











































































Langshott Subject Leader Curriculum Map




















2021-2022

















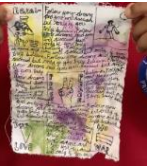

RE	R	1	2	3	4	5	6
<p>Christianity (New 21-22)</p> 	<p>What makes our world wonderful?</p> <p><i>Outcome</i> To go on a walk around our School to discover items of wonder that make them go 'WOW'.</p> <p>Knowledge To know that our world is a place of wonder that some people believe was created by God.</p> <p>Skills  <u>Engage</u> To think about a time they made something they were proud of.</p> <p> <u>Enquire and Explore</u> To investigate and identify what in the world is wonderful. To identify why and what people believe God created. To read the story of creation from the Bible.</p> <p> <u>Evaluate</u> To reflect on God's creation of the World and all that is in it.</p> <p> <u>Express</u> To express ideas about what in the world is wonderful and what makes something wonderful.</p> <p><u>Vocabulary</u> World, God, Creation, Wonder, Alive, Look</p>	<p>What do Christians believe God is like?</p> <p><i>Outcome</i> To create a whole class puzzle to express ideas of what God is like.</p> <p>Knowledge To know that there are many different images of God contained within the Bible.</p> <p>Skills  <u>Engage</u> To think about and describe different people and characters they know.</p> <p> <u>Enquire and Explore</u> To investigate what God might be like using a range of sources and artefacts.</p> <p> <u>Evaluate</u> To reflect on what Christians believe God is like.</p> <p> <u>Express</u> To express ideas and thoughts about God.</p> <p><u>Vocabulary</u> Image, bible, God, creator, adjective, king, kingdom, Christian, belief, describe</p> <p><u>Resources</u> Different images/representations of God inc. icons and statues Art materials</p>	<p>Why is the Bible an important book for Christians?</p> <p><i>Outcome</i> To retell a story from the Old Testament.</p> <p>Knowledge To know that the Bible contains stories about God and people. To know the stories of Joseph, Moses, David and Daniel.</p> <p>Skills  <u>Engage</u> To think about and describe why books are important.</p> <p> <u>Enquire and Explore</u> To investigate the Bible.</p> <p>To establish that the Bible has two parts. To read the stories of Joseph, Moses, David and Daniel. To suggest what Christians might learn from the Bible stories.</p> <p> <u>Evaluate</u> To reflect on why the Bible is an important book.</p> <p> <u>Express</u> To express knowledge and understanding of key characters from the old Testament.</p> <p><u>Vocabulary</u> Narrative, old/new testament, bible.</p>	<p>Why did Jesus tell parables?</p> <p><i>Outcome</i> To create a parable quiz.</p> <p>Knowledge To know that Jesus' parables are found in the New Testament. To know that parables have deep meanings.</p> <p>Skills  <u>Engage</u> To think about and describe favourite stories. To identify morals/meanings within stories. (i.e. A Squash and a Squeeze)</p> <p> <u>Enquire and Explore</u> To investigate stories that Jesus told and identify their meanings. To read the parables of The Good Samaritan, The Lost Sheep, The Wiseman and The Foolish man, The Prodigal Son.</p> <p> <u>Evaluate</u> To reflect on what has been learnt from the parables. To think about why Jesus told parables.</p> <p> <u>Express</u> To express knowledge and understanding of the meanings behind the parables.</p>	<p>How did Jesus change lives?</p> <p><i>Outcome</i> To create a piece of artwork called 'Changed for Life' based on one of Jesus' miracles.</p> <p>Knowledge To know that Jesus showed he was the son of God by performing miracles. To know that each miracle reveals something different about who Jesus is.</p> <p>Skills  <u>Engage</u> To think about and describe how influence works. To identify who has changed your life and why.</p> <p> <u>Enquire and Explore</u> To investigate stories about the miracles that Jesus performed. The read the stories of The feeding of the 5000, The calming of the storm, Walkin on water, healing the paralysed man.</p> <p> <u>Evaluate</u> To reflect on the impact that Jesus' miracles and encounters with different types of people has on the lives of Christians today.</p> <p> <u>Express</u> To express knowledge and understanding of the miracles and the impact of Jesus on others.</p> <p><u>Vocabulary</u> Disciples, miracle, encounter, outcast, follower, people with leprosy, son of God, saviour, impact, influence.</p> <p><u>Resources</u></p>	<p>Why do Christians share communion?</p> <p><i>Outcome</i> To write a prayer that could be said at the end of communion service, reflecting on what is important to Chrisitians.</p> <p>Knowledge To know the meaning and some of the actions and words involved in communion. To know the story of Passover, the last supper and what Jesus said to his disciples.</p> <p>Skills  <u>Engage</u> To think about and describe how special family moments are celebrated e.g. birthday or family meals.</p> <p> <u>Enquire and Explore</u> To investigate the story of the last supper focusing on what Jesus said and did. To investigate links between communion and Passover</p> <p> <u>Evaluate</u> To reflect on why Christians share communion. To reflect on own actions and the importance of 'putting things right'.