

Unit title	Year	Background notes
<b>Why is Muhammad important to Muslims?</b>	<b>5</b>	<p>In the breadth and depth of material covered, this unit is challenging for pupils and teachers alike. As a preliminary to exploring the story of the first revelation to Muhammad, it begins by inviting pupils to reflect on the need for quiet times in life. It then moves on to look at why the Qur'an is so important to Muslims as well as how what Muhammad said and did have affected the ways in which Muslims live their lives today.</p> <p><b>Please note</b></p> <p>The activities below are meant only as a guide; teachers should feel free to adapt &amp; develop activities to meet the needs of their individual classes. The key questions &amp; associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key Questions	Key concepts/ vocabulary	Learning Outcomes	Suggested activities	Resources
<b>Where do we go when we want to be quiet?</b>	Peace Contemplation	<p>I can compare some of the things that influence me with those that influence other people. (Level 3)</p> <p>I can compare my ideas with those of other people. (Level 3)</p>	<ul style="list-style-type: none"> <li>• Children to write down on whiteboards/paper times when they feel it is good to be peaceful. Share their ideas in small groups, producing a list of times when they like a period of quiet. Discuss why the children believe these quiet times are necessary and ask them to justify ideas. Ask what does peace and quiet enable us to do?</li> <li>• In small groups, children think about and list places they go to find a time of peace and quiet. Discuss these places – bring out whether children have to be alone or can be with others.</li> <li>• In pairs, share any memories of peaceful times and peaceful places.</li> <li>• Remind children of the story of the first revelation (heard in the Year 2 unit 'why are different books special for different people?') and of how Muhammad visited the cave when he wanted to be quiet, to commune with and think about Allah.</li> </ul>	

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<b>What do Muslims believe happened when the first words of the Qur'an were revealed to Muhammad?</b>	Revelation Message Messenger Transformation	I can describe what a Muslim might learn from the story of the Night of Power (Level 3)  I can identify what things have inspired me (Level 4)	<ul style="list-style-type: none"> <li>If possible, this lesson could be taught close to the anniversary of the revelation of the Qur'an. Traditionally, this is the 27th day of the month of Ramadan.</li> <li>Tell the story of the first revelation of the Qur'an, reminding pupils that Muhammad used to go to a cave on Mount Hira, near Makkah, to be quiet, reflect and pray</li> <li>Children to think about how Muhammad must have felt after the first revelation. Write their responses on post-its. In turn, children to share responses and stick their post-its around an image of a cave.</li> <li>Children should be given some time to reflect upon the events in their own lives which might have made them speechless/have taken their breath away</li> <li>As a possible homework activity, children could fill in a KWLW chart about Muhammad, researching his life and events at the time he was living.</li> </ul>	Post-its Image of cave
<b>Why is the Qur'an important to Muslims?</b>	Names for Allah: Compassion Mercy Respect	I can use religious words to describe the ways in which Muslims show their beliefs about Allah (Level 3)  I can show understanding of why Muslims use different ways of expressing what they believe (Level 4)	<ul style="list-style-type: none"> <li>Ask children to think of a special family member who is important to them – children should make a simple, decorated poster using words to describe that person.</li> <li>Draw together, discussing words that children chose, asking them to share their ideas and give reasons for their choices. Discuss how we cannot easily describe someone who is important to us in a limited number of words</li> <li>Listen to a recording of a recitation of the Qur'an, listening out for the phrase 'Bismillah al-Rahman al-Raheem' (Arabic for 'In the name of Allah, the compassionate and merciful' and which begins each section of the Qur'an)</li> <li>Explain that Muslims have 99 Names for God, including The Compassionate and The Merciful. Together, look at the names, discuss the meaning of some names and try to put them into everyday language. Share any other names which could be used for God.</li> <li>Learn more about the names Muslims use for Allah through watching the opening extract of BBC 'Pathways of Belief' on Islam: Allah.</li> </ul>	Recitation from the Qur'an  BBC 'Pathways of Belief' video on Islam  99 names of Allah

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<p><b>How do Muslims treat the Qur'an and why do they treat it in these ways?</b></p>	<p>Holy book Respect Revelation Qur'an</p>	<p>Describe some of the things that different religious people do and why they do them (Level 3)</p> <p>I can use religious words to describe how Muslims show their beliefs about the Qur'an in the way in which they treat it (Level 3)</p>	<ul style="list-style-type: none"> <li>Put a copy of the Qur'an on a high shelf in the classroom before the start of the lesson. Tell children you have hidden a special book in the classroom and it is their job to find it. Once children have located the Qur'an, bring it down from the shelf. Ask children why they think that you were keeping the special book so high up.</li> <li>Explain how Muslims believe that the Qur'an contains God's words which were revealed directly to Muhammad. Discuss how the Qur'an should be treated, with this in mind.</li> <li>Look at the Qur'an stand. Talk about its significance and the way it is used: the Qur'an must be kept off the floor and above the feet.</li> <li>Watch a schools programme (eg BBC Pathways of Belief) or whiteboard presentation about the Qur'an and how it should be treated.</li> <li>If possible, ask a Muslim child to demonstrate how he or she prepares to read from the Qur'an and then ask them to recite a part of it. Discuss reasons behind their actions.</li> <li>Think about why Muslims learn to recite the Qur'an by heart in Arabic.</li> <li>Drama activity – make documentary programme in groups about how to handle the Qur'an. Ensure that children give reasons for their advice. Peer assessment – three stars and a wish.</li> </ul>	<p>BBC 'Pathways of Belief' video on Islam</p> <p>Qur'an and Qur'an stand</p> <p>Muslim children who attend mosque school</p>

