ST LAWRENCE C.E. PRIMARY SCHOOL RE LEARNING JOURNEY

UNIT: Bombs Away! TERM: Autumn 1 YEAR GROUP: 5

I WONDER QUESTION	
What is the meaning of Umma?	
END OF UNIT OUTCOME	To write about the importance of community, highlighting any similarities between their community and Umma. All pieces of writing will be placed together to create a class book on everyone's experience of community.
OBJECTIVES	• Describe the meaning of Umma • Explain how aspects of Muslim practice and belief develop a sense of Umma • Evaluate the concept of Umma by explaining its value to Muslims and identifying and explaining situations or issues that may arise in relation to Umma. • Express a personal response to Umma and to the idea of community in their own experience. • Explain examples of how their responses & ideas affect the way they behave in the communities they & others belong to
CONCEPT: Conflict	- **Wealth Distribution and Conflict**: Zakat, while promoting generosity, can create tension when economic disparities affect one's ability to give or receive. - **Cultural and Political Divisions**: Differences in ethnicity, politics, or religious interpretation can challenge the unity of Umma. - **Individual vs. Collective Practices**: Balancing personal religious practices (like Salat) with communal obligations may lead to conflict or feelings of exclusion. - **Access to Hajj and Inequality**: The financial barrier to performing Hajj can divide Muslims, raising questions about global unity when not all have equal access.
LESSON 1 QUESTION	**Enquire – What does Umma mean?**
KEY KNOWLEDGE	**Enquire – What does Umma mean** • describe the meaning of Umma In Islam, Ummah is the Arabic word for a religious community, nation, or the worldwide community of Muslim believers who are united by a shared faith in God. It emphasises loyalty to God and a shared purpose, fostering a sense of brotherhood and sisterhood among Muslims of diverse ethnicities and nationalities. This concept highlights the idea of one humanity under God and a shared destiny for believers, aiming to create a just and unified global Muslim society.
RICH TASK	Discuss the meaning of the word 'Umma' – It is the Arabic term for Nation. It refers to the whole Muslim world or the community of believers.

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<table>
<tr><td></td><td colspan="3">Produce concept webs around the word ‘community’.
Show a visit to a Mosque which shows large numbers of Muslims arriving and leaving the Mosque.
Ask pupils to speculate about the community shown e.g. Who are these people in this community? What are they doing? What is important to their community? Can anyone belong? Where does the community meet? What questions might we ask about this community?
Create ‘wordle’ style piece around word community. NB when using wordle each word needs a capital letter.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Have the word community on a page. Have chopped up words that define/link to the word community and also words that clearly are non-related. Child sorts and sticks onto paper.

Challenge: Choose one of your communities and list all of its features e.g. uniform, rules, purpose, symbols etc.

Discussion – would this school still feel like a community if you did not wear uniform?</td></tr>
<tr><td>KEY VOCABULARY</td><td>Community
Mosque
Muslim
Umma
Important</td><td>RESOURCES</td><td>Frieze panels
Concept cards
Mosque clip
Laptops</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">Where can we find Umma in the Five Pillars of Islam?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Step 2: Contextualise
• describe the meaning of Umma
• explain how aspects of Muslim practice and belief develop a sense of Umma
There are five key practices that all Muslims are obligated to fulfil throughout their lifetime. These practices are referred to as pillars because they form the foundation of Muslim life. The five pillars of Islam are Shahada, Salah, Zakat, Sawm, and Hajj.

Each of the five pillars work in tandem with one another to bring the essence of Islam as a religion of peace and submission to Allah, into the lifestyle of every Muslim.

