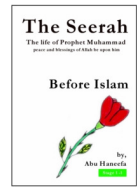


About the Unit

This unit is designed as an introduction to the Seerah. Children will hope to establish where and when the Seerah took place as well as understand what life was like for the varying social groups prevalent in Makkah at the time.

Expectations At the end of this unit



Where the unit fits in

This is the first unit of a series, which continues through to Year 6. This unit sets the background to the rest.

Most children will:

Know the main events, covered during the unit. Benefit from the moral lessons discussed during the course of the unit.

Prior learning

Useful for the children to be able to understand that the lives of the wealthy will be different to those who are poor. The ability to explain their personal feelings about issues and events raised during the course of the unit.

Some children will not have so much progress and will:

Know that the Seerah is about the life of Muhammad (peace be upon him) and that it happened a long time ago in Arabia.

Vocabulary

Seerah, famous, Prophet, Makkah, Saudi Arabia, far away, a long time ago, Makkah, Shirk, idols, Tawheed, Groups, people, neighbour, society, near, like, Happy, unhappy, imagine, diary, slave, master, Idolatry, Abraha, character, Abdul-Muttalib, chief, leader, army, church, Arab, Christian, desert, army, huge, elephant, orphan, mother, father, Abdullah, Amina, home, houses, tent, kitchen, sand, hot, sand dunes, animals, outside, fresh air, event, sequence, order, review, discuss, display, learn, sequence, order

Some children will have progressed further and will:

Describe and sequence the events with accuracy, ascribing various moral lessons to the correct event. Apply things they have learned to situations they may encounter in their lives.

Resources

- World map or globe.
- Maps of the World for children to colour in.
- Seerah book 1: Before Islam www.prosyst3ms.co.uk
- 'Learning about Shirk' worksheet www.prosyst3ms.co.uk
- Sh-irk flashcard www.prosyst3ms.co.uk
- Diary template www.prosyst3ms.co.uk
- Seerah book 2: The Year of the Elephant www.prosyst3ms.co.uk
- Character profile template www.prosyst3ms.co.uk
- Maps of Yemen and Saudi Arabia www.prosyst3ms.co.uk
- Year of the Elephant worksheet www.prosyst3ms.co.uk
- Seerah book 3: The Orphan Boy www.prosyst3ms.co.uk
- The Orphan Boy worksheet www.prosyst3ms.co.uk
- Pictures of desert life www.prosyst3ms.co.uk
- Storyboard template www.prosyst3ms.co.uk
(Web links valid as of May 2008.)

Related NC links:

R.E.

- 1.a explore a range of religious stories and sacred writings and talk about their meanings
- 1.b name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- 2.a reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- 3.i leaders and teachers: figures who have an influence on others locally, nationally and globally in religion

History

- 1.b use common words and phrases relating to the passing of time [for example, before, after, a long time ago, past].

PSHE

- 2.a to take part in discussions with one other person and the whole class
- 2.f that they belong to various groups and communities, such as family and school
- 4.a to recognise how their behaviour affects other people

ICT

- 1.a gather information from a variety of sources [for example, people, books, databases, CD-ROMs, videos and TV]

Future learning

Children should go on:

- To understand the importance of the Seerah and its effect on our lives.
- Study the next unit of the Seerah at Key stage 1 (Year 2).

