AMV Assessment Exemplar: Key Stage 2 (Upper) Unit 11

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title: What does it mean to belong to a religion? Islam Areas of Enquiry: B,D&E**  **Key Question:** What can we learn about Islam from the practice of Salah?  **Outcomes: *Investigation of religious and non-religious worldviews:*** *c:* ask important questions about social issues and suggest what might happen depending on different moral choices; ***Islam*** *b:* describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities; and *c:* describe and compare different ways of demonstrating a commitment to a tradition of religion and belief; ***Throughout:*** provide good reasons for the views they have and the connections they make. | | | | |
| **Context / Prior Learning:** Pupils have engaged with the Scheme of Learning – Exemplar 2111. | | | | |
| **Assessment Activity – Pupils:** | | **Developing – Pupils:** | **Secure – Pupils:** | **Exceeding – Pupils:** |
| * watch the [Prezi on Prayer](https://prezi.com/fyslcrarwbyq/how-and-why-do-people-pray-the-muslim-prayer-words-body-and-mind/) and ask questions about what happens when people pray. * engage in a Philosophy for Children (P4C) type of activity exploring verbal and non-verbal communication in relation to the act of prayer: <http://www.reonline.org.uk/how-and-why-do-people-pray/> * find out more about prayer in Islamic and how it effects the lives of believers; * write a blog from a Muslim perspective entitled, ‘How Salah helps me in my life’. | | * talk about and ask some questions about salah, e.g., whether people get the things they pray for; * describe what happens during salah and suggest why it is important for Muslims, e.g., describe the body positions and note why it might be important to use body as well as mind in prayer. | * ask appropriate questions about salah, and suggest answers that Muslims might give, explaining, e.g., how salah provides a pattern for life that helps to keep God in mind throughout the day; * describe salah and how it has a daily impact on a Muslim’s life, e.g., outlining the preparations and prayer positions for salah and how that may have a positive effect on how a Muslim may relate to others in everyday situations, or in being part of a larger Muslim community. | * ask various appropriate questions about Salah and suggest different answers that Muslims might offer, e.g. noting the importance of the prayer *positions* and other ideas about the verbal aspects; * describe the different ways in which Salah may have a daily impact on different Muslim’s lives, e.g., in making moral decisions or in daily relationships. |
| **Key Concepts**   * Salah * Taqwa (God consciousness) * Bond with God * Discipline & Training * Ummah * Equality | **Pupils’ Attainment (names)** |  |  |  |