<u>Shahada</u> (Declaration of Faith)
• What it is: A statement of belief that there is no god but Allah, and Muhammad is his messenger.</td></tr>
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	• **Why it's important:** It is the fundamental belief of Islam and a declaration of faith and commitment to God. **<u>Salah</u> (Prayer)** • **What it is:** Muslims pray five times a day at specific times, facing towards the holy city of Makkah. • **Why it's important:** Prayer helps Muslims connect with Allah throughout the day and maintain a connection with their faith.
RICH TASK	**Retrieval Activity:** "Quick recap quiz" – 3 short questions on Lesson 1: 1. What does the word *Umma* mean? 2. Why is Umma important in Islam? 3. What word did we use to describe people belonging to the same group or faith? What are the Five Pillars of Islam? Display the declaration of faith in Arabic and in English and discuss how declaring a shared belief can help to develop a sense of Umma. What is **SHAHADAH? (1)** Discuss what a Muslim prayer mat is used for – **SALAT. (2)** Discuss advantages and disadvantages of praying alone or within Umma. Ask questions: Do you think a Muslim prefers to pray alone or with others? Is it important to have set prayer times? Why/why not? Is it important for Muslims to face the same way all over the world? Add 'Shahadah' and 'Salat' to the blank 'Five Pillars of Islam' sheet and create an explanation of each. Look at a prayer mat and produce an observational drawing annotated with facts about Salat
SUPPORT AND CHALLENGE	Support: create a mind map on Islam – todays lesson focus on first 2 pillars. Each segment of mind map is different colour. Have pictures for child to stick on. Children to draw prayer map – write a simple sentence to go with this or label. Challenge: Reasoning question **Which of the following statements best explains the importance of the *Shahadah* and *Salat* in fostering a sense of Ummah, and why?**

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	A) The *Shahadah* unites Muslims by declaring a shared belief, while *Salat* connects them through collective worship, regardless of physical distance. B) The *Shahadah* emphasizes individual faith, and *Salat* is only important for personal connection with God, not for community. C) The *Shahadah* is a form of worship only for individuals, and *Salat* is optional for Muslims depending on their location. **Why do you think your answer is correct? Explain how each of these practices might either foster unity or create division within the global Muslim community.**		
KEY VOCABULARY	Prayer mat SALAT SHAHADAH Five Pillars Declaration Faith	**RESOURCES**	Prayer mat Pencils for observational drawings
LESSON 3 QUESTION	**Where can we find Umma in the Five Pillars of Islam?**		
KEY KNOWLEDGE	**Step 3: Contextualise** **<u>Zakat</u> (Charity)** • **What it is:** Giving a portion of one's wealth to those less fortunate or in need. • **Why it's important:** It is an act of kindness and generosity, helping the poor and reminding Muslims to be grateful for what they have.		
RICH TASK	**Retrieval Activity:** "Pair-share memory map" – without looking, children work in pairs to draw a simple mind map of the **first two pillars** and their links to Umma. Prompts: Shahadah → ? | Salat → ? Children then check their KO to fill gaps. What is **ZAKAH? (3)** Explore Zakat (distribution of wealth) Show a film clip where a bucket is being passed. Add 'Zakah' with an explanation on to the Five Pillars of Islam sheet. Children to write who they would like to donate money to and why.		

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<tr><td></td><td colspan="3">Recap Zakah: Remind the class that Zakah is not just about money; it’s also about kindness, sharing what we have, and thinking about the needs of others. Encourage students to think of ways they can practice kindness and help in their daily lives.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">SEN: Continue mind map for Zakah. Photo of child and adult scribes speech bubble of who they would give money to.

Challenge: Students can create a poster showing ways people can practice Zakah, both through money and other means like volunteering, giving time, or helping at home or school.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Zakah
Wealth
Conflict
Donate
Distribution</td><td>RESOURCES</td><td>Zakat film clip</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">Where can we find Umma in the Five Pillars of Islam?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3"><u>Sawm</u> (Fasting)
• What it is: Fasting during the holy month of Ramadan, where Muslims abstain from food and drink during daylight hours.
• Why it's important: It helps develop self-discipline, empathy for the poor, and a greater appreciation for God's blessings.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval Activity:
Fill the blank challenge

· The third pillar is _____.
· Zakat is about _____.
· Zakat helps create Umma because _____.
Children complete on mini-whiteboards, then review together.

SAWM (4) – fasting. Explore the Eid ul Fitr & their significance at the end of Ramadan.
Discuss the following questions:
- What is Ramadan?
- Who celebrates Ramadan? (Plus who cannot)
- When is Ramadan?
- Why do Muslims celebrate Ramadan?</td></tr>
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<table>
<tr><td></td><td colspan="3">- What happens at the end of Ramadan?

