

Knowledge and
Understanding of
Islam

KS1 – KS2



Knowledge and Understanding of Islam

Schools are required to include teaching about Islam at each key stage. They should study a comprehensive selection of the topics and examples outlined here, though it is not required that every item is covered in detail. It is essential to ensure that there is a balance between depth and breadth of study, so that all students are enabled both to develop religious literacy and serious study skills, alongside an awareness of the breadth of religious traditions evident in the UK.

Topics may be covered in thematic units which include study of a range of faiths and beliefs, or they may be studied through discrete units of work based on Islam. The curriculum will best be delivered through a combination of thematic and discrete work, intertwining the three strands of the syllabus: religious studies, philosophy and ethics.

It is important throughout to recognise the wide range of Muslim understanding on beliefs, authority and practice and to explore common ground with those of other faiths and none. Some of the topics will link directly to Jewish and Christian beliefs and traditions as outlined in the respective knowledge and understanding tables.

Key Stage 1

<p>General skill development Pupils should be able to apply these skills to content: In Y1: recall; talk about and notice; respond to questions; talk about ideas. In Y2 also: recall and name; retell and suggest meanings; recognise similarities and differences.</p>	
<p>Beliefs and Authority Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Worship and Spirituality Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS1, pupils should be able to:</p> <p>Understand the meaning of Islam (peace, submission). Notice that Muslims believe there is one God (not a trinity) who is the creator and is known in Arabic as Allah. Understand that in Islam, God is a universal God, not a special God.</p> <p>Talk about the five pillars of Islam especially noticing daily prayer.</p> <p>Name the Qur'an as the holy book for Muslims and recognise that it is treated with respect. Retell and suggest meanings for some stories in the Qur'an such as Al Fatiha (The Opening),</p>	<p>By the end of KS1, pupils should be able to:</p> <p>Talk about Muslims' commitment to five daily prayers and how they prepare to pray including, call to congregational prayers (Adhaan) and Washing (Wudu). Notice how Muslims may pray in the mosque (Masjid) or at home and that special prayers (Jummah) are said on Friday.</p> <p>Name the key features of a mosque, including the dome, minaret and prayer hall. Talk about the role of the imam and some of the items used in worship including a prayer mat and beads</p>

Yusuf (Joseph), Al Nahal (Bee), Maryam (Mary).

Recall some of the **early prophets** of Islam and recognise similarities with Christianity and Judaism. E.g. Adam, Nuh (Noah), Ibrahim (Abraham), Musa (Moses).

Notice how Muslims fast during the lunar month of **Ramadan** and celebrate at Eid ul Fitr (which takes place at the end of the month), suggesting reasons for this observance.

Talk about Islamic **welcoming ceremonies**, including the adhaan (call the prayer), shaving the hair, and naming for new borns.

Key Vocabulary

Allah, Qur'an, Prayer, Masjid/Mosque, Dome, Minaret, Prayer hall, Prayer mat, The five pillars, Wudu, Lunar month of Ramadan, Adhaan, Jummah, Eid ul Fitr & Ramadan, fasting.

Key Stage 2

<p>General skill development</p> <p>Pupils should be able to apply these skills to content:</p> <p>By Y4: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples.</p> <p>By Y6 also: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.</p>	
<p>Beliefs and Authority</p>	<p>Worship and Spirituality</p>
<p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS2, pupils should be able to:</p> <p>Describe and show understanding of Muslim belief in one God, who has many attributes (the 99 Names of God). Understand that Muslims use Allah’s names to either reaffirm their belief, glorify God or nurture these traits as part of their own development.</p> <p>Summarise the five pillars of Islam, noticing how the Shahadah (testimony of faith) is the foundation. Understand that these are basic pillars of Islam, without them, you are not considered a Muslim. These obligatory pillars are there to make a godlier, spiritual and caring citizen of the world.</p> <p>Explain how the Prophet Muhammad is seen as the final prophet and how Muslims look to his teachings and leadership.</p> <p>Consider how the Qur’an was revealed to the Prophet and is seen as the direct word of God. Reflect on its importance for Muslims and how it is read in Arabic. Reflect on some sayings and stories about the Prophet Muhammad and explain their meanings.</p> <p>Explore some important stories such as the night of power, the night of ascension and the story of Eid ul Adha (Ibrahim & Isma’eel)</p>	<p>By the end of KS2, pupils should be able to:</p> <p>Give a considered response why prayer is important to Muslims, noting why there are five daily prayers, the direction of prayer towards Mecca and the positions used in prayer.</p> <p>Know that there is a range of expressions of worship beside ritual prayer and fasting. Among others, these include: helping the needy, giving charity, being kind and looking after the planet.</p> <p>Compare and contrast how some Muslims show other expressions of love and connection with God, such as Sufi dance, Islamic songs (poetry of praise and Madeeh) and Islamic art/calligraphy.</p> <p>Describe and show understanding of the key features and purposes of a mosque, including the Ummah (Muslim community), its place in the local community (e.g weddings, funerals, adult classes) and its role in education (madressah)</p> <p>Explore how Muslims observe the Lunar month of Ramadan and see this as an important time for spiritual cleansing and building good habits. Explain how observance includes the recitation of the Qur’an, Qiyam or</p>

<p>Explore similarities and differences between Muslims, Christians and Jews, reflecting on how they are all Abrahamic faiths and giving reasons why Jerusalem is a holy site for all these faiths.</p> <p>Give reasons why visual representation of God and the prophets is forbidden (haram) in Islam.</p> <p>Reflect on how Muslims may express their faith in a variety of ways, exploring the difference between culture and religious belief, for example in wearing a head covering.</p> <p>Distinguish the difference between Islamic teachings that are agreed and considered universal, and others which are open to interpretation or based on cultures and traditions.</p>	<p>night prayer, the night of destiny, iftar (breaking the fast) and charity.</p> <p>Recognise that fasting is not solely abstaining from food but is also a journey of self-discipline and spiritual growth. Ramadan is an opportunity to refuel the heart and soul for the rest of the year.</p> <p>Explore the importance of the Hajj pilgrimage and the celebration of Eid ul Adha with the story of Ibrahim & Isma'eel. Understand that Hajj aims to recall equality (everyone dresses in the same way), to reject worldly advantage and to appreciate that Muslims are judged by their deeds, not by their worldly status.</p> <p>Give a considered response to Muslim teachings about life and decisions, such as forgiveness, kindness, ties of kinship, social justice, equality, the greater jihad (inner self-development) and halal (food, drink, money and conduct).</p>
<p style="text-align: center;">Key Vocabulary</p> <p>All KS1 vocabulary and... Prophet Muhammad, Shahadah , Sawm/fasting, Jihad, Zakat, Hajj , Makkah, Night of Destiny (Laylut Al Qadr), Eid ul Adha, Qiblah, Sadaqah, Halal, Haram, Iftar, Ummah, Kabah</p>	