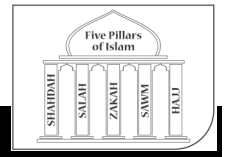
Year 8– Worldviews—How do Muslims show their beliefs?

Key Terms	
Burqa	A cloak that covers the body from head to toe.
Eid ul-Adha	Four day celebration in the last month of the Islamic calendar.
Eid ul-Fitr	Three day celebration at the end of Ramadan.
hijab	Scarf that covers some or all of the head and hair, but not the face.
Islam	Submission to Allah.
Jihad	'Struggle' this can be physical or spiritual.
niqab	Cloth that covers the head and face except the eyes
Ramadan	Ninth month of the Muslim calendar when Sawm (fasting) is practiced.
Tawaf	Circling the Ka'aba seven times.
Ummah	The worldwide community of Muslims.

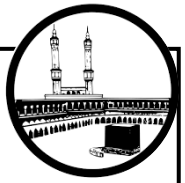
1. What guidelines do Muslims follow?

Five acts of worship Muslims are expected to do in their lives. They support a Muslim's faith and make them feel part of ummah. All Muslims follow the Five Pillars in some way. Sunni Muslims follow them as the Five Pillars. Shi'a Muslims follow them as part of the Ten Obligatory Acts.



The Five Pillars	
Shahadah	Muslim declaration of faith.
Salah	Five prayers a day.
Zakah	Giving 2.5% of savings to charity every year.
Sawm	Fasting from dawn to dusk during Ramadan.
Hajj	Pilgrimage to Makkah.

2. What is Hajj?



Pilgrimage to Makkah that every Muslim tries to do once in their lifetime. the pilgrimage reminds Muslims of many stories from the Qur'an, such as Adam; Ibrahim, Hajar and Ishmael and Muhammad. It has may stages with different meanings:

- Everyone is equal shown by wearing Ihram
- Perform tawaf calling "At Your command Lord".
- Marwa and safa and zamzam: Allah will always provide what is needed.
- The Stand at Mt Arafat: most important part of Hajj: Muslims ask and receive forgiveness.
- Mina/Jamaraat: stone devil reminds Muslims of rejecting temptations.

Hajj is seen as an act of submission, where Muslims experience Ummah (brotherhood and equality).

3. Muslim celebrations

Eid ul-Fitr: Most important festival. Started by the Prophet Muhammad, it marks the end of Ramadan. In the UK, Muslims may take the day off work or school to join in the celebrations. Wear their best clothes, decorate homes and spend time with friends and family. Celebration both outdoors and in mosques, there are processions through the streets and a special celebratory meal is eaten.

Eid ul-Adha: 2nd most important festival. Sheep or goat sacrificed (UK slaughterhouse) then meat is shared with family, friends and poor. Go to the Mosque to pray, wear best clothes, thank Allah, give money to the charity, visit friends and family, give gifts. Remembers the obedience on Ibrahim, refocuses Muslims on Allah, a chance to ask for forgiveness.

4. Women in Islam

Women and men are equal before Allah; but not the same – the roles given to women and men by Allah are different.

Before Islam women were treated poorly: women had no rights, they were the property of their fathers and then their husbands, they had no choices in their own lives.

For many Islam is a religion that gives freedom to women, it has given women a number of rights: education, their own property and money, choice over who they married, protection against those who would treat them badly, keep their own name in marriage.

Dress: All Muslims are taught to dress modestly. For some, it means wearing a wearing a hijab for others a niqab. Wearing a covering as a form of freedom for some women as they are not being judged on what they look like.

