama). Their work must explain how they help Muslims connect to one another and Allah.  **Lesson 3**  Ask: Have you ever been on an important journey? Discuss the preparations they had to make to go there.  **Pillar 5)** Haij  Give the children a set of photos of Haij with no explanation. Ask the  children in groups of 3 to decide what is happening and write down their ideas and any questions they have. <http://www.bbc.co.uk/religion/galleries/hajj/> | Shahadah  Wudu  Salah  Sawm  Zakah  Haij  **Resources**  word definitions:  **Islam:** voluntary surrender/submission to God’s will.  **Muslim:** one who submits.  **Allah:** one who is owed submission and obedience.  video links  photos of Muslims  photos of Haij  Shahadah statement  wet wipes  images of wudu and Salah |
|  |  |  | Introduce the Hajj as a Muslim pilgrimage and the 5th Pillar/duty.  Look up where Mecca is on world map, and talk about how a British Muslim might travel there. Watch Sara a Muslim girl from UK talking about Hajj and ask the children to note down what happens and how Muslims prepare and complete Haij. <http://www.bbc.co.uk/programmes/p02mwk0y>  After the video ask each child to write down all they have learnt about Haij on a grid with 4 boxes labelled: something surprising; something important; something interesting and something puzzling. Use the Round Table Kagan technique to ask another child to add to the information. Repeat this a few times. Share answers with the rest of the class. Ask: What do Muslims feel during Haij? What must it be like to be in such a big crowd? What must it be like to not think of worldly goods and be dressed similarly to others? Ask the children to add ideas to their notes. Give the children a copy of the 7 stages of the pilgrimage and match to Haij photos. <https://en.wikipedia.org/wiki/Hajj>  <http://productivemuslim.com/hajj-for-kids/> may be useful  Act out on the playground the idea of a Haij pilgrimage using the story behind Haij and try out a few stages eg throwing stones at Mina. Discuss: What is the significance of going to Mecca? Where would the children like to go for a once in a lifetime visit and why? How is Haij different? Explain the idea of setting out ‘with a definite purpose’ which is the meaning of ‘Hajj’ that Muslims have when they decide to go to Mecca. Reflect on how completing a Hajj might impact a Muslim eg peace with God, sense of a bigger community, all equal, sense of purifying. | video links |
|  |  |  | Revisit the words in lesson 1 and the set of images from earlier and add any answers to their earlier questions correcting any misapprehensions they had.  Ask: How does Hajj makes Muslims feel part of the ‘Umma’ the world wide community of Muslims? Design a Haij pillar adding ideas about the Umma and add this the other 4 pillars made in lesson 2. Play the song below to sum up the 5 pillars: <https://www.youtube.com/watch?v=f7pBGqMvN0o>  **Assessment**  Create a leaflet for a non-Muslim to explain the importance of the Umma community for Muslims. Use examples from learning about the 5 pillars to identify how important this sense of one larger community is to a Muslim. | video links  Haij photos |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| KEY STAGE 1 **UNIT JUDAISM: Summer 2 Concept underpinning study: people of G-d Medium Term Plan Year 1** | | | | | |
| **KEY QUESTION** | **Learning Objectives** | **Learning Outcomes** | **Activities** | **Key Vocabulary** |
| **Why is Joseph important to Jewish people?** | **The children will learn:**  About the teachings of the Torah through the story of Joseph | **By the end of this unit:**  ***Emerging***  ***(Some children)***  I can recall parts of the Joseph story and suggest what it teaches about people who follow G-d.  ***Expected***  ***(All children)***  I can recount the main details of the Joseph story and explain what it teaches about people who follow G-d.  ***Exceeding***  ***(Few children)***  I can explain how the choices made by Joseph in each part of his life show his relationship with G-d. | **Life of the Patriarch: Joseph, Genesis Ch.37:1 to 47:12**  Introduce the story of Joseph using ideas from, Chester Diocese: ’Where to start with a bible story: Old Testament’ Pg.12-13. Explain this is a story found in the Torah and also in the Bible. Talk briefly about what the Torah is and why it is important to Jews.  