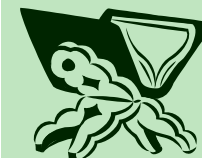
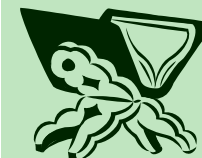


<p>What this unit contains</p>	<p>The Ummah – world family of Muslims, the spread of Islam and its multicultural nature. The Qiblah, Hajj, Id ul Adha, Mosques, the Jumu’ah prayer. How Muslim families and communities practise their faith, and the contributions this makes to local life. Beliefs in action in the world: how Muslims respond to global issues of human rights, fairness, social justice and the importance of the environment.</p>																		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This is the final unit in the Primary phase. It revisits and develops knowledge from the previous 7 units, contextualising into the family lives of 7 Muslim children around the world.</p>																		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Find out the origins of the names of all members of the families described in the unit. ➤ Find out more about the Jumu’ah prayer time. How might the experience of a Muslim child in a Muslim country differ from that of a Muslim child in the UK? ➤ Record the communities to which you belong. 																		
<p>Vocabulary</p> <table border="0" data-bbox="114 1050 1037 1220"> <tr> <td>Islam</td> <td>Prophet</td> <td>Makkah</td> <td>mosque</td> </tr> <tr> <td>Islamic</td> <td>Muhammad</td> <td>Hajj</td> <td>Hadith</td> </tr> <tr> <td>Muslim</td> <td>Salah</td> <td>Qiblah</td> <td>Jumu’ah</td> </tr> <tr> <td>Arabic</td> <td>Ummah</td> <td>Qur’an</td> <td></td> </tr> </table>	Islam	Prophet	Makkah	mosque	Islamic	Muhammad	Hajj	Hadith	Muslim	Salah	Qiblah	Jumu’ah	Arabic	Ummah	Qur’an		<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Faith communities as world-wide families. ➤ Responsibility for the world – locally and internationally. ➤ International aid agencies & charitable donations. ➤ Inspirational words from world faiths. 		
Islam	Prophet	Makkah	mosque																
Islamic	Muhammad	Hajj	Hadith																
Muslim	Salah	Qiblah	Jumu’ah																
Arabic	Ummah	Qur’an																	



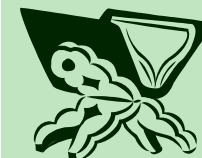
Unit 8 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ recall knowledge from previous units about the Qiblah and the Hajj; ➤ know that Muslims live around the world; ➤ know that the Ummah is the world family of Islam; ➤ know that all Muslims face Makkah to pray. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Explain that in this unit pupils are going to find out about 7 Muslim children living around the world and how their lives are similar and how they differ. Introduce the definition of the Ummah – the world family of Muslims.</p> <p>Watch the short piece of film from the ‘Faiths’ Islam unit that introduces the idea that Muslims come from all around the world.</p> <p>Hand out Pupil Information Grids and world maps, or use a globe. Explain that pupils have been given some information about a number of Muslim children. Their task in the first lesson of this unit is to decide where in the world the children live.</p> <p>Re-explain that the Qiblah is the direction that Muslims face when they do their salat. It is the direction they face to face the Ka’aba in Makkah.</p> <p>Working in pairs or threes pupils should work out their suggested answers to these 2 questions: Where does each child live? Two of the children live in the same country – which two?</p> <p>Feed back to the class, checking pupils’ answers and correcting as necessary. Pupils should complete their sheets with correct answers and remind pupils of the direction of Makkah from the classroom.</p>	<p>Resources Pupil information grids World maps</p> <p>LgFI / Espresso ‘Faiths’ Islam – ‘Where does Islam come from?’</p>



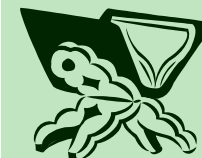
Unit 8 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know more about the children who are being studied; ➤ know that names are chosen to remember people from the past that can be inspirational; ➤ know that the Prophet discouraged the use of bad names; ➤ know that Hadith, the sayings of the Prophet, can have special meaning for people and help them to lead a good life. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Using the information grids from last week, in this lesson pupils are first asked to complete the columns showing the names and occupations of each child's parents.</p> <p>Hand out the family fact sheets and give children 15 minutes to complete their grids. Feed back and correct.</p> <p>Next ask pupils to suggest why each child was given his or her name. What qualities did the people they were named after have?</p> <p>Finally, for each of the Hadith give on the information sheet, pupils should suggest one adult in the grid who might find that Hadith has a special meaning for them in their daily life.</p> <p>Record and explain why you have chosen each person.</p>	<p>Resources</p> <p>Pupil information grids</p> <p>Family Factsheets</p> <p>Muslim names information sheet.</p> <p>Hadith information sheet.</p> <p>For information on names use http://www.2muslims.com/Quran_and_Hadith/hadith/abu_dawud/041.sat.html looking for Book 36 General Behavior Hadith 4938 (Abu Dawud)</p>