</p> <p> <u>Express</u> To express knowledge and understanding of</p>	<p>Is Christian worship the same all around the world?</p> <p><i>Outcome</i> To create an ICT presentation with the title 'All around the world' showing elements about Christianity in a world wide context.</p> <p>Knowledge To know that festivals are celebrated around the world, but may have different cultural traditions. To know that in some countries, Christians are forbidden to gather for public worship.</p> <p>Skills  <u>Engage</u> To think about and describe similarities and differences in schools around the world. To look at a map of the world and broadly identify predominate religions.</p> <p> <u>Enquire and Explore</u> To investiage church buildings, art, artefacts and stained glass from varying cultures and identify links to the Christian beliefs and stories. To investigage and explore different crosses from around the world. To investigate and explore festivals, prayers and songs from different cuture.</p>


















	<p>after, Amazing, Unique, Special.</p> <p><u>Resources</u> A copy of the story of creation. Something you are proud of creating.</p>		<p><u>Resources</u> Bibles Children’s versions of old testament stories</p>	<p><u>Vocabulary</u> Jesus, parable, meaning, truth, love, forgiveness, Prodigal Son, foolish, God.</p> <p><u>Resources</u> Bibles Children’s versions of the parables Laptops for quizzes</p>	<p>Bibles Children’s versions of the parables Art materials</p>	<p>communion using some key phrases from the service.</p> <p><u>Vocabulary</u> Bread, reminding, sharing, remembering, wine, symbol, sacrifice, atonement, unity, love, service, communion, sacrament, prayer, new agreement, forgiveness, Passover.</p>	<p>To investigate the challenges that worshipping together might present for Christians in different parts of the world.</p> <p> <u>Evaluate</u> To reflect on Christian worship around the world and articulate similarities and differences.</p> <p><u>Express</u>  To express knowledge and understanding of Christian worship around the world.</p> <p><u>Vocabulary</u> Celebration, worship, remembrance, unity, prayer, songs, festivals.</p>
<p>Christmas To be completed w/c 29th Nov 2021</p> <p></p>	<p>Why do we have celebrations? <i>Outcome-Create an art piece displaying a celebration.</i></p> <p><u>Knowledge and Understanding</u> -To know that birthdays are important and that they celebrate their birth-day, the day they were born, once a year -To understand celebrations are joyful times -To know a celebration is often a time to say “thank you” -To know that Christians celebrate special festivals e.g. Harvest, Christmas, Easter</p> <p><u>Skills</u>  <u>Engage</u> -to think about how and why some festivals are celebrated</p>	<p>Why is Christmas important to Christians? <i>Outcome-Retell the events of the Christmas Story through performance.</i></p> <p><u>Knowledge</u> - To know that Christmas is linked to the account of the birth of Jesus. -To know the key people and events in the nativity. (Mary, Joseph, Baby Jesus, Wise Men, Kings, Shepards and Inn Keeper) -To know that Christmas and the story of the nativity is a time of celebration for Christians.</p> <p><u>Skills</u>  <u>Engage</u> To think about times of celebration and why they are important to people.</p> <p> <u>Enquire and Explore</u></p>	<p>What does the Christmas story tell Christians about Jesus? <i>Outcome-create a ‘lift the flap’ picture with the clue on top and meaning below.</i></p> <p><u>Knowledge</u> -To know that Christmas is the celebration of Jesus’ birth -To know that Christians believe there are clues in the story that show who Jesus is -Understand what these clues show (<i>star – the birth of a new King</i> presents – Jesus as God’s gift to the world angels – messengers from God who told people about Jesus being God’s Son)</p> <p><u>Skills</u>  <u>Engage</u> To think about and explore the</p>	<p>Why are presents given at Christmas – and what might Jesus think about it all? <i>Outcome- Present alternative gift giving ideas by creating a speech.</i></p> <p><u>Knowledge</u> -To know the significance of the gifts and what they say about Christian belief about Jesus. (Gold – a gift for a king Frankincense – for a priest Myrrh – for burial) -To know that Christians believe that God values human beings above anything else, which is why Jesus came, as a gift, to earth. - To know that Christmas has become over-commercialised, which detracts from its true meaning.</p> <p><u>Skills</u></p>	<p>How can artists help us to understand Christmas?</p> <p></p> <p><i>Outcome- create a piece of artwork that would be suitable for a church stain glass window (connected to the birth narrative)</i></p> <p><u>Knowledge</u> -To know why artists have attempted to depict events surrounding the birth of Jesus.</p> <p>-To know that artists use symbolism to express the events of the nativity and to express deep Christian beliefs about the person of Jesus.</p> <p>- To know that the way in which Christmas is represented by artists around the world tells us the</p>	<p>What do the Gospels say about the birth of Jesus – and why is it ‘good news’?