

Component 6:

What we will know after this sequence:

The main Muslim symbol associated with Islam and why this symbol is used.

- The key colours associated with Islam.
- How to create an Islamic pattern which includes the star and crescent symbol.

Vocabulary:

Symbolism, crescent, star, pattern

How will this feed into my next learning:

Children will create a poster to document key facts about Islam with their own Islamic pattern as the background.

SEN:

Facts can be typed on an iPad and then printed for reluctant writers.



Component 4:

What we will know after this sequence:

- How to make a model of a mosque.
- How to label the key features on the outside and inside of a mosque.
- How to explain the key parts within a mosque and their purpose.
- Which day is a Muslim's special day to worship.

Vocabulary:

Mosque, masjid, minaret, muezzin, Wudu, qibla wall, Mecca.

How will this feed into my next learning:

Pupils will use their knowledge of key Islamic objects to explore in more detail the Qur'an.

SEN:

To have a template for their model and a checklist to ensure they are including the features they have learnt about.

Component 5:

What we will know after this sequence:

- How to create a presentation about the Qur'an and the similarities/differences between this and other religions.
- How to say what the Muslim holy book is called.
- How to explain how the words in the Qur'an were revealed to Muhammad.

Vocabulary:

Qur'an, Mecca, Sunnah, Hadith.

How will this feed into my next learning:

Children will be taught to recognise the main symbol associated with Islam.

SEN:

Pre-taught key vocabulary and visual word mats.

Component 3:

What we will know after this sequence:

- That a mosque is their holy building.
- Key features found outside and inside a mosque
- Key objects that are homed in a mosque
- Etiquette that takes place in a mosque (ways to pray etc).



Vocabulary:

Mosque, masjid, minaret, muezzin, Wudu, qibla wall, Mecca.

How will this feed into my next learning:

Pupils will now use their knowledge of a mosque to create their own model of one, explaining what each feature is and the purpose behind it.

SEN:

Pictorial representations and checklists to aid their understanding.

Component 2: (summary as covered in depth in upper KS2)

What we will know after this sequence:

- The six key beliefs held by Muslims and that these are known as the Pillars of Islam.
- How to create an artistic list of the key beliefs using calligraphy.
- Why geometric patterns and calligraphy are used by Muslims.

Vocabulary:

Pillars of Islam, calligraphy, predestination, fast, prayer.

How will this feed into my next learning:

Next pupils will explain the key features in a Muslim's place of worship.

SEN:

Children to create a pictorial representation of the six main beliefs rather than written.

Component 1:

We should know:

That Islam is a religion.

That Islamic people have a different faith and a different holy book to the religions we have already learnt about.

What we will know after this sequence:

- That Allah is the name Muslims use for their God.
- How to show where Islam was founded using a map.
- The names of some of the prophets sent by Allah.
- Who the key prophet was.

Vocabulary:

Islam, Muslim, faith, founded, religion, prophets, Allah, Muhammad.

How will this feed into my next learning:

Children will then learn about the key beliefs held by Muslims.

SEN:

Adult support with cutting and sticking. Use of a globe to help them identify Saudi Arabia.