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<p><b>How have Muhammad's words and actions affected the way Muslims lead their lives?</b></p>	<p>Guidance for living Role model</p>	<p>I can understand how the life of the Prophet Muhammad affects how Muslims live today (Level 3)</p> <p>I can describe what Muslims might learn from a religious story (Level 3)</p> <p>I can understand that moral choices are often based on religious beliefs and values (Level 4)</p>	<ul style="list-style-type: none"> <li>• Discuss what Muhammad might have meant when he said: 'Food for two is sufficient for three, and food for three is sufficient for four'; 'Allah is not merciful to the person who is not merciful to other people'; and 'The strong person is not the one who is strong in wrestling, but the one who controls himself in anger'</li> <li>• Read the story of Muhammad and the crying camel. Ask children to mind map the personalities of each character. What values do the characters have? What does the story teach Muslims about how to live?</li> <li>• Children look at Islamic stories in ability groups. Use post it notes to pick out the values and attitudes of the characters</li> <li>• Feed back. Children discuss the values and place the post it notes on a chart headed positive and negative characteristics</li> <li>• Give each group the start and middle of a dilemma to role play. Children should use the positive values they have identified from the Islamic stories in order to put an ending onto the role play, thinking about how a Muslim may behave in each situation Before starting, have reflective music to support their thinking</li> <li>• Groups perform to the class for comment and peer assessment</li> <li>• Ask children whether the Muslim values can be important to all of us, not just for Muslims</li> </ul>	<p>Sayings and stories of Muhammad</p>

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<p><b>Who has been the biggest influence on my life?</b></p>	<p>Role model Influence Values</p>	<p>I can identify people who have inspired me and are of value to me (Level 4)</p>	<p><b>If used as an assessment task, see separate sheet</b></p> <ul style="list-style-type: none"> <li>• Ask the children for examples of people who have had an influence on them in a positive way</li> <li>• Remind the children that Muhammad has influenced how Muslims act and behave</li> <li>• Ask the children to think about who they are and what is important to them</li> <li>• In pairs, ask them to record the people that have helped to shape what they believe</li> <li>• Teacher models a 'Values Circle' (a series of concentric circles) for themselves or another person. They should place themselves in the centre, with each surrounding circle representing one person that has influenced their life (up to five other circles)</li> <li>• Children complete their own 'Values Circle' for themselves</li> <li>• Each circle should include the name of the person and information about what they have taught them about what is important in life (eg words, pictures)</li> </ul> <p><b>Homework:</b> Children to take a blank template home to ask the opinion of their family.</p>	<p>Visitor/s</p>

## A glossary of religious, cultural and other terms used in this planning grid

<b>Allah</b>	Pronounced <i>al-aar</i> . The Muslim name for God. There is no plural form.
<b>Arabesque</b>	The use of symmetrical patterns and swirls which is typical of much Muslim art.
<b>BCE/CE</b>	'Before the Common Era' and 'Common Era'. In that the traditional abbreviations BC (Before Christ) and AD (Anno Domini – in the Year of Our Lord) imply a Christian framework of belief, the abbreviations BCE and CE (eg 772 BCE, 1611CE) are now preferred when studying different religions.
<b>Calligraphy</b>	Literally, 'beautiful writing'. There are many forms of calligraphy. Much Muslim calligraphy takes words from the Qur'an and writes them out with great artistic beauty. Panels of Arabic calligraphy can often be found inside and outside mosques.
<b>Jibril</b>	Arabic version of Gabriel. This was the angel who, according to Muslim belief, brought the first words of the Qur'an to Muhammad who was forty years old at the time.
<b>Khadijah</b>	Muhammad's wife at the time when he received the first words of the Qur'an.
<b>Muhammad (570-632 CE)</b>	God, Muslims believe, sent different prophets (messengers) to different peoples at different times. The last of these prophets – the 'Seal of the Prophets' – was Muhammad, a native of Makkah in Arabia. Though he is greatly honoured by Muslims, he is not worshipped. For this reason, Muslims find it offensive to call their religion (Islam) 'Muhammadanism'
<b>Night of Power</b>	The night when, according to Muslim tradition, the first words of the Qur'an were revealed to Muhammad. Muslims remember it every year towards the end of the month of Ramadan.
<b>Qur'an</b>	(Older spelling – Koran) Pronounced Core-aan. The Muslim holy book the words of which, Muslims believe, were revealed by God to Muhammad after the age of forty (even though, tradition says, he could not read). Muhammad then recited them to others who remembered them and wrote them down. For Muslims, the Qur'an must be in Arabic, the language in which the words were revealed to Muhammad.