</p> <p><i>Outcome – Write an email to show how the Good news would be communicated in the modern world (e.g- tweet, facebook post, email, text or Instagram post)</i></p> <p><u>Knowledge</u> -To know there are four Gospels: Matthew, Mark, Luke and John -To know that people experience and recall the same events in different ways -To know that the events of the nativity are recorded as historical by the writers</p> <p>-To know that the Gospel accounts reveal ‘good news’</p> <p>-To know that there are similarities and differences</p>	<p>Why is light important at Christmas?</p> <p></p> <p><i>Outcome – express a creative response to ‘Light vs dark’ by making a ‘Christingle’</i></p> <p><u>Knowledge</u> -To know about the different ways in which light is used as a sign at Christmas. (advent candles, the star as a guiding light)</p> <p>-To know that Christians believe that the birth of Jesus was a fulfilment of the Old Testament prophecy ‘A light for all people of the world’ (Isaiah 42 v5-6).</p> <p>- To know about the significance of Jesus as the</p>

	<p>-recognise that what they know about celebrations can help them to understand what's important to different people</p> <p>-identify a time that is special to them</p> <p>-recognise a time that is special to others and show they can be sensitive to the needs and feelings of others through their actions</p> <p> <u>Enquire and explore</u> To investigate by asking relevant questions</p> <p> <u>Evaluate</u> To reflect on their own experiences of celebration.</p> <p> <u>Express</u> -To express understanding of the importance and meaning of celebrations.</p> <p><u>Vocabulary</u> Birthday, gift, present, celebration, decoration, thank you, feeling words (e.g. happy, excited), wedding, Christmas, Easter, Harvest, Divali, Ramadan, Eid, Chinese New Year, Jewish Sukkot, Hanukkah</p>	<p>To investigate what happens in the Nativity/ birth of Baby Jesus.</p> <p>To investigate a range of artists representation of the Christmas story.</p> <p> <u>Evaluate</u> To reflect on Why this time is important for Christians.</p> <p> <u>Express</u> To express the key parts of the Christmas story.</p> <p><u>Vocabulary</u> Celebration, birth, bethlehem, Jesus, Mary, Joseph, Census, Inn, Innkeeper, Wife, stable, Kings, wise men, Shepards, Angel.</p> <p><u>Resources</u> Different images/representations of the story. Nativity scene, puppets etc. 1 per class. Story of the birth of Jesus from the Bible.</p>	<p>different symbols in the story and how these might be clues (suitcase with a present, star, and angel)</p> <p> <u>Enquire and Explore</u> To investigate 'clue's' and the order of the 'clues' using the bible story of the Birth To investigate the account of the Angels and what clues and signs they gave people.</p> <p> <u>Evaluate</u> To reflect on the overall message from the Christmas Story and what this teaches Christians and why this is a special time.</p> <p> <u>Express</u> To Express the clues and meanings within the Christmas story.</p> <p><u>Vocabulary</u> Symbol, sign, light, Nativity, Angel, star, presents, Wise Men, Magi, announced / Annunciation</p> <p><u>Resources</u> A bible A suitcase or box Angel, present and star laminated version or physical version. Coloured card.</p>	<p> <u>Engage</u> To think ahead to Christmas, what presents might we give our families and why? Discuss what people bring a new baby.</p> <p> <u>Enquire and Explore</u> To investigate the gifts bought to Jesus and their meanings. To investigate the gift God gave the world and its meaning. To investigate the connection between the gifts. To investigate alternative ways of giving at Christmas (Oxfam, Childrens box gifts, sponser an animal gifts and present aid)</p> <p> <u>Evaluate</u> To reflect on why we give gifts as a result of the Birth of Jesus.</p> <p> <u>Express</u> To express the true meaning of gift giving at Christmas time and how we could offer meaningful presents.</p> <p><u>Vocabulary</u> Gold, frankincense, myrrh Priest, commercialisation, mission, salvation, value, worth, gifts, family.</p> <p>Resources: Websites: https://www.samaritans-purse.org.uk/what-we-do/operation-christmas-child/ https://onlineshop.oxfam.org.uk/gift-guide</p>	<p>importance of Jesus as God 'incarnate'</p> <p><u>Skills</u></p> <p> <u>Engage</u> To think about why people create art. Look at familiar art and discuss what the artist is trying to convey. Is art better than words?</p> <p><u>Enquire and explore</u></p> <p> To investigate how different artists represent the events of Christmas</p> <p>To investigate the meanings of different Christmas art work. (post it note comments)</p> <p>To match nativity scene artwork with relevant passages from the bible about the Birth of Jesus.</p> <p> <u>Evaluate</u> To reflect on how artists represent the birth of Jesus and how that helps us to understand Christmas.</p> <p> <u>Express</u> To express artists meanings of the Christmas story within their own art work.</p> <p><u>Vocabulary</u> Belief, jesus, nativity, symbolism, icons, incarnate, artists, representation.</p> <p>Resources: Selction of bibles/ childrens and adults with imagery for comparisons. Images from internet. Post it- notes</p>	<p>between the two birth accounts in Matthew and Luke and to evaluate why this might be.