Show model diary entry of a Muslim explaining their feelings at the end of Ramadan and ask children to discuss their own ideas with a talk partner – share these with the class and record phrases/ ideas on the board.
Children to write their own diary entry of a Muslim explaining their feelings at the end of Ramadan.
Add Sawm to the fourth Pillar and write an explanation.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Continue mind map for sawm. Use scaffolding to support with writing:
Fasting means _____.
Muslims fast during _____.
Ramadan lasts for _____.
During Ramadan, Muslims usually eat a large meal called _____ just before dawn.
Ramadan ends with the festival of _____.

Challenge: Key word retrieval – fill in the blanks on the key words/ or the definitions for vocabulary introduced so far.</td></tr>
<tr><td>KEY VOCABULARY</td><td>SAWM
Fasting
Eid ul Fitr
Self-discipline
Ramadan
Empathy</td><td>RESOURCES</td><td>Blank diary entries
Scaffolding for support</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">Where can we find Umma in the Five Pillars of Islam?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Step 5: Contextualise
During the Hajj (pilgrimage), Muslims must each wear the same simple garments and perform the same ritual acts of devotion to Allah.
<u>Hajj</u> (Pilgrimage)
• What it is: A pilgrimage to Makkah (Mecca) in Saudi Arabia, a holy city for Muslims.
• Why it's important: It is a journey that all able Muslims are expected to make at least once in their lifetime, showing unity with other Muslims worldwide.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval Activity:
“Placemat Retrieval” – Children in groups fill a placemat with everything they can recall about:

• Meaning of Umma
• The Five Pillars
• How the pillars help Muslims feel part of Umma</td></tr>
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<table>
<tr><td></td><td colspan="3">

- Key vocabulary

Leads directly into evaluation and end-of-unit outcome.

HAJJ (5) – pilgrimage to Makkah. Pose questions - what is Hajj? How does Hajj help Muslims feel part of Umma?

Tell the students that they are going to write a postcard from the perspective of someone who is completing the Hajj pilgrimage. In the postcard, they should describe their journey and explain how they feel, how they connect with other Muslims, and what it means to be part of the Ummah. Share postcards as a class.

Add Hajj to the fifth pillar and write an explanation.
</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">SEN: Continue mind map for Hajj. Group write – work together to come up with ideas for a postcard and adult to scribe. Have guided questions as prompts on the board.

Challenge: Students can work in pairs to list the different rituals of Hajj (Tawaf, Sa'i, standing at Arafat, throwing stones, etc.). They can write how each ritual brings Muslims closer together and strengthens their sense of Umma.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Hajj
Pilgrimage
Journey
Unity
Umma
Kaaba
Tawaf
Arafat
Sa’i
Ihram
Rituals</td><td>RESOURCES</td><td>Postcard templates
Fact sheets about Hajj</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 6 QUESTION</td><td colspan="3">Evaluate - What do we think about Umma?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Communicate - What are my responses to the concept of community?
Apply - How does a sense of community affect our lives and others’ lives?
Enquire - What is the meaning of Umma?</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Revision of key knowledge – start with retrieval practice questions:</td></tr>
</table>

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<tr><td></td><td colspan="3">Class discussion – is it important to feel you belong to a community? Would it matter if you did not adopt one of the features of a community?
Pupils list the features of their communities in a table & then the features of Umma. Highlight similarities and differences with different colours. Discuss findings. Discuss what they now know that they did not know before.
Explain that we will use their work to create a class book on everyone's experience of community.

I wonder… What is the meaning of Umma?

Children record response to the I wonder question 'What is the meaning of Umma?' with explanations</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Provide children with the Umma fact file. Support with scribing ideas.

Challenge: Discuss and respond to another 'I wonder' question: I wonder… Is it important to be part of a community?</td></tr>
<tr><td>KEY VOCABULARY</td><td>Community
Belonging
Ummah
Features
Similarities
Differences
Identity
Connection
Faith
Unity
Culture
Beliefs
Values
Responsibility
Diversity
Inclusivity
Shared goals
Cooperation</td><td>RESOURCES</td><td>Umma fact file
I wonder statements</td></tr>
</table>