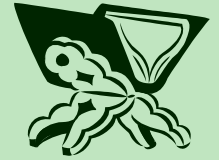
Unit 8 Session 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider how the mosque is important to a Muslim community; ➤ know about Zakah and Sadaqah – two different ways that Muslims are expected to support the needy; ➤ know the importance placed on charity by Prophet Muhammad (pbuh); ➤ know that Muslims believe they have a responsibility to protect and improve the environment and support the needy. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p></p> <p>√</p> <p></p>	<p>Read pages 12 & 13 of 'Abu lives in Kenya'. Abu is one of the children being studied in this unit. Examine the picture of Abu's village. How do you know that this village is a Muslim community? Point out the centrality of the Mosque and madrassah.</p> <p>There is a Hadith that says 'Every act of goodness is charity'. Abu describes how he would like to make the environment better for the people in his village. Find out how Abu's mother helps others in her work. What might each of the other children say about how they might want to help in their countries and what would you say about how you would want to improve your local area?</p> <p>Show pupils the picture of Fatimah putting money into her Sadaqah box on page 34 of 'Celebrate Islamic Festivals'. Explain that Fatimah is another of the children being studied in the unit. Read Fatimah's statement about Sadaqah and the Hadith explaining the importance Prophet Muhammad gave to charity.</p> <p>Record definitions of Zakah and Sadaqah.</p> <p>Look at the website of Islamic relief : http://www.islamic-relief.com/submenu/field/ And consider how donations by Muslims across the world, like the children being studied in the unit, contribute to the work of this aid agency.</p>	<p>Resources Pupil information grids</p> <p>'Abu Lives in Kenya' – Christian Aid ISBN 0 904379 61 2</p> <p>Celebrate Islamic Festivals by Khadijah Knight ISBN 0 43106955 7</p> <p>Note for teachers Zakah is compulsory Sadaqah is voluntary</p>



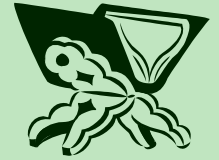
Unit 8 Session 4 & 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Mosques in all of these countries have features in common but some that are locally influenced; ➤ know about Mosques in each of the countries featured in the unit; ➤ know that the Jumu'ah prayer is important to Muslims; ➤ know that Muslims around the world, including children studied in the unit, learn Arabic in order to read Qur'an; 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Revisit the Pupil information grids to recall the countries where the children live.</p> <p>Show the short film extract from the Faiths Islam unit.</p> <p>Read pages 42 and 43 from Celebrate Islamic Festivals by Khadijah Knight. The boy in the picture is Husain, one of the children studied in the unit. Look at page 20 of 'Abu Lives in Kenya' to see how important his mosque is in his daily life.</p> <p>Using the internet and/or books, working in groups pupils should find an example of a mosque from each of the countries and feed back their information to the class.</p> <p>What features do these mosques have in common? Are there any differences? Explore how differences might be related to culture, for example architectural styles and the inability of Mosques in the UK to transmit the call to prayer in contrast to Mosques in Muslim countries.</p> <p>Record statements about:</p> <ul style="list-style-type: none"> ▪ what every mosque contains wherever it is. ▪ the significance of the Jumu'ah prayer time for Muslims. <p>Make a display featuring mosques from these countries.</p> <p>Watch two short video sections: Faiths CD or Online 'Qur'an. section in the Pathways of belief Video showing children learning Arabic and reading Qur'an.</p>	<p>Resources Pupil information grids</p> <p>Celebrate Islamic Festivals by Khadijah Knight ISBN 0 43106955 7</p> <p>Video: 'Pathways of Belief' (BBC) Islam programme 1 Abu Lives in Kenya – Christian Aid ISBN 0 904379 61 2</p> <p>LgFI / Espresso 'Faiths' Islam – 'Worship in the Mosque 1?' and 'Qur'an'</p> <p>http://www.netuse.co.uk/client/salawaat/mosques-turkey.htm</p> <p>http://www.geocities.com/Tokyo/Flats/6582/mosque.html</p>



