

About the Unit

In this unit children will learn about the lives of the Prophets. They will understand why Allah sent Prophets to call the people to the truth. Children will learn about key events and lessons from the stories of the Prophets and how studying their lives can improve ours.

Expectations At the end of this unit

Where the unit fits in

The unit is a continuation in the series of units examining the lives of the Prophets moving on from the Prophets studied in Year 4. The series continues and explores the lives of other Prophets in Year 6.

Most children will:

Understand the of call all the Prophets was to Tawheed and to prohibit Shirk. Know and explain what Tawheed and Shirk are. The Prophets are men, they live and die. Relate the key points from the stories.

Prior learning

The unit continues in the theme left off from the unit of Al-Anbiya taught in Year 4. (Although each unit is designed so that they can be taught independently without continuation if necessary.)
Reference is also made to repentance, refer to the unit of Akhlaq (Year 5).

Some children will not have so much progress and will:

Understand that the Prophets were sent to make the lives of the people better. To remind us about Allah and His laws. Relate the some of the main points from the stories studied.

Vocabulary

Prophet, Messenger, Shareeah, message, laws, religion, Yunus, Dawood, Sulayman, worship, Zabur, kingdom, inheritance, Tawheed, Shirk, punishment, reward, trials, guidance, prayer, honesty, truth, honour, caring, loving, fearless, brave, Yaqteen, Nineveh, Iraq, Mosul, inheritance, knowledge

Some children will have progressed further and will:

Deduce that the tests and trials found in the stories of the Prophets, only served to elevate the status of the Prophets further. That the Prophets served Allah alone and sought the best for the people. That even the best of all people can make mistakes but its their actions after the mistake that increase their virtue. Narrate the stories studied showing fluency and understanding.

Resources

- 'Verse 120, Surah Huud (11): 120' www.prosyst3ms.co.uk
- Definition to distinguish between a Prophet and a Messenger & Verse 44 Surah al-Maaidah (5):44 www.prosyst3ms.co.uk
- Prophets word-search www.prosyst3ms.co.uk
- Prophets worksheet www.prosyst3ms.co.uk
- 4 points story template www.prosyst3ms.co.uk
- Prophets leave no dinar... Abu Dawood www.prosyst3ms.co.uk
- Prophet Dawood: Sulayman: Yunus stories www.prosyst3ms.co.uk
- Prophet Dawood: Sulayman: Yunus word-searches & answers www.prosyst3ms.co.uk
- Prophet Dawood: Sulayman: Yunus worksheets & answers www.prosyst3ms.co.uk
- Map of Iraq www.prosyst3ms.co.uk
- 4 points of repentance poster www.prosyst3ms.co.uk
- <http://www.openstreetmap.org/>

(Web links valid as of Feb 2009.)

Related NC links:

R.E.

- 1.a describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- 1.b describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- 1.g use specialist vocabulary in communicating their knowledge and understanding
- 1.h use and interpret information about religions from a range of sources.
- 2.b respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways

P.S.H.E.

- 1.a to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- 2.b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- reflect on sources of inspiration in their own and others' lives.

HISTORY

- 1.b use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

Future learning

Children should go on:

- Remember the key points and events from the lives of the Prophets and Messengers in order to use them as our role models.
- Study the next unit of Al-Anbiya at Key-Stage 2 (Year 6).