</p> <p><u>Skills</u></p> <p> <u>Engage</u> To think about how people might tell different versions of the same event. Pupils can write or discuss their memories of a recent class event. Discuss how the stories are told in different ways and might be for different audiences.</p> <p> <u>Enquire and Explore</u> To investigate the different ways the story of Jesus' birth is told in Mathew and Luke. Pupils analyse the similarities and differences (also using the prophecy from Isaiah) and report their findings.</p> <p>Talk about when and where Mathew and Luke were written, and for who.</p> <p> <u>Evaluate</u> To reflect on the similarities and differences in the gospel accounts and whether they work together to create a complete picture. Is one version more accurate than the other?</p> <p> <u>Express</u> To express why the Gospels are 'good news'.</p> <p><u>Vocabulary</u> Gospel – good news, Matthew / Luke Bethlehem / Egypt / Nazareth / Judah, Magi, Nativity, audience, Jewish,</p>	<p>'Light of the World' (John 8 v 12).</p> <p>- To know that light is also used in other religions and festivals (Hanukah and Diwali)</p> <p><u>Skills</u></p> <p> <u>Engage</u> To think about why and when we need light and what it feels like to be in the dark. Discuss 'light' and 'dark' being used metaphorically eg "I can see light at the end of the tunnel", "I am in a dark place" and how the world might be in a 'dark' place.</p> <p> <u>Enquire and Explore</u> To investigate different ways that light is used at Christmas eg in the nativity, candles, Candlemas. Gather questions and comments.</p> <p>To investigate Jesus' words about being the light of the World and the symbolism of this, relating this to His life.</p> <p> <u>Evaluate</u> To reflect on why light is an important sign at Christmas.</p> <p> <u>Express</u> To express a creative response to the topic of 'light vs dark'.</p> <p><u>Vocabulary</u> Symbolism, Sign, Festival of light, Light of the world, Nativity, prophecy, fulfilment</p>
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						<p>Gentile, prophecy, fulfilment</p> <p><u>Resources</u></p> <p>.</p> <p>Email video link- https://www.youtube.com/watch?v=vZrfOPbAGSk</p> <p>15 bibles</p> <p>Email outline/ formats for final piece.</p>	<p><u>Resources:</u></p> <p>Oranges, cocktail sticks, candles(birthday) dolly mixture, red ribbon</p> <p>15 bibles</p> <p>Advent candles x2 (to use throughout Christmas?)</p> <p>Children's society : https://www.childrenssociety.org.uk/how-you-can-help/fundraise-and-events/christingle/what-is-christingle</p>
<p>Easter</p> <p>To be completed w/c 21/03/22 except Yr 4 (lent)</p> 	<p>EYFS</p> <p>What makes something special?</p> <p><i>Outcome: to retell the Easter story using drama</i></p> <p><u>Knowledge</u></p> <p>To know that people have favourite stories.</p> <p>To know books that are special to people who have different religions and beliefs.</p> <p>To know the key parts of the Easter story using the children's bible.</p> <p><u>Skills</u></p> <p><u>Engage</u></p>  <p>-To think about what is my favourite story and why.</p> <p>-To think about what I learn from stories I know</p> <p><u>Enquire and explore</u></p>  <p>-To investigate what happens in the Easter story. -</p> <p>-To know the important people from the Easter story.</p>	<p>Easter Y1</p> <p>What do eggs have to do with Easter?</p> <p><i>Outcome - design your own food item that would help someone to remember the important parts of Easter (hot cross bun, eggs)</i></p> <p><u>Knowledge</u></p> <p>To know that new life is an important theme of Easter celebrations</p> <p>To know that on Good Friday Christians remember Jesus' death</p> <p>To know that on Easter Day Christians celebrate Jesus' resurrection</p> <p>To know that symbols are used to represent key aspects of Easter:</p> <ul style="list-style-type: none"> Hot cross buns – Good Friday / the crucifixion Easter eggs – the Garden tomb; new life; the resurrection <p><u>Skills</u></p> <p><u>Engage</u></p>  <p>-to think about things that hatch out of eggs and what they have in common.(new life)</p> <p>-to think about why we see hot cross buns and eggs at Easter.</p> <p><u>Enquire and explore</u></p>	<p>Easter Y2</p> <p>Why is Easter important to Christians?</p>  <p><i>Outcome – To create an Easter garden.</i></p> <p><u>Knowledge</u></p> <p>To know that friendship is a precious thing and can get damaged</p> <p>-To know that Christians believe that:</p> <ul style="list-style-type: none"> God loves all people and wants to be their friend the things they do wrong damage their friendship with God Jesus' death means they can put things right with God again (be forgiven) Jesus' resurrection means that death is not the end <p><u>Skills</u></p> <p><u>Engage</u></p>  <p>To think about our experiences with broken friendships –</p>	<p>Easter Y3</p> <p>What happened and What matters most to Christians?</p> <p><i>Outcome- -to re-enact the main events from Palm Sunday. (use drama, freeze frame etc)</i></p> <p><u>Knowledge</u></p> <p>-To know the meaning of Passover and his relevance/ links to the last supper.