Unit 8 Session 4 & 5 continued

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
	√		<p>Now with pupils read pages 2 & 3 and 22 of 'Abu Lives in Kenya' and page 8 of 'Celebrate Islamic Festivals' which show children from the unit learning to read Arabic. "</p>	<p>http://www.islamic.co.uk/gallery/gallery.asp?gallery=mosques1&title=Mosques%20of%20the%20World%20Gallery%201</p> <p>http://www.hitchams.suffolk.sch.uk/mosque/default.htm</p> <p>http://www.netuse.co.uk/clients/salawaat/mosques-america.htm</p> <p>http://www.netuse.co.uk/clients/salawaat/mosques-africa.htm</p> <p>http://www.netuse.co.uk/clients/salawaat/mazhaars-india.htm</p>
	√		<p>Examine images of the mosques for examples of Arabic. Look at the four examples of Arabic greetings / blessings and practice.</p>	



Unit 8 Session 6

Assessment Levels

Level 3

Attainment target 1

Pupils use developing religious vocabulary to describe some key features of religions. They make links between beliefs & sources, including religious stories & sacred texts. They begin to identify the impact religion has on believers' lives & describe some forms of religious expression.

Attainment target 2

Pupils ask important questions about religion and beliefs, making links between their own & others' responses.

Level 4

Attainment target 1

Pupils use a developing religious vocabulary to describe & show understanding of sources, practices, beliefs, ideas, feelings & experiences. They make links between them & describe the impact of religion on people's lives.

Attainment target 2

Pupils raise, & suggest answers to, questions of identity, belonging, meaning, purpose, truth, values & commitments. They describe what inspires & influences themselves & others.

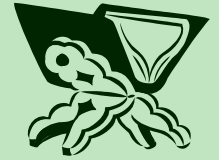
Level 5

Attainment target 1

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They explain how religious sources are used to provide answers to ultimate questions & ethical issues, recognising diversity in forms of religious, spiritual & moral expression, within religions.

Attainment target 2

Pupils suggest answers to questions of identity, belonging, meaning, purpose & truth, values & commitments, relating them to their own & others' lives. They express their views on the challenges of belonging to a religion.

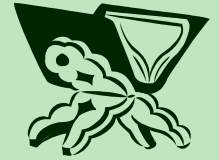


Unit 8 Session 1 – 5 Activity Sheet 1

Pupil information grid

Name.....

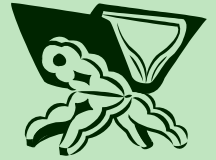
Name	When I pray I face	My favourite food	A planned journey to Hajj will be like this:	It will take this long	In which country do I live?	My dad is	My mum is
Mustafa	South	Dolmas	A coach journey stopping in 2 other Muslim holy places, Damascus & Jerusalem	1 week			
Husain	South-east	Chicken & chips	Flight direct to Jeddah's Hajj airport	6 hours			
Abu	North	Ugali and vegetables	Boat journey north up the Indian Ocean, turning west in the Gulf of Aden then up the Red Sea to Jeddah	5-7 days			
Fatimah	South-east	Kebabs & rice	By plane direct to Jeddah's Hajj airport	6 hours			
Ali	West	Lamb & vegetable curry and rice	2 flights – one going west to Dubai and then changing planes for a second flight to Jeddah's Hajj Airport	5.5 hours total			
Khadijah	North-west	Fish & vegetables	One flight northwest going to Jeddah's Hajj Airport	7.5 hours			
Omar	North-east	Halal burger & French fries	A flight to Paris, then an overnight stay before a second flight to Jeddah's Hajj Airport	Approximately 18 hours in the air			



Unit 8 Session 1 Activity Sheet 2

World Map





Unit 8 Session 2 Activity Sheet 3

Family Factsheet

My name is Fatimah. My dad, Kemal, is a baker and my mum, Razia, is a foster carer; we live in a terraced house in London.

My name is Mustafa. My Dad is a farmer; he is called Muhammad and my mum, Emine is a housewife. We live at our farm near Ankara.