Using the ideas found there, (role play, discussion and speech bubbles), explore the emotions of jealousy and the relationship between Joseph and his brothers and the place of Joseph’s dreams in Genesis 37:1-11. Ask: What might this story teach people about Joseph and G-d?  Follow the story of Joseph through in selected chunks. After each part, ask questions eg What can we learn about Joseph and how he followed G-d from this part of the story? Does this part of the story teach the Jews anything about G-d? Why is Joseph remembered by Jews as an example of how to live?  *Explore:*  *His brothers' treatment of him & selling him into slavery.*  *(Genesis 37:12-36).* eg Conscience alley: should they sell Joseph?  Ask: what might Jews learn about G-d from this part of the story?  Explain Jews believe it was God’s plan to get Joseph to Egypt for later on so he could save God’s people.  *Imprisonment in Egypt (Genesis 39) - the cupbearer & the baker’s dreams.* Show and interpret the dreams in dance. Hot seat the baker and cupbearer. Ask: Does this part of the story teach the Jews anything about G-d? Why is Joseph remembered by Jews as an example of how to live?  *Promotion to prime minister*, (*Genesis 41) & life in the court of Pharaoh.* Create music to show Joseph’s promotion and struggle with Potiphar. Handle Joseph’s rejection of Potiphar sensitively by explaining Potiphar’s wife told lies about him and as a consequence he ended up in jail. Use body sculptures to show some of the events and take photos, add speech and thought bubbles or diary entry from prison).  Ask: Does this part of the story teach the Jews anything about G-d? Why is Joseph remembered by Jews as an example of how to live?  *Reconciliation with his family (Genesis 42).* Write poetry or news report. Ask: Does this part of the story teach the Jews anything about G-d? Why is Joseph remembered by Jews as an example of how to live?  Recall each part of the story before the next instalment- explain that this is an important story for Jews found in their sacred book, the Torah. Build up on the wall a timeline of Joseph’s life done in pictures as each chapter is told. Record what characteristics Joseph showed and his attitude towards G-d at each stage. After each instalment record what Jews might remember Joseph for.  **Background Information**  *NB Joseph is remembered by Jewish people for: patient long suffering; loyalty to his masters; ability to forgive his family; wisdom, and faith in God. For Jewish people he is a ‘father’ of the nation an example of the special relationship they should have with G-d. The story speaks to Jews of how G-d rescued his people, the Israelites. The favouritism Israel showed Joseph and the plot against him by his brothers can be seen as G-d’s means of getting him into Egypt part of God's divine plan for him to save his people the Israelites. Potiphar’s house blossomed under Joseph’s care and management, G‑d was with Joseph and blessed him with success in everything he did. interpreting the baker and cup bearer’s dreams in prison he is asked later to interpret the Pharaoh’s dreams and he gives the credit to G-d. Once he is reunited with his brothers he is later reunited to his father Jacob (known as Israel). Jacob on his death bed blesses Joseph’s Egyptian sons, Ephraim & Manasseh giving them the same rights as all his sons. (Genesis 28)*  *Joseph's two sons became the ancestors of two large and important tribes in Israel. The northern Israelite kingdom was often called the "House of Joseph."*  *The Jews remember this blessing today of Manasseh and Ephraim when each Shabbat they speak a blessing over their sons that they would be like these 2 sons in character and spirituality to live according to the traditions of their ancestors in difficult circumstances as they did.*  *Before Joseph died, he told his brothers that God would raise them up from Egypt—meaning the Jewish people—and take them to the "promised land."*  **Assessment**  Design a montage of Joseph’s life showing his story and  highlighting the choices, he made along the way. Explain how he related with G-d and why he is important to Jews today. | Torah  Joseph  **Resources**  ’Where to start with a bible story: Old Testament’  Chester Diocese 2011 Pg.12ff  RE Today ‘Opening up Judaism’ could be used for additional ideas  Instalments of the Joseph story from Good News Bible, (NB The Torah translation of Joseph’s coat is complicated it doesn’t necessarily mean that Joseph had a coloured coat.  *The Living Torah* gives a range of possible explanations:  Hebrew: ‘kethoneth passim’, may be translated as 'a full-sleeved robe,' 'a coat of many colours,' 'a coat reaching to his feet,' 'an ornamented tunic,' 'a silk robe,' or 'a fine woollen cloak. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| KEY STAGE 1 **UNIT JUDAISM: Summer 2 Concepts: love, G-d Medium Term Plan Year 2** | | | | |
