

Year Group 5	Worldview: Muslim
Strand:	Community and Identity (Human and Social Science)
Key Question:	How far does the mosque contribute to the Muslim concept of Ummah?
Focus of study:	Understanding the worldwide community of Islam, and the role of the mosque. Explore other ways that ummah is expressed.
Background information for teachers:	
<p>Islam means submission to God and, for Muslims, Allah is God. They believe that Allah is one – the word is neither masculine or feminine and has no plural form and for Muslims God has no equals, no partners.</p> <p>Muslims believe that Islam was revealed over 1,400 years ago in Makkah, Arabia through a man called Muhammad. Muhammad is so respected that it is usual for Muslims to say 'peace be upon him' whenever they mention his name. Muhammad is believed by Muslims to be the last prophet sent by God (Allah). They believe God sent prophets to mankind to teach them how to live according to His law. Islam also respects prophets of the Old Testament, such as Moses (Musa) and Abraham (Ibrahim) and Jesus (Isa) and Muslims believe that these prophets reveal the nature of God but do not believe that Jesus is the Son of God.</p> <p>The Muslim holy book is called the Qur'an. Muslims believe this to be the word of Allah as dictated to Muhammad. They also have the Sunnah, which Muslims believe to be the practical example of Prophet Muhammad. The Qur'an reveals most of what there is to know about God, as it is a copy of a book kept in heaven and it contains God's guidance on what to believe and how to live good lives. It contains the 99 names for Allah which describe his character.</p> <p>Muslims believe that they can get to know God by reading the Qur'an, reciting the daily prayers and obeying the other tenets of their faith. There is a requirement to believe in the "unseen" and so belief in God requires faith as humans are unable to understand everything. Only God is perfect. The greater jihad is a daily struggle to do the right things and is a consequence of belief in the Day of Judgement.</p> <p>Five Pillars of Islam</p> <p>The Five Pillars of Islam are an important part of Muslim life. They are five things that a Muslim must do so they can live decent and responsible lives; they are constant reminders to submit to God and ensure their deeds are good.</p> <p>The star and crescent symbol is sometimes seen at the top of a mosque and is a commonly known symbol relating to Islam. The five-pointed star reflects the Five Pillars of Islam which are central to the faith, and the crescent moon and stars are symbols relating to the greatness of the creator.</p> <p>Shahadah – declaration of faith</p> <p>The declaration of faith is "There is no God but Allah; Muhammad is the messenger of Allah." It comes from the Qur'an – Surah 3:18 (There is no God but Allah, and Muhammad is his messenger.) These words have to be recited three times in the presence of other Muslims for a person to become a Muslim. They are the first words that are whispered into the ears of a baby and the last thing that Muslims should hear. They are also part of the <i>Adhan</i> (call to prayer) and link to tawhid (the oneness of God).</p> <p>Salat - prayer</p>	

Muslims pray five times a day – before dawn, just after midday, late afternoon, just after sunset and between sunset and midnight. They can find out the times by consulting their local mosque. When they pray, they face Makkah and, in a mosque, there will usually be a mihrab on the wall to show the direction of prayer. If they are not in a mosque, they will use a prayer mat and they may have a compass on the prayer mat or use an app to determine the correct direction. *(The direction is calculated using the shortest route and this is what is known as a great circle route. If you want to get from A to B across the surface of a sphere then the most direct route will always be a part of a circle which if continued would wrap itself all the way round the Earth, in a full circumference of the planet, and return to exactly the same point as you started at – a great circle. In fact, there is a point in the Pacific, on the opposite side of the Earth from Mecca, where it does not matter which way you face, you will always be facing towards Makkah.)*

During Islamic prayers, worshippers bow, kneel, and prostrate on the ground in humility before God. As prayers need to be performed in an area that is clean, rugs and carpets have become a traditional way to ensure the cleanliness of the place of prayer, and to provide some cushioning on the floor. Traditional prayer rugs include an arch-shaped symbol at one end. This symbol represents the **mihrab** and must point toward Makkah during prayer. In mosques, the prayer area is often covered with large prayer carpets. Smaller prayer rugs may be stacked on a nearby shelf for individual use.

Many Muslim men will wear a small cap called a **taqiyah** when they pray. Men and women pray in a separate prayer hall as part of being modest in their prayer to Allah.