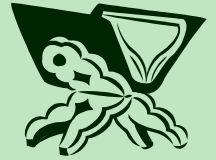
My name is Husain. My Dad is a Hajj Travel Agent, he is called Shahid. My mum is a dentist, she is called Zahra; we live in a flat in Croydon.

My name is Abubakar, people call me Abu. My Dad, Bilal, passed away when I was a baby. I live with my mum, Selma, who sells food and teaches people how to be healthy. I live in Mgeni, near Nairobi in a small house with a garden.

My name is Ali. My dad is called Hassan, he is a Doctor and my mum, Maryam, is a midwife. We live in Calcutta in a large house.

My name is Khadijah. My dad is a policeman, he is named Ashman. My mum's name is Noura and she is an Arabic teacher, we live near Kuala Lumpur in a block of flats.

My name is Omar. My dad is called Jamal and he is an Imam. My mum works in a Muslim bookshop; her name is Aisha. We live near Philadelphia in an apartment.



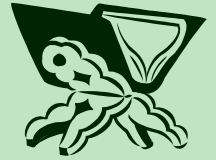
Unit 8 Session 5 Information Sheet 1

Arabic written on the walls of the Wightman Road Mosque, Haringey.



A form of decoration in mosques, sometimes the only decoration, is the written word, applied using calligraphy. The script very ornate.. Most usually, the calligraphy records passages from the Muslim holy book, the Qur'an, but examples of quotations from hadith may also be found.

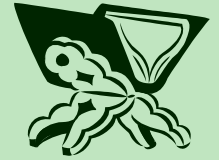




Unit 8 Session 5 Information Sheet 1 Continued

Tiles decorating a mosque mihrab





Unit 8 Session 2 Information Sheet 2

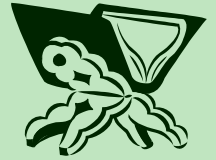
Muslim names

Male names

Abdulkarim	Servant of the Bountiful, the Gracious
Abdusalaam	Servant of the Giver of Peace
Ahmad	Commendable
Akram	More Generous
Ali	Excellent, noble
Hamza	Lion, an uncle of Prophet Muhammad (pbuh)
Hasan	Handsome, good
Ibrahim	Arabic name for Prophet Abraham
Ismail	Arabic name for Prophet Ishmael
Jibril	Arabic Name for Angel Gabriel
Muhammad	Praiseworthy - name of the final Prophet
Mustafa	Chosen - a title of Prophet Muhammad
Sabir	Patient, persevering
Yusuf	Arabic name for Prophet Joseph

Female names

Aisha	Living, prosperous
Faridah	Unique, precious
Halima	Gentle
Jamilah	Beautiful
Khadijah	Wife of Prophet Muhammad
Maryam	Name of mother of Isa (Jesus)
Munira	Brilliant, illuminating
Nur	Light
Rahmah	Kind
Safia	Pure, serene
Sara	Pure, happy
Tayeba	Good, pleasant



Unit 8 Session 2 Information Sheet 3

Hadith Information Sheet

The Prophet said: If a Muslim plants a seedling or cultivates a field, whenever a bird, a human or an animal eats out of it, it will be counted as charity for him.

The Prophet said: *The world is green and delightful, and Allah has put you in charge of it and is watching how you behave.*

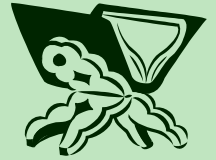
The Prophet said: *Whoever believes in Allah and the last day should entertain his guest generously.*

The Prophet said: *No-one eats better food than what he earns with his own hands.*

The Prophet said: *Acquire knowledge and teach it to people.*

The Prophet said: *Brushing the teeth purifies the mouth and is pleasing to the Lord.*

Pilgrimage to the House at Makkah is a duty that all people owe to Allah, if they are able to make the journey.



Unit 8 Sessions 4 & 5 Information Sheet 4

Arabic / Islamic Greetings, blessings etc

When Muslims greet someone they say *As-Salamu Alaykum*, which means 'Peace be upon you'.

To reply to this greeting a Muslim will say *Wa Alaykum As-Salam* which means 'Peace be upon you too'.

When Muslims begin something they say *Bismillah*, which means 'In the name of Allah'.

When Muslims see something wonderful they will say *Subhanallah* which means 'Glory be to Allah'.