

Medium Term Plan: Religious Education

Year 1 Islam

Year 1 Key Question (to be used all year): What do people say about God?

Focus Question (for this investigation): How might beliefs about creation affect the way people treat the world?

Concepts:

Transcendence

Belief

Worship

Tradition

Commitment

Identity

Interdependence

Key Vocabulary: God, Allah, Muslim, created, creator, natural world, caretaker, steward, Khalifahs, respect, Prophet Muhammad (pbuh), environment,

Prior learning: In EYFS children will have explored different festivals and special times for believers of different faiths.

Core Knowledge: In depth study

- Pupils could go for a nature walk and talk about aspects of nature that they enjoy. They could collect leaves, acorns etc. and use these to make a collage or print picture. These could be used as a display of the natural world to prompt discussion.
- Show pupils a variety of environmental pictures good and bad and ask them to discuss what is happening in the pictures. Development of this task could be to ask students who they think is responsible for taking care of the world and why they think people should care about the world. They could also watch the Wonderful world song and think about of all the wondrous things in the world and why it important they are cared for: rainforests, flowers, oceans etc.
- <https://www.youtube.com/watch?v=m5TwT69i1IU>
Watch the BBCTeach clip of Islamic stories. Talk about the stories with the children – ask them to think about why Muslims might think that it is important to teach children to care for all living things. Encourage them to connect the belief in one God who create the world with the view that living things should be cared for
- https://www.youtube.com/watch?v=_bN7KIMmwlc
- Read the Islamic story of the Baby birds (teaching from the life of Prophet Muhammad pbuh) book/puppet set available <https://www.articlesoffaith.co.uk/faiths/islam.html?limit=all>
- Ask pupils to think about why the Prophet Muhammad might be seen as a good role model by Muslims.
- Discuss what it means to be a ‘caretaker’ – you could ask your school caretaker to come in and speak to the class about what their job involves and how this role supports the life of the school.
- Look at images of environmental issues (eg. pollution, rubbish being dumped, plastics in the oceans) and ask pupils to suggest why a Muslim might be concerned about these issues and what they might want to do as a result of their concern.
- Pupils to write down rules they think they should follow in order to make the environment better in their home/school/local community
- Pupils could paint a picture to show their own beliefs and values about how the natural world should be
- Pupils to talk about what is important to them in the natural world? What would they do to improve it? Why?
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Key Questions: -

Is caring for the planet important, why?

How should we treat the environment?

What differences could I make?

Do we all have a responsibility to care for the natural world?

Wider Influences: worth being familiar with

- You could introduce the word Khalifah and explain that it is the Muslim word for being a caretaker of the world. Discuss how this would affect the way a Muslim might behave – what things might people do differently if they believed that caring for the planet was an important part of their religion?

Enduring Understanding:

- To understand Muslims believe in one God (Allah) who Muslims believe created the world
- To discuss why Muslims might value the natural world.
- To know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet and how Muslims show respect to God when caring for the world.