Zakah – giving money to charity

Muslims are expected to give at least 2.5% of their savings to charity and many do this especially during Ramadan. They do this to show obedience to Allah, to acknowledge that everything comes from God, to help those whom God has chosen to be poor, to learn self-discipline and to behave honestly.

Sawm – fasting during the month of Ramadan

Sawm is fasting during daylight hours within the month of **Ramadan**. Ramadan is during the ninth month of the Islamic calendar, and so changes each year. If they are under 12 years old, physically unwell or travelling, then they are excused. But many Muslims try to make it up at another time or donate to the poor instead. They are also expected to avoid evil thoughts and deeds. This shows their obedience to God, learning self-discipline, appreciating God's gifts, developing sympathy with the suffering of the poor, realising the value of charity and generosity, giving thanks for the Qur'an (which was first revealed during the month of Ramadan) and sharing fellowship and **community** with other Muslims.

During Ramadan, Muslims will eat a large meal before dawn and most Muslims will break the fast after sunset with dates or water, following the example of Muhammad, before eating a meal later. The month of Ramadan ends with the festival of **Eid ul-Fitr**.

Hajj – pilgrimage to Makkah

Muslims are expected to make a pilgrimage to **Makkah** at least once in their lifetime. It links to the lives of the prophets – Abraham, Ishmael, Muhammad – and the concept of **prophethood**.

Each year, millions of **Muslims** make a pilgrimage to the holy city of **Makkah** in **Saudi Arabia**. The main purpose of the pilgrimage is to ask for Allah's **forgiveness**. Muslims believe that, if they undertake the journey sincerely and with good intention, **Allah** will forgive them for their wrongdoings.

- The Hajj takes place in the Muslim month of **Dhul Hijjah**, the last month of the Muslim calendar. It is not possible to give an equivalent month in the Western calendar because

the Muslim calendar is lunar and therefore shorter. This means that the Hajj falls at a different time each year.

- The city of Makkah is considered to be **sacred** because it was the birthplace of the Prophet **Muhammad** (pbuh).
- The route of the Hajj takes pilgrims to various sacred sites in and around Makkah. Pilgrims begin by walking seven times around the **Ka'bah**, the sacred, cube-shaped building at the heart of Makkah's main mosque. They believe that it was built by the Prophet **Ibrahim** and his son, **Isma'il**, at Allah's command. Muslims feel a great sense of Allah's blessing when they are near the Ka'bah.
- Afterwards, pilgrims sip water from the well of Zamzam, then walk seven times between two small hills. Then they travel to Mina and onto the plain of Arafat, where the Prophet Muhammad preached his last sermon. Here they stand in silence and praise Allah. The next day, they go to a place called Muzdalifah, halfway between Arafat and Mina. Before day break, they then travel back to Mina and throw stones at three pillars, which represent the **devil**. Back in Makkah, they circle the Ka'bah again and say prayers.
- During the Hajj, pilgrims dress in simple, plain white clothes called '**ihram**'. All men dress identically, in seamless long white robes, while women wear plain white dresses with scarves. These clothes symbolise that everyone is **equal** in Allah's eyes.

A man who has completed the Hajj is called a 'Hajji'. A woman who has completed the Hajj is called a 'Hajjah'.

Mosques

There are over 2.5 million Muslims in the UK and over 1,500 mosques. The mosque is a place to gather for prayers, to study and to celebrate festivals such as Ramadan. It can also be used to house schools and community centres. The Arabic word for mosque, '**masjid**', means 'place of prostration'.

Although prayers can be said privately, either indoors or outdoors, nearly every community of Muslims dedicates a space or building for congregational prayer. The main architectural components of a mosque are practical in purpose and provide both continuity and a sense of tradition among Muslims worldwide. There is a great deal of variation among mosques around the world. Building materials and design depend on the culture, heritage, and resources of each local Muslim community. However, there are a number of features that nearly all mosques have in common.

Inside, the central area for prayer is called a **musalla** (literally, 'place for prayer'). It is deliberately left quite bare. No furniture is needed, as worshippers sit, kneel, and bow directly on the floor. There may be a few chairs or benches to assist elderly or disabled worshippers who have difficulty with mobility. It is a large space for men to use for worship and is a very important part of the mosque. Women often worship on a balcony at the back of the prayer hall; however, many Muslim women will pray in the home.