</p> <p>-To know about the events of Holy Week and Easter Sunday and their significance for Christians:</p> <ul style="list-style-type: none"> Palm Sunday (e.g. triumphal entry, money changers) Maundy Thursday (e.g. foot washing, Passover meal) Good Friday (e.g. trial and crucifixion) Easter Sunday (e.g. resurrection) <p>-To know about the symbols associated with Easter and their links with what Christians believe about Jesus as King and Saviour (e.g. palm crosses; cross/crucifix; purple robes; bread and wine)</p> <p>-To know about the links between Passover and Easter</p> <p><u>Skills</u></p>	<p>Easter Y4</p> <p>How does Lent help Christians prepare for Easter?</p> <p><i>Outcome-to create a 'wordle' capturing the words from learning about lent.</i></p> <p><u>Knowledge</u></p> <p>-To know the story of Jesus in the desert and its significance at Lent for Christians</p> <p>-To know that Lent is a time of preparation for Christians</p> <p>-To know that Christians mark Lent in different ways</p> <p>-To know that Ash Wednesday is a time for Christians to seek God's forgiveness</p> <p>-To know about the significance of the symbols and rituals used during Lent</p> <p><u>Skills</u></p> <p><u>Engage</u></p>  <p>-To reflect and think about how and when you have prepared for a special event.</p> <p><u>Enquire and explore</u></p>  <p>To investigate how lent helps christians to prepare for Easter.</p> <p>To investigate the story of Jesus in the desert and what this tells Christians</p> <p>To investigate the 'journey' through lent.</p>	<p>Easter Y5</p> <p>How do Christians know what happened at Easter?</p> <p><i>Outcome – engage in a class debate using' the 4 different views' from the new testament using the question 'How do Christians know what happened at Easter?' as a focus.</i></p> <p>Warning – there is a lot of discussion around Jesus' death and body. Refer to jigsaw rules and calm me script?</p> <p><u>Knowledge</u></p> <p>-To know that people experience and recall the same events in different ways</p> <p>-To know that the life of Jesus is documented in records other than the Bible (Josephus and Tacitus)</p> <p>-To know that there are similarities (and differences) between the accounts of Holy Week in the Gospels</p> <p><u>Skills</u></p> <p><u>Engage</u></p>  <p>-to think about the Crucifixion or resurrection using a</p>	<p>Easter Y6</p> <p>Did Jesus have to die?</p>  <p><i>Outcome - create a piece of art that illustrates the title 'atonement' or 'sacrifice' (personal experiences of rthe children)</i></p> <p><u>Knowledge</u></p> <p>-To know Jesus died as an atonement for sin</p> <p>-To know Jesus chose to die</p> <p>- To know Jesus died to show how much God loves people and wants to be reconciled to them</p> <p><u>Skills</u></p> <p><u>Engage</u></p>  <p>-to think about the word 'sacrifice': in the context of their own lives and sacrifices that others might make.</p> <p>-to think about what they might be prepared to sacrifice (ie give up)</p> <p><u>Enquire and explore</u></p>  <p>-to investigate the account of Jesus in the garden</p>

	<p><u>Evaluate</u></p> <p> To reflect on what you learn from the Easter story and how this impacts Easter now.</p> <p>To express the key parts of the Easter story using Drama and role play.</p> <p><u>Express</u></p> <p> To express the key parts of the Easter story using Drama and role play.</p> <p><u>Vocabulary</u></p> <p>Easter Life Jesus Born Festivals belief</p>	<p> To investigate a range of resources to find out why we have hot cross buns and eggs at Easter. (Bibles, video clips, Easter cards)</p> <p>- to investigate the different emotions connected with the Easter story using drama/ freeze-frames.</p> <p><u>Evaluate</u></p> <p> To reflect on whether we have discovered the answer to the question about chocolate eggs and hot cross buns. Recap their meaning in the context of the events.</p> <p><u>Express</u></p> <p> To express an understanding on the significance of Symbols at Easter.</p> <p><u>Vocabulary</u></p> <p>new life, hope, hot cross buns, cross, Good Friday, Easter Sunday, Easter egg, Resurrection, sign, symbol, happy / sad</p> <p>Resources :</p> <p>https://request.org.uk/resource/restart/2016/03/17/easter-eggs/</p> <p>https://www.bbc.co.uk/bitesize/clips/zigkq6f</p>	<p>what happens and why?</p> <p>- To think about how broken friendships can be mended and the importance of saying 'sorry'. Relate this to the Easter story.</p> <p><u>Enquire and explore</u></p> <p> To investigate pictures of Easter gardens, suggesting what each part means.</p> <p>- to investigate where Christians believe Jesus is now. Explore how this is symbolised in an Easter garden.</p> <p><u>Evaluate</u></p> <p> To reflect on the elements in an Easter garden and which one Christians say is the most important. Why?</p> <p><u>Express</u></p> <p> - To express why Easter is important to Christians.</p> <p><u>Vocabulary</u></p> <p>Cross, Crucifixion, Easter Garden, Sin Forgiveness (restoration), Tomb</p> <p>Resources:</p> <p>http://www.barleylane.re.dbridge.sch.uk/assets/Uploads/KS1-Easter-learning-pack-1.pdf</p> <p>https://request.org.uk/resource/restart/2017/06/05/bible-quest-holy-week/</p> <p>https://request.org.uk/resource/restart/2017/02/2</p>	<p><u>Engage</u></p> <p> To reflect and think about the main events from Palm Sunday to Easter Day using a range of art expressing different parts of the story. (learnreligions.com)</p> <p><u>Enquire and explore</u></p> <p> To investigate art: looking for symbolism, talking about how the pictures relate to what Christians believe about Jesus and asking questions.