

**Unit Overview: What difference did the Call of Muhammad make to Makkah?**

**Approximate duration: 6 lessons**

Key Questions	Concepts	Learning Outcomes: Students should:	Possible Teaching & Learning Activities	Resources
<p>What was Makkah like in 570CE?</p> <p>Who was Muhammad and what happened on Mount Hira?</p> <p>What changes to Makkan society did Muhammad's message bring about and how did the people respond?</p> <p>Why are Makkah and Madinah important to Muslims today?</p> <p>What was, and is the connection between Jewish, Christian and Muslim communities?</p>	<p><b>Beliefs, teachings and sources</b></p> <ol style="list-style-type: none"> <li>Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.</li> <li>Understanding and responding critically to beliefs and attitudes.</li> </ol> <p><b>Practices and ways of life</b></p> <ol style="list-style-type: none"> <li>Exploring the impact of religions and beliefs on how people live their lives.</li> <li>Understanding that religious practices are diverse, change over time and are influenced by cultures.</li> </ol> <p><b>Values and commitments</b></p> <ol style="list-style-type: none"> <li>Understanding how moral values and a sense of obligation can come from beliefs and experience.</li> <li>Evaluating their own and others' values in order to make informed, rational and imaginative choices.</li> </ol>	<p>interpret Muslim belief and teaching by explaining the importance of the revelation of the Qur'an to Prophet Muhammad (Level 6)</p> <p>use the right religious words to describe what Muslims do on the hajj (level 4)</p> <p>describe why Jews, Christians and Muslims belong to different groups and how the similarities and differences between these groups make a difference to the lives of individuals and communities (level 5)</p> <p>PLT -Independent enquirers</p> <p>PLT - Team workers</p> <p>PLT Creative thinkers</p> <p>PLT Effective participants</p>	<p>Describe and discuss life in Makkah before Muhammad's Call : ie Makkah as a centre of trade, the idolatry of the tribes.</p> <p>Relate the story of Muhammad's 'Lailat ul Qadr': the revelation of the Qur'an from Allah</p> <p>Discuss Muhammad's teaching about Allah's revelation and identify the changes that this would mean for Makkan society</p> <p>Use the video 'The Message' to explain why the hijrah to Madinah in 622CE was a major turning point for Muslims. Discuss the importance of Madinah and Makkah in the practice of hajj today</p> <p>Discuss the historical roots of Judaism, Christianity and Islam through Abraham and the Prophets. Identify the similarities and differences between Judaism, Christianity and Islam</p>	<p>Video: The Message</p>

**Assessment: “There really isn’t any difference between Muslims, Jews and Christians.” Discuss**

AT2 –Strand F – Making sense of values and commitments

**Redbridge Levels of attainment**

<b>Level 3</b>	I can identify one thing shared by Muslims, Jews and Christians
<b>Level 4</b>	I can show that I understand the beliefs about right and wrong shared by Muslims, Jews and Christians
<b>Level 5</b>	I can explain some of the similarities and differences expressed by Muslims, Jews and Christians in discussing the statement; I can give clear reasons for my views and those of others
<b>Level 6</b>	I can consider the extent to which a Muslim, Jew or Christian’s answer to the statement has been shaped/affected by their values and commitments
<b>Level 7</b>	I can investigate my own and other people’s responses to this statement, connecting people’s beliefs with the experiences that have influenced their view