A **minaret** is a slim, tall tower with balconies or open galleries from which a mosque's **muezzin** calls the faithful to prayer (**adhan**) five times each day. The call to prayer begins with '**Allahu Akbar**' meaning '**Allah is the greatest**'. Now, recordings are used more so than the traditional method. Minarets are distinctive traditional features of many mosques, though they vary in height, style, and number. Minarets may be square, round, hexagonal, octagonal, or even spiral and they are usually covered with a pointed roof. The word minaret derives from the Arabic word for 'lighthouse' or 'beacon.'

Many mosques are decorated with a **dome** rooftop, particularly in the Middle East. In some traditions, the dome symbolises Allah's universe, the vault of heaven. The interior of a dome is usually highly decorated with floral, geometric and other patterns. The main dome of a mosque usually covers the main prayer hall of the structure. It allows the air to circulate, particularly in hot countries, and is built over the prayer to allow voices to be amplified. Some mosques may have secondary domes, as well.

The **mihrab** is an ornamental, semi-circular alcove in the wall of the prayer room of a mosque that marks the direction of the **qiblah** - the direction facing Makkah which Muslims face during prayer. Mihrabs vary in size and colour, but they are usually shaped like a doorway and decorated with mosaic tiles and calligraphy to make space stand out.

The **minbar** is a raised platform in the front area of a mosque prayer hall, from which the imam preaches his sermon during Friday worship. The minbar is usually made of carved wood, stone, or brick. There are usually three steps, which are sometimes covered by a small dome, and the imam will not go to the top as a sign of respect and humility before Allah.

Ablutions (ritual **washing** or wudu) are part of the preparation for Muslim prayer. Sometimes a space for ablutions is set aside in a restroom or washroom. A water source will be available (sometimes a simple tap, or sometimes a fountain in a beautiful courtyard), often with small stools or seats to make it easier to sit down to wash the feet. It which is a habit that is both **practical** (it helps Muslims to be clean) and **spiritual** (it reminds Muslims that Allah is the Creator, and when humans come to speak to God, being clean in body is a symbol of being pure in spiritual lives too).

The **shoe rack** is a practical feature of many mosques worldwide. Muslims remove their shoes before entering a mosque in order to preserve the **cleanliness** of the prayer space. These are usually placed near mosque entrances so that visitors can neatly organise and later find their shoes.

Decoration, both inside and outside a mosque, consists of calligraphy and geometrical patterns. This is because there are no images or statues of Allah or Mohammad, so that Muslims can worship the true Allah and not idols, as Mohammad had found at the Ka'bah. Decoration should not be extravagant or interfere with worship; neither should it be wasteful when the money could go to other good causes. Mosques should be environmentally friendly and energy efficient.

Prior learning:	<ul style="list-style-type: none"> • Muslims believe in one God (tawhid = the oneness of God), and they call him Allah. There are 99 names to describe Allah. • Allah called Muhammad to teach people to follow him. • Mohammad lived in a place where people believed in many Gods. • Muslims believe that the Bible and the Torah teach about Allah as well. • The Qur'an was dictated in Arabic to Muhammad by the Angel Jibril. The Qur'an is believed to be the very words of Allah. It is treated with respect and always written, read, and recited in Arabic. Learning the Qur'an by heart is a sign of dedication to Allah. • Learning the Qur'an by heart is a sign of dedication to Allah. • Muslims have regard for the prophets of the Old Testament and Jesus. Muhammad is known as the 'seal of the prophets'. The hadith, which contains the sayings of Muhammad as well as tales of his life, is as important for many Muslims as the Qur'an. • Islamic diversity stems largely from debates over the caliphate.
Building Blocks:	<ul style="list-style-type: none"> • Ummah is the community of Muslims which is expressed in many ways, including through the five pillars of Islam.