| **KEY QUESTION** | **Learning Objectives** | **Learning Outcomes** | **Activities** | **Key Vocabulary** |
| **How do Jews show their love for God in their daily life?** | **The children will learn:**  How Jews keep the Sabbath to keep their promise to G-d at Shabbat. | **By the end of this unit:**  ***Emerging (Some children)***  I can explain Shabbat is a special Jewish meal and describe some of the things that take place.  I can recall parts of the creation story and suggest what it teaches about people who follow G-d.  ***Expected***  ***(All children)***  I can explain how Shabbat is a very special Jewish meal and describe the main things that take place. I can describe how this helps Jews keep their promise to G-d every week.  I can recount the creation story and explain what it teaches about Jews about Shabbat.  ***Exceeding (Few children)*** I can discuss fully why Shabbat shows the promise the Jews keep each week to G-d | **Lesson 1-2**  **Shabbat**  Show pictures of creation as the class come in. Play suitable music. Have Jewish artefacts on the tables, eg Shabbat candles; Kippah, spice box, pictures of the Challah bread; Kiddush cup, wine bottle.  Let the children guess what the objects are used for, handle them and smell the spices.  Recap briefly on the creation story previously studied in FS,  Yr. 1 and earlier this term in Yr.2. Explain Christians and Jews have the same creation story. Draw out what G-d did on the last day of the week. Reinforce God rested on the last day.  Discuss what the children do on their ‘rest’ days. Make a class list. Ask: Does anyone have a special family meal on a set day of the week?  Explain Jewish people have a special rest day with a special meal every week. Ask: Have you ever had a special meal with your family that made you all feel really close to each other?  Watch BBC video clips (2mins each) about a young Jewish girl celebrating Shabbat at home with family. As the class watch, ask the children to look for:   1. What the family do on Shabbat. 2. Why Shabbat is important to them.   <http://www.bbc.co.uk/education/clips/zs2hyrd>  <http://www.bbc.co.uk/education/clips/z3hyr82>  Talk about what work would need to be done before Shabbat begins. Make a shopping list.  Lay a Shabbat table in the classroom using the pupils to help. Explain and talk about the two loaves and the story of the Jews escaping from Egypt when G-d provided the bread (manna) for them. Talk about the Kiddush cup and prayers that are a sign of oneness in the family. Role play respectfully what happens before and during the meal.  Ask: What things would you need to stop doing from your earlier list? Emphasise that Shabbat is a special day that is treasured by Jewish people.  Look at the blessing that is said by parents to children on Shabbat, (Numbers 6:24-26).  (May the Lord bless and keep you. May the Lord let his face shine upon you and be gracious to you. May the Lord look kindly upon you and give you peace).  Ask: What might God do in response to the Jews keeping their promise?  **Lesson 3 Jewish Family Life**  Show the children a Torah, mezuzah, a tefillin and a Jewish prayer shawl (tallit). Ask the class to generate questions about them using who, what, why, when, where, eg what they think it might be used for. Open the Torah and demonstrate how to use a Yad, reading it from right to left. Show the empty mezuzah and the Shema written inside. Show the tefillin before showing them a short clip (3mins) which is about a Jewish home and see if they can spot any of the artefacts in use.  http://www.bbc.co.uk/education/clips/zd9jxnb  Talk about how to wear a tefillin and a prayer shawl. Explain the symbolism of the tassels and the prayer inside the tefillin. More information can be found at www.myjewishlearning.com  **Assessment Tasks**  Design a guide to Shabbat showing how the Jews show their love for God in everyday life. Tefillin: two small leather boxes that contain verses from the Torah. They are worn on the head and on one arm, held in place by leather straps. Many Jewish men and boys wear tefillin during the morning prayer services. | Shabbat  Kippah  Challah  Kiddush  Torah  mezuzah  tefillin  **Resources**  pictures of creation  video clips  Shabbat artefacts:  kippahs  tablecloth  candles  wine bottle  Kiddush cup  Challah bread  commandment written out |