Learning objectives	Possible teaching activities	Learning outcomes
<ul style="list-style-type: none"> * Know what the Seerah is about. * Know where the Seerah took place. * Know when the Seerah took place. 	<ul style="list-style-type: none"> ▪ Brainstorm what the children know about Muhammad, peace be upon him to ascertain any prior knowledge (useful as a starting point for further discussion). Define what and who the Seerah is about. Locate and place Makkah on a map or globe and locate their locality and appreciate the distance. Using a timeline understand the Seerah took place a long time ago. 	<ul style="list-style-type: none"> ▪ Identify who the Seerah is about. ▪ Identify in simple terms when and where the Seerah took place on a time line and map.
<ul style="list-style-type: none"> * The state of the people before Islam. * To know about the importance of Makkah. * To identify what Shirk is. 	<ul style="list-style-type: none"> ▪ Read the book, 'Seerah book 1: Before Islam' together. Ask the children why people came to Makkah. Children can offer their views based upon what they have just read. ▪ Discuss what the people believed in during that time. Define shirk. Children can work on 'Learning about Shirk' worksheet. (1a or 1b depending upon ability.) 	<ul style="list-style-type: none"> ▪ Can children correctly define shirk.
<ul style="list-style-type: none"> * Identify the different classes of society prevalent in Makkah at the time. * Understand the different living conditions for the various classes in society * To appreciate what life was like for a slave. 	<ul style="list-style-type: none"> ▪ Discuss the kind of people that live near us, our neighbours and our neighbourhood. Using 'Seerah book 1: Before Islam' as a source of information, children find and note the different types of people mentioned. Discuss how they think the groups felt towards each other, the rich towards the poor or slaves, etc. Children select a particular type of person they would like to have as their neighbour and write/draw why they chose that person. ▪ Discuss what life was like for the lowest social classes, i.e. the slaves. Children imagine and write/draw a diary account of what life would be like for a slave. Children read out their work with expression or use their diary as a source for role-play. 	<ul style="list-style-type: none"> ▪ Identify the different social classes of Makkah at the time. ▪ Understand how lives varied for the people of Makkah. ▪ Understand what life was like for a slave.
<ul style="list-style-type: none"> * Know the main characters of the incident of the elephant and what they were like 	<ul style="list-style-type: none"> ▪ Read 'Seerah book 2: The Year of the Elephant' together. Discuss about the different characters in the story. Children select a character from the book and write about them, then read out what they have written to the other children for discussion. Can use a character profile template for further assistance. 	<ul style="list-style-type: none"> ▪ Identify the types of characters the people in the story have.
<ul style="list-style-type: none"> * To know that we shouldn't harm others and we shouldn't reciprocate harm. * That Abraha and his army travelled a long distance to get to Makkah. 	<ul style="list-style-type: none"> ▪ Using the book, 'Seerah book 2: The Year of the Elephant' as a stimulus, discuss the point of what the man from Makkah did to Abraha's church. Discuss with the children whether we would do anything like that. Use the hadith 'There is neither harming nor reciprocating harm' as a reminder of the Islamic stance on the matter. Remind the children it was as a result of this man's actions that Abraha set off in revenge, i.e. the man's actions made things worse. ▪ Using maps of Arabia, children locate Sana in Yemen and Makkah in Saudi Arabia. Talk about the distance and terrain Abraha's army had to travel to get to Makkah. 	<ul style="list-style-type: none"> ▪ Understand why Muslims should not rush to reciprocate a bad action. ▪ That armies had to travel long distances to fight battles and the reasons they did so.
<ul style="list-style-type: none"> * Can the children recall the main events from the 'Year of the Elephant' 	<ul style="list-style-type: none"> ▪ Read 'Seerah book 2: The Year of the Elephant' together. Talk about the meeting between Abraha and Abdul-Muttalib. Why did Abdul-Muttalib just want his camels? Discuss the point the Kabah being Allah's house and that He would protect it. What was Abdul-Muttalib's prayer? He asked Allah to protect His house, i.e. the Kabah. No army had been able to defeat Abraha's men, so Abdul-Muttalib knew only Allah could stop him. Discuss the elephant and why it wouldn't move. Ask the children why they think it didn't move. ▪ Children to work on 'Year of the Elephant' worksheets. Go through the worksheet to make sure they understand what to do. ▪ Watch a cartoon about the Year of the Elephant. Discuss any similarities/differences between what we have studied and what they have watched. 	<ul style="list-style-type: none"> ▪ Assess the children's answers to the main work to judge what they have learned about the Year of the Elephant.
<ul style="list-style-type: none"> * Who were Muhammad's (peace be upon him) parents? * What is an orphan in Islam? 	<ul style="list-style-type: none"> ▪ Read, 'The Seerah: The Orphan Boy' with the children. Discuss the new people/characters mentioned. List them on the board. Discuss the Islamic definition of an orphan. Children sit in a circle. Ask them how do we feel towards this baby who won't see his father? (May need a sensitive approach as some children may come from single parent families.) ▪ Children to work on 'The Orphan Boy' worksheets which help identify the relationships between Abdul-Muttalib, Abdullah, Amina and Muhammad, peace be upon him. Go through it to make sure they understand what to do. 	<ul style="list-style-type: none"> ▪ Who were Muhammad's (peace be upon him) parents? ▪ What is an orphan in Islam? <p>Points to consider <i>Some children may come from single parent families/ may not have a father or mother, so any discussions must be approached in a sensitive manner.</i></p>
<ul style="list-style-type: none"> * To know why Abdul-Muttalib sent his grandson to live in the desert. * What life in the desert was like and how it compares to how we live. 	<ul style="list-style-type: none"> ▪ Talk about homes and how we live. Ask the children if they can list the different places mentioned in the book. (The desert, Yathrib, Makkah.) Children to describe the homes they live in. What are they made out of? How do we get our food? Where do we cook it? Where do we sleep? Etc. ▪ Start to make a table with a heading on one side 'life in <name of hometown, e.g. Nelson, London, etc.> Show the children the different pictures of desert life. Ask them how they compare to our way of life. Label the other column, 'life in the desert', add an item in the column. Children to carry on with the table on paper provided. 	<ul style="list-style-type: none"> ▪ Children compare their lives to life in the desert. ▪ Express feelings about what we think of life in the desert.
<ul style="list-style-type: none"> * To know the sequence of events in 'The Orphan Boy' 	<ul style="list-style-type: none"> ▪ Children to select 6 events from the story, which they will then illustrate/write about. Children then prepare to read to an audience. ▪ Children read/show their work. The other children discuss what they think about the events chosen. Would they agree that these are the most important events? ▪ Organise the class into groups to prepare a class book or display showing what they have learnt during this unit. Give each group a question, e.g. <i>What was Makkah like before Islam?</i> 	<ul style="list-style-type: none"> ▪ Understand that the events happened in a particular order. ▪ Communicate through talking and writing what they have learnt about the unit. ▪ Present their findings to an audience.