	<ul style="list-style-type: none"> The mosque is the centre of the community for many Muslims, where they go to learn about Allah and to conduct the five daily prayers. The five pillars of Islam show commitment to Allah and to the Muslim community. The importance of the Kab'ah in Makkah is shown by Muslims facing its direction when praying and the Hajj. Muslims are equal in the eyes of Allah.
Outcomes:	<ul style="list-style-type: none"> I can identify examples of how the Shahadah is used to underpin Muslim belief about Allah. I can make clear connections between the importance of prayer, mosques (including the Kab'ah) and community. I can explain how, through living out the five pillars of Islam, Muslims can show that their commitment to Allah, their faith and the community. I can consider how Muslims can be a part of their community even when they are not in a mosque, showing awareness of the different ways that Muslims can follow the five pillars of Islam (for example, choosing to pray in the home and workplace, making decisions about whether they are able to fast in Ramadan or go on a Hajj). I can weigh up how the mosque contributes to the community, offering and justifying other ways in which ummah is expressed.
National Statement of Entitlement (NSE)	a, b, c, e, f, g, h, j
Resources:	<p>Recap previous units and links to prayer / hajj – How Islam Began - In Ten Minutes - TrueTube</p> <p>Mosque information - Places of worship - Muslim - RE:ONLINE (reonline.org.uk)</p> <p>Online Mosque tours - For RE Teachers Visit My Mosque</p> <p>Holy Crib: The Mosque - TrueTube</p> <p>Story of Bilal becoming the first muezzin</p> <p>Five Pillars of Islam - https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-what-is-islam/zbmrwtv</p> <p>Prayer mat, qiblah and beads (or pictures)</p> <p>Qiblah info - The Qiblah Is the Direction Muslims Face When Praying (learnreligions.com)</p> <p>Qibla finder - Qibla Finder Qibla Direction - Find Qibla from Online Map, https://moonsighting.com/qibla.html (and useful for prayer times)</p> <p>Prayer - Real People Real Faith KS1 Islam 1.pdf (natre.org.uk)</p> <p>KS1 Q1 Shia Mosque - YouTube</p> <p>Real People Real Faith KS1 Sunni Islam 1.pdf (natre.org.uk)</p> <p>Muslim - What symbols are important to you? - YouTube</p> <p>Compare historic photos of Makkah with those from today - https://www.theatlantic.com/photo/2015/09/mecca-then-and-now-128-years-of-growth/408013/</p> <p>Ummah - Real People Real Faith KS2 Islam 2.pdf (natre.org.uk)</p> <p>KS2 Q2 Shia Mosque - YouTube</p> <p>General (Allah at the heart of everything) - Real People Real Faith KS2 Sunni Islam 2.pdf (natre.org.uk)</p>

	Muslim - How does your belief in God affect your daily life? - YouTube
Vocabulary:	<p>Islam</p> <p>Muslim</p> <p>Mosque (masjid in Arabic)</p> <p>Ummah – global community of Muslim believers</p> <p>Prophets</p> <p>Muhammad</p> <p>Qur'an</p> <p>Five Pillars of Islam – Shahadah, Salah, Zakat, Sawm, Hajj, Makkah, Medina,</p>
Learning Question: Why is it important for Muslims to have a community building?	
<ol style="list-style-type: none"> Look at some pictures of different masjid buildings (without telling the pupils what they are). Use nearest ones from your locality (including purpose-built and converted buildings), and from around the world. Ask the pupils to find similarities and differences between them (or ask them to explain the 'odd one out' with reasons). Look at them in detail, ask questions and suggest answers. Give sentence stems (such as 'I noticed', 'I am not sure about', 'I think', 'I would suggest that', 'I wonder'...). What can you see? (possibly symbols, writing, features – shoe rack, minaret) What questions do you have? Who would use these buildings? How do you know? What would you ask them? Where are the buildings? <i>Put questions and answers on a working wall to come back to during the unit to answer, change or add to.</i> If they haven't identified that they are Muslim buildings from the clues, tell them that they are mosques (masjids in Arabic). Then show the LQ. <ul style="list-style-type: none"> In pairs / small groups, ask them to write down 5 facts that they know about mosques (they can use some of their knowledge from the first activity and knowledge from previous units). Challenge them to find 10 / 15 / 20 facts. Who has the most facts on their list? Think about the importance of community buildings. <ul style="list-style-type: none"> What community buildings are there in your locality? Is it important to have a community building? Why? Do you use a community building? What for? Is it important to you? Why? Should all communities have a building? Do all communities need a building? Possibly introduce the word 'ummah' – Arabic for community (local, national, worldwide). Use a local masjid to research (or one in the nearest town with one). <ul style="list-style-type: none"> Where is the mosque? (Locate on a map and locate other community buildings.) Why is it there? (Think about historical movement of Muslims into the local community and challenges they may have faced.) Why / how was it converted / built? Why might the local Muslim community want a masjid / their own community building? What might young British Muslims value about their mosque? Fill in some answers that a Muslim might say– 'I value my mosque because... / The mosque is valuable to me...' Find some quotes from young British Muslims (RE Today has some to which you can add or swap for comments from Muslim pupils from your school). <ul style="list-style-type: none"> Ask the pupils to sort the statements and explain the categories they have chosen – grouped by points made, age of pupils... 	