Learning objectives	Possible teaching activities	Learning outcomes
<p>To understand why Allah sent Prophets and Messengers</p> <p>To know the difference between a Prophet and a Messenger</p>	<ul style="list-style-type: none"> ▪ Using verse: 11:120 as a starting point discuss what prophethood is and what a Prophet is. Ask the children why Allah sent Prophets. Discuss why we should study the lives of the Prophets. ▪ All the Prophets were sent with the same message of Tawheed and prohibition of Shirk. Children list 5 ways in which Shirk can occur. Discuss why Shirk is the one sin that Allah won't forgive. Ask the children why? ▪ Talk about how we have rules and regulations in school or at home follow on to discuss what the Shareeah is and its foundations lie in revelation (Quran and Sunnah). ▪ Using the definition by Shaykh-ul-Islam Ibn Taymiyah distinguish the difference between a Prophet and a Messenger. Discuss why verse: 5:44 supports this definition. ▪ Children complete word-search on Prophets. ▪ Children complete worksheet 1 on Prophets to assess their understanding so far. 	<ul style="list-style-type: none"> ▪ The importance of the Prophets and their roles and tasks. ▪ Differentiate between a Prophet and a Messenger. <p>Points to consider <i>There may be other acceptable definitions to distinguish between a Prophet and a Messenger, by other scholars.</i></p>
<p>To know Dawood was a Prophet and a king and was sent to the Israelites (Ban-Israeel)</p> <p>To know the message that Dawood brought</p> <p>Know the main points from the life of Dawood</p> <p>To know that Prophet Dawood had special characteristics (e.g. his voice, iron becoming soft in his hands, etc.)</p>	<ul style="list-style-type: none"> ▪ Shared reading of a story/fact-sheet about the Prophet Dawood (David), peace be upon him. Discuss the story. Each child can offer one point they have learned or remember from the story. ▪ Every Prophet was sent to a particular nation (except Muhammad, peace be upon him, who was sent as a mercy to all of creation), from the story elicit that Dawood was sent to the Israelites. Why did Allah send a Prophet to them? What was his message? Discuss. ▪ Ask the children what was different about Prophet Dawood compared to other Prophets (he was a king as well). Talk about the characteristics of a king from our times. How do they dress? Where do they live? What food do they eat? Etc. Then ask the same questions about Prophet Dawood. Children make a table with two headings one titled normal king and the other titled King Dawood (peace be upon him). The children then fill in the columns based upon characteristics such as dress, food, residence, job, etc. ▪ Children select four points from the life of Dawood and illustrate them. They then write the story of Dawood's life in their own words. ▪ Read the special characteristics of Dawood from the fact-sheet – children then complete a word-search based on what they have read. ▪ Children can watch an animation about the life of Dawood, peace be upon him. Compare what they have watched with what they have read. ▪ Children complete a worksheet to show their understanding of the life of Prophet Dawood, peace be upon him. 	<ul style="list-style-type: none"> ▪ To know that some Prophets combined prophethood with kingship. ▪ Know that all the Prophets came with the same message of Tawheed. ▪ Be able to recount the main points from the life of Prophet Dawood. <p>Points to consider <i>Any illustrations must be done under the conditions of Islamic guidelines.</i></p>
<p>Know that Sulayman was the son of Dawood</p> <p>That the inheritance of Prophets is not related to worldly goods but to knowledge and wisdom</p> <p>Know the main points from the life of Sulayman</p> <p>To know that Prophet Sulayman had special characteristics (e.g. his wisdom, his control of the wind, jinns, birds, communicate with animals, etc.)</p>	<ul style="list-style-type: none"> ▪ Begin with a shared reading of a story/fact-sheet about the Prophet Sulayman (Solomon), peace be upon him. Discuss the story. Each child can offer one point they have learned or remember from the story. ▪ Discuss what happens when older people die. It is a sad time for all the relatives, but what happens to the person's things, their wealth, property, etc. (Inheritance). But the Prophets don't leave any wealth behind they leave behind knowledge. What do we think Dawood left behind for his son, Sulayman? ▪ Read, discuss and learn the hadeeth, "The scholars are the inheritors of the prophets..." Use the hadeeth as the focus to make posters to encourage others (and ourselves) to seek knowledge. ▪ Children select four points from the life of Sulayman and illustrate them. They then write the story of Sulayman's life in their own words. ▪ Read the special characteristics of Sulayman from the fact-sheet – children then complete a word-search based on what they have read. ▪ Children can watch an animation about the life of Sulayman, peace be upon him. Compare what they have watched with what they have read. ▪ Children complete a worksheet to show their understanding of the life of Prophet Sulayman, peace be upon him. 	<ul style="list-style-type: none"> ▪ To know the inheritance of Prophets is knowledge not wealth. ▪ Know that Prophet Sulayman had certain abilities and gifts that no one after him will have. ▪ Be able to recount the main points from the life of Prophet Sulayman. <p>Points to consider <i>Need to show sensitivity when discussing aspects of death as some children may have experienced the death of people close to them.</i> <i>Any illustrations must be done under the conditions of Islamic guidelines.</i></p>

<p>To be able to identify the place where Yunus preached</p> <p>That we shouldn't criticise any Prophets</p> <p>To know the dua (supplication) of Prophet Yunus whilst in the whale</p> <p>Know the main points from the life of Yunus</p>	<ul style="list-style-type: none"> ▪ Shared reading of the story/fact-sheet about the life of Prophet Yunus (Jonah) peace be upon him. Each child can offer one point they have learned or remember from the story. ▪ Using a global map ask the children to locate Iraq, tell them there is a place called Nineveh in Iraq, this is the place in the story. Children locate their own country of residence and compare the two places. Locate which Tropic is closer (Cancer of Capricorn). ▪ Discuss the action that Yunus took whilst in the whale. (Tawbah.) Discuss the points of sincere repentance (Refer to the Unit on Akhlaq). What was the dua of Yunus? Children learn the dua and its meaning and encourage them to recite it during moments of distress. Discuss the conditions for dua to be accepted. ▪ Children select four points from the life of Yunus and illustrate them. They then write the story of the life of Yunus in their own words. ▪ Children can watch an animation about the life of Yunus, peace be upon him. Compare what they have watched with what they have read. ▪ Discuss what the Prophet, peace be upon him said, "Nobody should give me preference over Yunus ibn Mata." Talk about the meaning of the hadith. ▪ Children complete a worksheet to show their understanding of the life of Prophet Yunus, peace be upon him. 	<ul style="list-style-type: none"> ▪ Locate on a map the place of Nineveh in modern day Iraq. ▪ We shouldn't criticise any of the Prophets and apply this principle in our lives by humbling ourselves. ▪ That the lives and actions of the Prophets are an example for us to live by. ▪ Be able to recount the main points from the life of Prophet Yunus. <p>Points to consider <i>Any illustrations must be done under the conditions of Islamic guidelines.</i></p>
<p>To know the similarities of all the Prophets and their unifying message</p> <p>To know the purpose of studying the lives of the Prophets</p>	<ul style="list-style-type: none"> ▪ Children discuss in pairs why Allah sent the Prophets to mankind, listing two reasons. What do we think the world would be like if no Prophets had been sent to mankind. Write a paragraph and illustrate. ▪ Discuss with the children the benefits of studying the lives of the Prophet. What did Allah mention in Surah Huud verse 120? Discuss how we feel when we learn about the lives of these people. ▪ Revise what we have learned during the course of the unit. 	<ul style="list-style-type: none"> ▪ To know we shouldn't disparage or categorise any of the Prophets except with what Allah and His Messenger (peace be upon him) have categorised them with. ▪ To be able to apply the lessons learned from studying the lives of the Prophets into our own lives.