|  |  |  | Discuss rules the children observe at home and school. Display the commandment: ‘Remember the Sabbath day and keep  it holy’. Explore the idea that keeping Shabbat is the Jews way of keeping their promise to keep God’s rules or  commandment which is found in their holy book the Torah. It is their way of showing love for G-d every week. Ask: Have you  ever made a promise to someone? eg brownies. Ask: Was it hard to keep? Why/why not?  Show the clip below of Charlie and ask the class to look for what things he finds hard on Shabbat. Ask: Why does he do what he does?  <http://www.bbc.co.uk/programmes/p02mx9mx>  Make a diagram of No/Yes things you can do/can’t do on Shabbat. Create sentences explaining why Charlie and Joanna in the previous video clips think Shabbat is important.  Ask: What things would you need to stop doing from your earlier list? Emphasise that Shabbat is a special day that is treasured by Jewish people.  Look at the blessing that is said by parents to children on Shabbat, (Numbers 6:24-26).  (May the Lord bless and keep you. May the Lord let his face shine upon you and be gracious to you. May the Lord look kindly upon you and give you peace).  Ask: What might God do in response to the Jews keeping their promise?  **Lesson 3 Jewish Family Life**  Show the children a Torah, mezuzah, a tefillin and a Jewish prayer shawl (tallit). Ask the class to generate questions about them using who, what, why, when, where, eg what they think it might be used for. Open the Torah and demonstrate how to use a Yad, reading it from right to left. |  |
|  |  |  | Show the empty mezuzah and the Shema written inside. Show the tefillin before showing them a short clip (3mins) which is about a Jewish home and see if they can spot any of the artefacts in use. <http://www.bbc.co.uk/education/clips/zd9jxnb>  Talk about how to wear a tefillin and a prayer shawl. Explain the symbolism of the tassels and the prayer inside the tefillin. More information can be found at  [www.myjewishlearning.com](http://www.myjewishlearning.com)    **Assessment Tasks**  Design a guide to Shabbat showing how the Jews show their love for God in everyday life. Tefillin: two small leather boxes that contain verses from the Torah. They are worn on the head and on one arm, held in place by leather straps. Many Jewish men and boys wear tefillin during the morning prayer services. |  |
| **Background Information**  Mezuzah contains the **Shema**  Shema Yisrael (Hear, O Israel): The Lord is our God, the Lord is one. And you shall love the Lord, your God, with all of your heart, and with all of your soul, and with all of your means. And these words, which I command you this day, should be upon your heart.  **Tefillin:** two small leather boxes that contain verses from the Torah.  They are worn on the head and on one arm, held in place by leather straps. Many Jewish men and boys wear tefillin during the morning prayer services.  And you shall teach them to your sons and speak of them when you sit in your home and when you walk on your way, when you lie down, and when you rise up. And you shall bind them for a sign upon your hand, and they shall be a sign between your eyes.  And you shall inscribe them upon the doorposts of your home and upon your gates (Deut. 6:4-9; 11:13-21). | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| KEY STAGE 1 **UNIT JUDAISM: Summer 2 Concepts: G-d; covenant Medium Term Plan Year 2** | | | | | |
| **KEY QUESTION** | **Learning Objectives** | **Learning Outcomes** | **Activities** | **Key Vocabulary** |