7. Summarise the importance of the mosque to young British Muslims. During the unit, you could make a mind map to record the different thoughts, feelings and activities that contribute to a sense of community for Muslims, adding to it each session.

Learning Question: How far does the Shahadah contribute to a sense of community for Muslims?

1. Find out about the Five Pillars.
 - <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-what-is-islam/zbmrwtv>
2. Recap / discuss the importance of the words of the Shahadah. The Shahadah forms the foundation of the other four pillars.
 - Look at the Shahadah (1st pillar) and discuss the words. "There is no God but Allah; Muhammad is the messenger of Allah." It comes from the **Qur'an** – Surah 3:18 (There is no God but Allah and Muhammad is his messenger.)
 - [BBC Two - Watch, Celebrations, Islam, The Shahadah and Ramadan](#)
 - Discuss the significance of the Shahadah on the Saudi Arabian flag. (Find Saudi Arabia on a map and locate important Muslim locations.)
 - Watch the videos to recap and hear about it from Muslims.
 - [Shahadah: The First Pillar of Islam InfoIslam - YouTube](#) How does this show the importance of the Shahadah? Could anyone say the Shahadah and be a Muslim? Why not?
 - Why are the words of the Shahadah so important for becoming a Muslim?
3. Origins of the Adhan.
 - The **Shahadah** is usually said a few times each day and heard as part of the **Adhan** – listen to the call to prayer [Islamic Call to Prayer - Amazing Azan by Idris Aslami - YouTube](#) and read the words. Can they identify the Shahadah?
 - Read the story of Bilal – the first adhan. [Microsoft Word - bilal.doc \(mmiweb.org.uk\)](#) What do Muslims learn from this story? (Remember that he was a black African slave, the lowest of the low, who showed commitment to his faith throughout persecution, and was chosen by Mohammad to call Muslims to pray to Allah.)
 - Listen to the call to prayer again. Why is a voice used? How does the sound carry? Why would this have been important in the first days of Islam?
4. Describe the importance of the Shahadah throughout Muslims' lives.
 - The Shahadah is said at birth and whispered as the first words a baby hears (<https://www.youtube.com/watch?v=IU3ywwtUSel>) and Muslims aim for these to be the last words they say (or hear) before death. Why is this important to Muslims?
5. Discuss when the Shahadah contributes to Muslim sense of community (within families, the locality, nationally, worldwide). How much does it contribute to a sense of community?
6. Add ideas of how Shahadah links to community on the mind map. Are there any links to the mosque?

Learning Question: How do Muslims feel they belong to ummah through salah?

1. Look at the sorted statements from the mosque session.
 - What activities might Muslims do inside a mosque?
 - What would you expect to find in a mosque?
2. Watch [Religious Studies KS2: The Mosque - BBC Teach](#) to see some of the activities in a London mosque.
3. Look at some pictures / video tours inside a mosque. Look into different rooms.
 - What would Muslims do in this room? How do you know? (clues)
4. The second pillar of Islam is salah - prayer. [Religious Studies KS2: The washing ritual, 'Wudu' - BBC Teach](#) shows what Muslims do before they pray. Discuss the importance of being clean on

the outside and the symbolism for cleanliness in speaking to Allah. Why do Muslims wash these specific parts of their body? What does it symbolise?

5. Watch [Religious Studies KS2: Prayer in Islam - BBC Teach](#) which shows prayer in a mosque.
 - What did you find interesting?
 - Do you have any questions?
 - What did you notice?
 - Why do Muslims face Mecca?
6. Look at a prayer mat, qibla, prayer beads.
 - What do the pupils think it is? What is it used for? Why? How important is it for Muslims?
 - How / where would Muslims pray if they couldn't get to a mosque?
 - Which way would the prayer mat face for a Muslim praying in our classroom / school? (use a qibla or app)
 - Why don't they need to use prayer mats in most mosques?
7. Many Muslims pray 5 times a day.
 - When would local Muslims be praying today? [Prayer \(salah, salat, namaz\) times for top cities in UK \(salahtimes.com\)](#)
 - How easy would it be for Muslims to do this? (Think about what Kaisan said in the video.)
 - How does salah show commitment to Allah?
8. Watch [KS1 Q1 Shia Mosque - YouTube](#) and [Muslim - What symbols are important to you? - YouTube](#)
 - Why do Muslims cover their heads when they pray?
 - How do Muslims feel they belong to ummah through salah?
 - How does salah show a sense of community for Muslims? How many reasons can you think of? (Within families, locally, nationally, worldwide)
9. Add ideas about prayer to the mind map, showing links to the mosque. Is all of salah linked to the mosque?