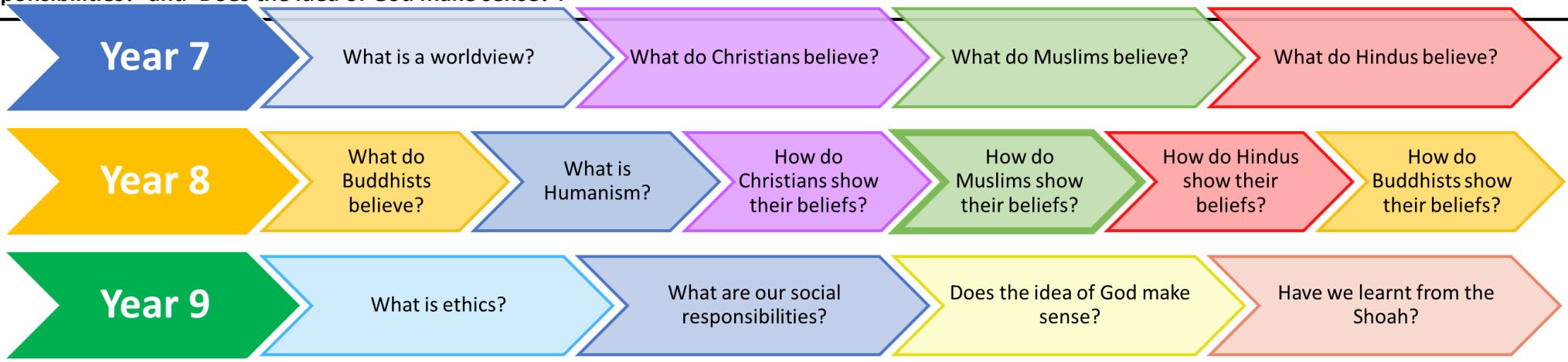
5. What is Jihad?

Greater Jihad	*Lesser Jihad*
- The daily struggle to live as a good Muslim. - Muhammad taught supreme jihad was against oneself. - Practice the 5 pillars. - Follow the way of Muhammad. - Rise above greed and selfishness.	- The struggle in defence Islam/Allah - Set out by Muhammad when Islam was under threat. - Should not be aggressive, be used to kill civilians (non soldiers), gain land, convert people to Islam. - Terrorism is **NOT** jihad!

Year 8 - Worldviews - How do Muslims show their beliefs?

AIM: This unit of work is to allow you to develop your understanding of Islam and what it looks like in the modern world today. You will begin to understand the way Islam is practiced in the UK and wider world. This will allow you to begin to understand how beliefs are put in to practice, and give you opportunity to reflect on what you may do because of your beliefs. You will build on your work in year 7 on **'What do Muslims believe?'** and make comparisons with '**How do Christians show their beliefs?**

Parts of these beliefs will be revisited in future units of work: **'How do Hindus show their beliefs?', 'How do Buddhists show their beliefs?', 'What are our social responsibilities?' and 'Does the idea of God make sense?'.**



Below are a range of activities you could do, you do not need to do them all. Select the things that you think will help you remember the information. Don't worry if one doesn't work, try a different way until you find an activity that works for you. Some activities are harder than others, chose one that challenges you, if you find one too hard try a different one.

- Use the 'Look, cover, write and check' strategy.
  - **Look:** Look at and read a section for a few minutes.
  - **Cover:** Cover that section/put away the sheet.
  - **Write:** Write anything you can remember from what you just read.
  - **Check:** Check what you have written then correct/add in anything missing.
  - **Repeat:** Repeat this with each section until you can remember it all.
- Write a basic recall quizzing questions. Leave it overnight and try to answer them the next day.
- Write yourself or a partner some quiz questions. Quiz each other or swop your questions to see if you can answer each other's questions.
- Write a letter/blog/article to someone explaining a key idea or concept.
- Get your parents/carers to test you.
- Create mind maps or flashcards.
- Create fact files for each key area.
- Summarise each section in your own words.
- Get sticky with your learning: write out key points from the KO as you read over it on post-it notes.
- Write your own challenging questions using the command words below then, write an answer for these questions.
  - **explain** (say why/how something is done)
  - **compare** (what do two or more things have in common/ different),
  - **evaluate** (weigh up positives and negatives, arguments for and against).
- Draw images and annotate/label them with extra information.
- Put the key words from your KO into new sentences.
- Give yourself spelling tests or keyword definition tests.
- Think about the big picture – why is knowing specific information important to you/other people/society/companies/science/technology?
- Think about the big picture – are there any links in the content on your KO to anything that you have watched on TV, read about or heard in the news?