</p> <p>- to investigate links between the Jewish Passover and the Last Supper.</p> <p>-to investigate local church experiences/ individual pupil experiences.</p> <p><u>Evaluate</u></p> <p> -to reflect on why Christians call Good Friday –'Good.'</p> <p><u>Express</u></p> <p> To express an understanding of what happened using drama.</p> <p><u>Vocabulary</u></p> <p>Palm Sunday, triumphal entry, Maundy Thursday, Passover, sacrifice, Last / Lord's Supper, communion, King, trial, crucifix, cross, crucifixion, Good Friday, resurrection, Saviour</p> <p>Resources:</p>	<p><u>Evaluate</u></p> <p> To reflect on how people celebrate Lent and consider is lent just about giving something up or more?</p> <p>To reflect on their own thoughts about lent with others in a sensitive manner.</p> <p><u>Express</u></p> <p> To express the meaning of lent through the vocabulary used by creating a wordle.</p> <p><u>Vocabulary</u></p> <p>Lent, Ash Wednesday, Mardi Gras, Shrove Tuesday, pancakes, Confession / forgiveness, Temptation, Sackcloth / ashes</p>	<p>short video. Discuss differences and their importance - in partners.</p> <p><u>Enquire and explore</u></p> <p> -to investigate and compare the different accounts of Holy Week recorded in the different gospels. (outline major similarities and talk about the differences)</p> <p>(use the grid : https://www.psephizo.com/biblical-studies/can-we-resolve-the-gospel-accounts-of-holy-week/)</p> <p><u>Evaluate</u></p> <p> -to reflect on the events which are reported in all the Gospels and suggest why these happened</p> <p>-to reflect on why Jesus' death and resurrection are so important to Christians.</p> <p><u>Express</u></p> <p> - To express knowledge and understanding through a creative response using one of the Gospel accounts.</p> <p><u>Vocabulary</u></p> <p>Gospels: Matthew, Mark, Luke & John, narrative, account, similarities / differences</p> <p>Resources:</p> <p>https://request.org.uk/resource/?view=resources&cat=3</p>	<p>of Gethsemane (use Art)</p> <p>-to investigate Mark 8:31 and Luke 18:31-33. Suggest which one best explains how a Christian might answer –' did Jesus have to die?'</p> <p>- investigate the word atonement (at –one-ment) and consider how this idea is a part of Christian thinking about the sacrifice of Jesus.</p> <p><u>Evaluate</u></p> <p> -to reflect on your own answer to the above.</p> <p><u>Express</u></p> <p> -to express knowledge and understanding through a creative response to the question ' Did Jesus have to die?'</p> <p><u>Vocabulary</u></p> <p>Sacrifice, Passover, Atonement, Gethsemane, Sin, Reconciliation</p> <p>Resources:</p> <p>https://request.org.uk/resource/?view=resources&cat=3</p>
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			3/make-an-easter-garden/	https://request.org.uk/resource/restart/2017/06/05/ble-quest-holy-week/ https://request.org.uk/resource/?resource_search_phrase=passover			
Other religion / theme     		Comparative/Thematic Why should we look after our world? <i>Outcome - Create a 'wonderful collage' of children's pictures and images of what makes the world wonderful.</i> <u>Knowledge</u> - To know why the world is a place of wonder - To know that non-religious people believe different things about how the world came to be - To know that people have spoiled the natural world that many religious & non-religious people show concern about waste, greed and environmental issues <u>Skills Engage</u>  To think about nature documentaris/ watch to discover what makes places wonderful and what wonderful natural things exist in our world. Read the picture book 'Dinosaurs and all that rubbish' (Michael Foreman) or similar to explore environmental issues with the class. <u>Enquire and explore</u>  To investigate who's world is it and who's job is it to look after the world?	 Judaism What is the Torah? <i>Outcome – create a scroll, writing some Hebrew letters or one of the commandments.</i> <u>Knowledge</u> - To know what it means to treat something with respect - To know that the Torah is the Jewish holy book and contains rules for Jews to live by - To know that the Torah is in the form of a scroll and is written in Hebrew - To know that the Torah can also be found in the Old Testament section of the Bible - To know that the synagogue is the place where Jews go to learn, worship God and is where the Torah is kept - To know that light is a symbol for God's presence in the synagogue <u>Skills Engage</u>  -To think about books that are special to them and explain why <u>Enquire and explore</u>  To investigate what makes this books special by	 Sikhism What do Sikhs value? <i>Outcome –Create a recipe for equality (a cup of pray and a pinch of respect)</i> <u>Knowledge</u> - To know that Guru Nanak Ji* was the founder of Sikhism & that he is not worshipped as a god - To know that 'guru' means 'teacher' and that there are ten gurus of Sikhism - To know that equality is very important in Sikh society - To know that Sikhs have special symbols which reflect Sikh identity, including the Five Ks - To know that the Sikh holy book is called 'Guru Granth Sahib Ji'* - To know that Sikhs worship at home and at the Gurdwara - To know that the three main duties of a Sikh are to 'Pray, Work and Give' <u>Skills Engage</u>  To think about what groups you belong to. To bring in something that identifies you as part of a group (i.e- brownies badge, football kit) <u>Enquire and explore</u>	 Hinduism What does it mean to be a Hindu? <i>Outcome - Compile a set of family rules that draw on what they have learnt about Hindu family values..