Learning Question: How do sawm and zakat contribute to a Muslim's sense of community?

1. Do you reflect on your life? Meditate? When? Why? How does that change your thoughts / actions?
2. Ramadan falls during the ninth month of the Islamic calendar as that is when the Qur'an was first revealed to Muhammad. The date is not fixed in the Western / solar calendar because the Islamic calendar is based on the lunar cycle. Watch the first video showing Idris' guide to Ramadan - [Ramadan: What is Ramadan? - CBBC Newsround](#). Remember that this was Ramadan during social distancing so should be different now.
 - What are the key parts to Ramadan? (give to charity, reflect, pray, meditate)
 - What might Muslims reflect on / pray about / meditate on?
 - How would this help them to become better Muslims / people?
3. Watch the second video – seven things you need to know about Ramadan.
 - Can you add some more reasons for the importance of Ramadan? (understanding the needs of the poor, drawing closer to Allah through prayer)
4. Watch [Ramadan: Why is it so special? - BBC Newsround](#) and the third video on [Ramadan: Why is it so special? - BBC Newsround](#) to find different thoughts of young British Muslims about fasting.
 - How do the young Muslims feel about fasting?
 - Why do Muslims fast? (This is the fourth pillar of Islam – Sawm, think about their commitment to Allah.)
 - Do all Muslims need to fast?

<ul style="list-style-type: none"> • Pupils don't have to fast so what else do they do, especially during this month, to show their commitment to Allah? • How easy do you think that is? What would be the easiest / most difficult to do? • Fasting takes a lot of self-discipline. Have you ever needed to use self-discipline? How did you feel – before, during, after? • What food would you miss if you fasted for 30 days? • When is Ramadan this year? Why might it be easier / more difficult to fast this year than last year? What about next year? <p>5. Giving to charity is the third pillar of Islam – Zakat. Muslims are expected to give to charity but they do this especially at Ramadan.</p> <ul style="list-style-type: none"> • Do you or your family give to charity? Why might people give to charity? • How might people feel when they receive from charity? <i>NB: this is a sensitive subject, discuss that many people find it difficult to ask for help / be seen to accept charity.</i> • Which charities would you give to? • Do you think this might be the same or different to Muslims in this country? <p>6. Ramadan lasts for 30 days and ends with Eid ul-Fitr (big Eid). Eid is a festival celebrating the end of fasting when Muslims thank Allah for strength to fast during Ramadan. Watch Religious Studies KS2: Ramadan and Eid ul Fitr - BBC Teach (this was recorded a while ago when Ramadan fell in the summer). There is more information on How is Eid al-Fitr celebrated around the world? - BBC Bitesize.</p> <ul style="list-style-type: none"> • What happens at Eid ul-Fitr? (thankfulness, gratitude, prayer, family) • What do you like to celebrate with your family and the wider community? • What do you do? • What might young British Muslims say about Eid ul-Fitr? <p>7. How do sawm and zakat contribute to a Muslim's sense of community? Add some more links to the mind map. Do any parts link to the mosque?</p>	<p>Learning Question: Why does participating in the Hajj help Muslims to feel part of the worldwide community?</p>
<p>1. Discuss special places that you and the pupils might have. It might be somewhere inside / outside, local / far away, visit often / very rarely. Think about the significance and meaning of that place.</p> <ul style="list-style-type: none"> • How do you feel when you are there? • What do you do there? • How do you feel when you are not there? • Has / does that place change/d your thoughts / actions in any way? <p>2. Hajj (pilgrimage to Makkah) is the fifth pillar of Islam. Watch Religious Studies KS2: The Muslim pilgrimage, Hajj - BBC Teach. Stop at:-</p> <ul style="list-style-type: none"> • 0:19 – where is Makkah, Saudi Arabia (what might it be like there?); • 0:50 – discuss all coming together, the crowd would fill Wembley stadium more than 40 times, what are they wearing / doing?; • From 1:45- 4:58 - main actions, oneness of God, Ka 'bah in Grand Mosque, focal point of prayer, walk 7 times to submit to Allah, walk between the hills of Safa and Marwah, Arafat (lined to Mohammad who is the most important prophet for Muslims), seek forgiveness from God, pray for a good life, return to Makkah, stone the Jamarat to symbolise rejecting the bad / temptations, walk into Makkah to walk around the Ka' bah, very hot, more than 30 degrees; <p>3. Reflect on what pilgrims do and what they might find physically difficult (if they have looked at Hindu pilgrimage, they could find similarities / differences).</p>	