| **Why is the escape from Egypt important to Jewish people?** | **The children will learn:**  About the teachings of the Torah through the story of the Exodus from Egypt. | **By the end of this unit:**  ***Emerging***  ***(Some children)***  I can recall parts of the Exodus story and suggest why it might be important to Jews.  ***Expected***  ***(All children)***  I can recount the Exodus story and explain why it is important and what it teaches Jews about G-d.  ***Exceeding***  ***(Few children)***  I can explain how the choices made by the Jews in each part of the Exodus story show their special relationship with G-d. I can explain why the Exodus is important to Jews. | **Lesson 1**  Introduce the lesson by asking the children to think about people who are important to them and in their lives. Collect answers on whiteboards or post-it notes. Explain that they are going to be learning about an important person in Judaism. Ask: What other important Jewish figure have we already learned about? (link to Year 1 unit on Joseph).  Read the story of Moses in the Bulrushes (Exodus 2:1-10) interactively using visual aids e.g. a basket, a doll etc. Explain that Moses means ‘I drew him out of the water’. Ask the children who they think the ‘I’ refers to. Explain that Jews believe even when he was a baby G-d was looking after Moses because G-d saved him and he was brought up by his own mother in the palace. Explain that the book of Exodus is where this story comes from. It is about G-d’s commitment to the Jewish ‘covenant’ people.  Task – weave a bulrush design using craft paper, record on it the story and write how G-d helped Moses in the story.  Explain the meaning of the word covenant (a promise made by G-d with a religious community or humanity in general, in this case the Israelites later known as Jews).  **Lesson 2**  Recap the story of the birth of Moses and the idea that G-d had a covenant with the Jewish people and that this can be found in Exodus in the Bible and also in the Torah.  Read the next part of the story- Exodus 2: 11-16, 23-25. Hotseat an adult in role as Moses and ask the children to ask them questions about why he wanted to help the Israelites and why he was concerned for them. Hotseat someone else as an Israelite and ask them what they want to happen next. | Exodus  Israelites  Jews  bulrush  **Resources**  visual story aids  video clips  Bible text  craft papers  RE Today ‘Opening up Judaism’ can be used for more ideas |
|  |  |  | Discuss the fact that G-d had a covenant with them and that they wanted G-d to rescue them.  Write a letter to a friend in role as an Israelite in Egypt, discussing how they feel about their situation and what they would like G-d to do about it and why.  **Lesson 3**  Recap on the learning from previous sessions and discuss how Moses is an important person in Judaism and Christianity. Discuss the covenant promise that G-d had made with the Jewish people and how the Israelites wanted G-d to help them escape from Egypt.  Explore the next part of the story, where Moses speaks to G-d at the Burning Bush Exodus 12:37-42 (Prince of Egypt clip –  <https://www.youtube.com/watch?v=6ds9y3lJGig>  Get the children to discuss with a talk partner how Moses was feeling after being told by G-d to go and speak to Pharaoh and what G-d is trying to do to help rescue the Israelite people (fulfilling the covenant promise made with them). Feedback as a class and record ideas on big paper. Predict what happens next.  Role play the next part of the story Exodus 6:2-13. Explain that G-d gave Moses the power to make Pharaoh change his mind through different plagues and eventually Pharaoh let the Jews go. Explore using drama techniques, eg body sculptures and freeze frames, how God continued to rescue them in the desert through a pillar of fire at night and a cloud during the day. Exodus 13:17-14:24.  Ask: How did God rescue the Israelites from Pharaoh? Why was this important to the Jews? Discuss with talk partners and then feedback as a class.  **Assessment**  Task – Create posters for the Promised Land with slogans that show why the Exodus is important to Jewish people e.g.  G-d has rescued us and kept the promise made to us! G-d is always protecting us. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY STAGE 2** **UNIT JUDAISM: Summer 2 3 lessons Concepts: freedom & hope Medium Term Plan Year 5** | | | | |
| **KEY QUESTION** | **Learning Objectives** | **Learning Outcomes** | **Activities** | **Key Vocabulary** |