</i> <u>Knowledge</u> - To know Hinduism (Sanatan dharma) is a religious tradition that has many cultural expressions and is a way of life - To know about the festivals that punctuate the year and the meanings behind them - To know about the events that mark important times in the life of a Hindu e.g. sacred thread ceremony, marriage and death - To know about the main features of family and home life e.g. diet, worship at home, music and dance <u>Skills Engage</u>  To think about the aspects of birthday celebrations and what links them <u>Enquire and explore</u>  . To investigate what Hindus look like in Modern Britain To investigate Holi and Divali by discussing important symbolism and traditions.. To investigate music and dances linked to Hindu stories and how these help Hindus to express feelings, ideas and beliefs. To investigate why vegetarianism is significant in Hinduism. <u>Evaluate</u>	 Buddhism What is the 'Buddhist way of life'?  <i>Outcome – Create a Tibetan prayer flag</i> <u>Knowledge</u> - To know about the story of how Prince Siddattha became Buddha - To know that 'Buddha' means 'awakened' or 'enlightened one' - To know that there is no supreme deity in Buddhism - To know that Buddhists follow the teachings of Buddhism to gain enlightenment (Nirvana) which is achieved by meditating - To know that there are Four Noble Truths in Buddhism - To know that Buddhists follow the teachings of the Eightfold Path - To know that there are artefacts that help Buddhists to meditate - To know that worship and meditation are different <u>Skills Engage</u>	 Islam What does it mean to be a muslim? <i>Outcome – Create a presentation about what it means to be a Muslim using a media of choice.</i> <u>Knowledge</u> To know that Muslims believe that: - Muhammad (pbuh) is the last of the prophets of Islam - the prophets who came before Muhammad (pbuh) include Adam, Ibrahim, Musa and Isa - the Qur'an is Allah's final revelation to humanity and was revealed to the Prophet by the Angel Jibril (Gabriel) in Arabic - that reading the Qur'an in Arabic is an act of worship as well as a source of guidance - there is no God but God (Allah); he is One and without equal - Allah is the Creator, Provider and Sustainer; he cannot be compared and is everywhere - images of Allah, angels, prophets or any living creatures are not permitted in Islam <u>Skills Engage</u>

		<p>To investigate the story of creation from the Bible in Genesis to unpick who some people believe created the world.</p> <p><u>Evaluate</u></p>  To reflect why we should look after our world. To discuss and reflect on what would happen if we did not look after our world. <p><u>Express</u></p>  To express knowledge about the importance of looking after the world by creating a collage <p><u>Vocabulary</u> Creator, creation, wonder, Bible, Torah, Qur'an, Psalm, responsibility, environment, humanist / humanism, non-religious people</p> <p>https://www.twinkl.co.uk/resource/ks1-religious-and-non-religious-world-views-powerpoint-t-tp-2664283</p> <p>https://www.google.com/search?gs_ssp=eJzj4tVP1zc0TKllyinOiM8wYPQSK89ILFFIVCjPz0tJLUorzQGyinJSAACWDY8&q=what+a+wonderful+world&rlz=1C1GCEB_enGB916GB916&oq=what+a+&aqs=chrome.1.69i57j46i433i512j46i512j0i512j69i60j69i61j69i60.3651j0j7&sourceid=chrome&ie=UTF-8</p>	<p>looking at the Torah and it being used. To investigate what makes this book special by looking at a synagogue and how men are dressed when the visit. To investigate a story in the Torah and discuss its importance. (Passover story)</p> <p><u>Evaluate</u></p>  -To reflect on what makes the Torah so important to Jews. <p><u>Express</u></p>  To express knowledge of the Torah by creating a scroll. <p><u>Vocabulary</u> respect holy Torah scroll value / valuable precious synagogue Kippah (dome hat) Tallit (cloak) Simchat Torah</p> <p>Resources: https://www.youtube.com/watch?v=73Wsine-FKg https://www.youtube.com/watch?v=72QaHckhjIw https://www.truetube.co.uk/search/?sf_s=judaism%20ks1&sfm_length=0+500++++&sort_order=relevance+desc https://www.bbc.co.uk/programmes/b05pc1c9/cips</p>	 To investigate the main beliefs and 5k's. To investigate the symbols of the Sikh faith. To investigate how Sikhs join the Kelsa. To know that equality is very important in Sikh society To investigate how Sikhs worship at home and at the Gurdwara To investigate that the three main duties of a Sikh are to 'Pray, Work and Give' <p><u>Evaluate</u></p>  To reflect on what Sikhs believe about equality and why this is important to their faith. <p><u>Express</u></p>  To express knowledge of the Sikh faith and important factors by creating a recipe for equality. <p><u>Vocabulary</u> Vocabulary Sikhism, Guru, Guru Nanak Ji, Guru Granth Sahib Ji, Il Onkar (oneness of God), Naam, Equality, Gurdwara, Khanda, Langar, Five Ks: Kesh (uncut hair); Kangha (a comb); Kirpan (a sword); Kara (a bracelet); Kachera (short trousers), Khalsa (Sikh community), Vaisakhi (birthday of the Khalsa), Amrit</p> <p>Resources: https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zkjpkmn https://kids.kiddle.co/Sikhism</p>	 To reflect on the things that are most important to Hindu families. <p><u>Express</u></p>  To express understanding by compiling a set of rules for their own family that draw on what they have learnt about Hindu family values such as respect for the elderly. <p><u>Vocabulary</u> Rangoli, Diva, Holi, karma, Rakhi, Raksha Bandhan, Diwali (Diwali), Rite of passage (samskara)</p> <p>Resources: https://www.youtube.com/watch?v=1GV6M4wQ8Os https://www.google.com/search?q=hinduism+for+kids+bbc&rlz=1C1GCEB_enGB916GB916&biw=1366&bih=624&tbm=vid&ei=Bgx-YvuWMIJDvgQbpuaToDA&ved=0ahUKEwj7y4qY_dv3AhWQd8AKHekcCc0Q4dUDCA0&uact=5&oq=hinduism+for+kids+bbc&gs_lcp=Cg1nd3Mtd2l6LXZpZGVvEAM6BAGAEENQrAJY-gZgtgIoAHAAeACAAUeIAcACKgEBNZgBAKABACABAQ&scient=gws-wiz-video https://www.bbc.co.uk/bitesize/topics/zh86n39</p>	 To think about Buddhism using images including pagodas, a Buddha statue, symbols, a monk, a map of India – ask pupils to find the link <p><u>Enquire and explore</u></p>  To investigate the story of Prince Siddhartha Gautama and find out what changed his life. To investigate Buddhist belief and practice using artefacts and images. <p><u>Evaluate</u></p>  To reflect on the similarities and differences between "worship," "prayer" and "meditation" and consider how Christian meditation might differ or be similar to Buddhist meditation. To reflect on what it means to be "enlightened" Compare this idea with the Christian idea of being "lights in the world." <p><u>Express</u></p>  To express knowledge and understanding by creating a prayer flag. <p><u>Vocabulary</u> Siddhartha Gautama, Buddha, enlightenment, meditation, shrine, Nirvana, Four Noble Truths, Eightfold Path, Wheel of life, rebirth</p> <p>Resources: https://www.bbc.co.uk/bitesize/topics/zh4mrj6</p>	 To think about how a simple message can be changed unintentionally. Relate this to why Muslims believe it's better to read the Qur'an in the original Arabic <p><u>Enquire and explore</u></p>  To investigate What Muslims believe about the life of Muhammad (pbuh). To investigate the importance of the Qur'an to Muslims To investigate what Muslims believe about Allah <p><u>Evaluate</u></p>  To reflect on what it means to be a Muslim. To reflect on what is most important to Muslims. <p><u>Express</u></p>  To express knowledge and understanding through a presentation on what it means to be a Muslim. <p><u>Vocabulary</u> revelation Makkah Qur'an Mount Hira Laylat al-Qadr (Night of Power) Sacred Tawhid (Oneness of Allah) Aqueqah Prophets – Adam (Adam); Ibrahim (Abraham); Musa (Moses); Isa (Jesus) calligraphy surah (chapters in Qur'an)</p> <p>Resources: https://www.alislam.org/quran/app/1</p>
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Cross curricular links	Outdoor learning and Art – Autumn term Drama – Spring term	DT – Autumn term Art outcome – Spring term Art and DT – Summer term	Art and Dt – autumn term Outdoor learning and DT – Spring term Art and Dt – Summer term	Computing – Autumn term Drama – Autumn term Writing – Summer term	Art – Autumn term Computing – Spring term Writing – Summer term	Computing and writing – Autumn term Art and Dt – Summer term	Computing and DT – Autumn term Art – Autumn term Computing and writing – summer term
Enrichment opportunities	Christianity: Invite a local priest/pastor into school to speak to children/ answer questions. Interview Chrsitian children from within school. Make Christmas and easter cards.	Christianity: Invite a local priest/pastor into school to speak to children/ answer questions. Interview Chrsitian children from within school. Comparative/thematic Invite someone in to speak to the children/answer questions about looking after our World.	Christianity: Invite a local priest/pastor into school to speak to children/ answer questions. Interview Chrsitian children from within school. Judaism: Invite a Rabbi in to speak to the children/answer questions. Include Childrens viewpoints – Jewish children from within school. Celebrate Jewish festivals in Good learning assembly.	Christianity: Invite a local priest/pastor into school to speak to children/ answer questions. Interview Chrsitian children from within school. Sikhism Include Childrens viewpoints – Sikhism children from within school.	Christianity: Invite a local priest/pastor into school to speak to children/ answer questions. Interview Chrsitian children from within school. Hinduism: Include Children and adult viewpoints – Hindu children and staff from within school. Celebration of Diwali across the school. Opportunities to be involved in the Diwali assembly.	Christianity: Invite a local priest/pastor into school to speak to children/ answer questions. Interview Chrsitian children from within school. Budhism: Include Childrens viewpoints – Budhist children from within school. Celebration of Chinese New Year across the school.	Christianity: Invite a local priest/pastor into school to speak to children/ answer questions. Interview Chrsitian children from within school. Islam: Invite an Imam in to speak to the children/answer questions. Include Childrens viewpoints – Islamic children from within school.