<ul style="list-style-type: none"> • 5:47 Clothing – all wear special clothes, white cloth, women – one straight loose dress, any colour, covered to maintain respect; • Reflect on the experience. • What clothing do Muslims wear on a pilgrimage? • Why do the men wear the same clothing? Why might women want to wear white too? • How might this make them think about Allah? • How does this give Muslims a sense of community? <ol style="list-style-type: none"> 4. Read Hajj - Practices in Islam - GCSE Religious Studies Revision - AQA - BBC Bitesize to link the actions of the Hajj to the stories. 5. Find where Makkah and nearby places are on google maps. Discuss the terrain and climate. 6. Compare the Hajj 100 years ago to today. Remember that Muslims must try to complete the Hajj at least once in their lives and this has happened for hundreds of years. <ul style="list-style-type: none"> • Look at the photos of Makkah from the 1800s. • What can you see? • What was it like for Muslim pilgrims? • Now compare them with recent photos. What is the same? What is different? Why? • How might Muslims feel, knowing that they are following in the footsteps of Muslims for hundreds of years? 7. Think about the feelings of British Muslims preparing for and going on Hajj. Watch and read the info on What is the Hajj pilgrimage? - CBBC Newsround first and second videos. <ul style="list-style-type: none"> • Why do Muslims go on a pilgrimage? • Do they have to go on a pilgrimage? • It is during the twelfth month of the Islamic calendar so when will it be / was it this year? • What happens at the end of Hajj? 8. Eid-ul-Adha (little Eid) is celebrated by all Muslims, regardless of whether they have participated in the Hajj. Watch the fourth video – how is Eid celebrated? <ul style="list-style-type: none"> • When have / will Muslims celebrate Eid-ul-Adha this year? 9. Think about all the elements of Hajj that contribute to a sense of community for Muslims. Add links to the mind map. Does the sense of community link to the mosque? 	<p>Learning Question: How far does the mosque contribute to the Muslim concept of Ummah?</p>
<ol style="list-style-type: none"> 1. Discuss the importance of ummah to Muslims. Watch BBC Two - Belief File, Islam: The Shahadah, Muhammad in Madinah (first Muslim community, Muslim calendar, ummah, mosque, first Islamic state). <ul style="list-style-type: none"> • How important do they think the ummah is to Muslims? 2. Listen to the thoughts of two Muslims, especially the imam talking about ummah KS2 Q2 Shia Mosque - YouTube (Real People Real Faith KS2 Islam 2.pdf (natre.org.uk)). <ul style="list-style-type: none"> • Although the imam doesn't mention the ummah, which parts of the community does he talk about? (family, parents, friends) 3. Look at the unit mind map you have created and compare it to the LQ. <ul style="list-style-type: none"> • Does the mosque contribute the most towards a sense of ummah? Is it the most important? Why? • Or are there other aspects of Muslim commitment and identity that give a greater sense of ummah? 4. In pairs / groups, explain what gives Muslims a sense of community the most (make sure that some choose the mosque). Use the ideas in a class debate / conscience alley. 5. Reflect on the importance of the local, national and global community for them and what they can learn from this unit. 	

<ul style="list-style-type: none"> • Which community buildings give them a sense of belonging? What actions do they complete there, with others, for the good of the community? • How do they know how to lead good lives / make the right choices? • How do they make their local / national / global community a better place? • How is this similar to Muslims? • Is it important to do this individually or as part of a group? Why? • Have you changed / affirmed your worldviews? 	
Assessment opportunities:	<p>Adding to the mind map each week.</p> <p>Explanation during the final debate, drawing on knowledge from this unit and previous ones.</p> <p>Reflection on their own worldviews about community.</p> <p>(Also, opportunities for English, history, geography, science - oracy, comparing historical sources, locating / describing physical features in the world, cycle of the moon.)</p>
Notes	<p>The sessions do not need to be completed in this order but should build up the knowledge for the final session.</p> <p>Where possible use people and resources from the local Muslim community but, failing that, there are many video resources.</p>