| **Why is Passover important to Jews?** | **The children will learn:**  The Exodus story  About the Passover meal  About what freedom might mean to Jews    What Jews might think modern slavery looks like  About are the future hopes about the Messiah | **By the end of this unit:**  ***Emerging***  ***(Some children)***  I can explain some of the symbolic meaning of the Passover meal. I can how freedom and slavery might be important to Jews today.  ***Expected***  ***(All children)***  I can make links between the Exodus story and the symbolism of the Passover celebration.  I can suggest why Passover is celebrated as an act of remembrance today and why it is important for Jews.  ***Exceeding***  ***(Few children)***  I can suggest some of the difficult questions the  Exodus story and Passover meal might raise today and suggest answers. | **Lesson 1**  Explore ideas of freedom. Discuss what the term means. Ask the children to make body sculptures to show what freedom looks like. Look at pictures of being free, (Google images). Collect other words that develop the idea of freedom. Ask: What does it feel like to be a slave? What happens when you become free? Collect different adjectives to explore and compare slavery and freedom. Give the children a selection of words from the Passover story eg Moses, plagues, Pharaoh, Passover, Egypt, slavery, Israelites. Ask: Can you guess which story from the Bible these words can be found in? Think, Pair, Share. Establish it is the Exodus story of Moses and the Israelites which are also known as Hebrews. Explain this is an important story for both Jews and Christians today but for Jews it comes from the Torah their sacred book. Ask the class to mind map all the children know about Judaism so far as they may not have visited it since Yr. 2. Ask: What can you remember about Moses and the story of the plagues? Ask the children to retell the story to each other in pairs, first one child then the other, using the Mix, Pair, Share Kagan technique. Collect the children’s ideas on a working wall. Watch the story of the Exodus or retell it interactively using suitable props.  Here are two versions: <https://www.youtube.com/watch?v=UFU5NrPgutA> (finish before Jesus is mentioned at the end 5:30) or use this video of Jewish children telling the story: <https://www.youtube.com/watch?v=4xiBvZQuKZY>  Ask: What do you think is the most important part of the story for Jewish people today? (ie to remember God set them free through Moses, God spared them and ‘passed over’ their houses before they were freed. God kept his promises to them to rescue them).  Role play the story emphasising the answer to this question.  Explore the idea of ‘slavery to freedom’ in different ways. Play two soundtracks from the Prince of Egypt film one about slavery one and also about freedom, eg  <https://www.youtube.com/watch?v=s2A3LaYDlHM> Track 1 Deliver us  <https://www.youtube.com/results?sp=mAEB&search_query=prince+of+egypt+when+u+believe>  Track 8 When you believe.  Use movement to these songs to deepen understanding of the concepts of freedom and hope after slavery and despair.  **Lesson 2**  Lay a Passover (Pesach) table in class. Label all the different items on the table. Play some Jewish music. Ask the children to sit quietly and remember the Exodus story from last week. Ask: Can you identify any of the items on the table which remind us of part of the Exodus story? How might the table represent important parts of the Passover story? Timed Pair, Share. Guess and predict ideas then watch the video looking for clues. Here are 3 versions of the story:  <http://www.bbc.co.uk/programmes/p02n2kt9>  <http://www.bbc.co.uk/education/clips/zmq6sbk>  <https://www.youtube.com/watch?v=ZlSVShBAVtw>  Explain this is a key event for Jewish families and it is very important to them as they remember what happened to the first Jews. A Seder meal is held on the first 2 nights of the Passover festival but Seders may also be held at other times for different reasons. It looks back to the feelings of the Jews at the time and also looks forward to current need for liberation today.  Explore the different elements of the meal taking the children through the meal tasting the food but not re-enacting it, eg 4 questions asked and responses made, the words and actions. It is important to explain there are many different traditions for celebrating Passover.  <http://scheinerman.net/judaism/pesach/haggadah.html>  <http://www.chabad.org/holidays/passover/pesach_cdo/aid/661624/jewish/English-Haggadah.htm>  Afterwards Ask: How important do you think the idea of freedom and being set free is to Jewish people? Why do you think it is still important today when it happened so long ago? Record the children’s ideas in groups of 3 on a large A3 drawn Seder plates.  **Lesson 3**  Display:" Once we were slaves, now we are free”. The hagaddah says, "In every generation, every Jew must regard himself/herself as though he/she, personally, was brought out of slavery’. Jews are asked to identify with the slavery in Egypt and ‘Jews today do not feel free if there is anyone else who is denied liberty’ (Karp)  Explain some think this is the Passover message. Ask: Do you think Jews all feel the same today? Human Bar chart vote to see what the class initially feel. Ask: How important is freedom to Jews prior to, during and now after the Exodus? Think, Pair, Share ideas.  Give groups nine statements about Passover and ask them to place them on a target dart board labelled ‘Very important’: Centre, ‘Quite important’: next ring, ‘Important’: next outer ring, ‘Not important’. Feedback asking children to justify their ideas. Vote as a class giving reasons. (NB there isn’t a correct one as Jews have different opinions).  Think about the modern need to be free. Ask what things today do people need to be free from? Make a list eg racism, child labour, hurt feelings, injustice, a dictator personal struggle. Ask: How might God still be rescuing Jews today?  Ask: How might Jews understand God’s covenant (promise) with them from long ago today?  Ask class groups to produce a series of 3 body sculptures showing what things God might rescue Jews from today. Play the songs again from the end of lesson one and ask the class to design movements that explain what this might mean today. Look at the words/lyrics of the songs. Ask: How do these songs express the freedom the Jews might want today?  Display the words of the toast made at the end of Passover:  ‘Next year in Jerusalem, next year we shall all be free’. Ask the children to suggest what this might mean, record on large sheets, passing them on and adding comments to each other’s ideas. Explain Jews believe God made a covenant with them a long time ago and has given them hope, ie a promise to rescue them as the chosen people, send a messiah who will bring a time of peace and return them all to the promised land Israel one day. Record any puzzling questions and ideas this raises.  Make links sensitively to news and media items in Palestine today. Explain there are no easy answers. If possible, interview Jews about this and suggest answers to the questions raised.  **Assessment Tasks**  Write a leaflet that explains the importance of slavery and freedom making reference to both the Passover story and the Seder meal. Differentiate the task to match the learning outcomes as appropriate. | Passover  Exodus  Seder  freedom  slavery  hope  Israel  **Resources**  Passover meal food and table objects  art materials  music and video links  Exodus story  darts target board  of the story  **Darts Board target statements:**  1.Passover is a happy Jewish family time.  Jews celebrate.  2. Passover is celebrated because God told them to.  3. Passover is the feast of unleavened bread (matzos).  4. Seder is symbolic of freedom past, present and future.  5. Toasting Elijah and leaving the door open reminds Jews the messiah is yet to come.  6.Passover is about spring cleaning.  7.It is important to remember the ancestors’ feeling when they were in slavery.  8. Passover is about the future hope of a time of peace, a messiah coming and Jews returning to the promised land Israel.  9. Passover is about a promise made by God to rescue his chosen people the Jews. |
| **Background Pesach (Passover)**  There are symbolic foods and actions in the Seder meal. Homes are prepared and cleaned free of ‘Chametz’, all foods containing yeast. A candle and feather may be used. The meal is a re-enactment of the Passover story which we must be careful not to do. The retelling reminds us of how precious freedom is, and the food restrictions remind Jews of the difficult times of Jewish slaves. Symbolic food: Charoset (sugar cinnamon apple wine and almonds) represents mortar cement used in slavery to stick the pyramids together.  Bitter herbs & horseradish represent suffering in slavery.  Karpas (parsley) a vegetable represents the slave’s tears. Everyone drinks wine or grape juice to celebrate Gods recue of them from Egypt. Matzos: unleavened bread/crackers are eaten to remember the hurray in which the Israelites left Egypt. Egg a symbol of new life after slavery.  The Hagaddah (script) lays out how the celebration meal is to be held. eg Elijah is toasted as Jews look forward to him returning before the messiah (anointed one) they long for comes and ushers in a period of peace and re-establishes the Jewish people in Israel their promised land. Families may do things differently | | | | |