









Religious Education Long Term Plan Hadrian Y4

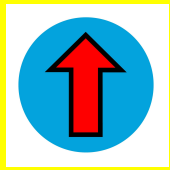


Y4 Religious Education				
Benchmark Expectations by Age 9			Key Links	
<p>Knowledge and understanding - Pupils will: be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities • begin to form a framework of connections between these concepts by making some links between them • identify some patterns between or within religions (a range of religious and non religious worldviews) by comparing similarities and differences.</p> <p>Critical thinking - In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. They recognise that others may think differently and have different opinions. Plausible = reasonable or probable without necessarily being so, persuasive.</p>			<p>https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize https://school-learningzone.co.uk/key_stage_two/key_stage_two.html</p>	
Topics		Benchmark expectations	Key skills	Key Vocab
Autumn 1	<p>How and why do religious people show care for others? (Christian / Islam)</p>	<p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • describe some ways in which Christians, Jews, Muslims help others and the difference this makes to people • link this to appropriate religious teaching and beliefs • begin to form a framework of connections between 	<ul style="list-style-type: none"> • Ask relevant questions • suggesting meanings of religious texts • explaining why people belong to faith communities • making the association between religions and individual, community, national and international life • identifying key religious values 	<p>Bible / charity / compassion / commandment / Jesus / parable / church / Christianity / Sikhism / Judaism / Sikh</p>

		<p>concepts [Belief, Authority, Expressions of Belief, Impact of Belief]</p> <ul style="list-style-type: none"> • identify some patterns between the religious and non-religious worldviews studied by comparing similarities and differences • ask and explore relevant questions (eg Who should care for others? Do only religious people show care?), express their opinions and support these with plausible reasons • recognise that others may hold different opinions. 	<p>and their interplay with secular ones</p> <ul style="list-style-type: none"> • identifying and giving expression to matters of deep concern and responding to religious and moral issues through a variety of media • giving an informed opinion and expressing a personal viewpoint • thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices 	<p>/ Jew / Christian / dhan / man / tan / vannd chhakna / sewa / gurdwara / langar meal / synagogue / Torah / mitzvah / tzedakah</p>
<p>Progression</p> 	<p>This is the first unit for primary pupils which focuses on more than one religion. It introduces pupils to the concept of charity (religious and secular worldviews)</p>			
<p>Teacher Subject Knowledge</p> 	<p>Knowledge - know the parable of The Sheep and The Goats - its meaning and significance for Christians / know about Christian charities / know what the third pillar of Islam is and how this influences Muslim life / know what Sadaqah is / know what tzedaka means and its importance for Jewish people / know what Mitzvah Day is and why it is important / know how Jewish people help others through their local synagogue and Jewish charities / know how Hadrian Primary and other secular groups and individuals help others.</p>			

<p>Cross Curricular Links</p> 	<p>Opportunities will be given in this unit for pupils to reflect on their own values, feelings and experiences in relation to care and compassion. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> <p>Computing</p>			
<p>Autumn 2</p>	<p>Why do Christians call Jesus the light of the world?</p>	<p>By the end of this unit most children will:</p> <ul style="list-style-type: none"> · make links between beliefs and meaning of symbols · identify the impact in the belief that Jesus as light of the world has on believers' lives · ask important questions raised by the symbols of the Advent ring, making links between their own and others' responses. 	<ul style="list-style-type: none"> ● Ask relevant questions ● Drawing meaning from artefacts, art, poetry and symbolism ● Giving an informed opinion and expressing a personal viewpoint ● Thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices 	<p>Saviour / Advent / nativity . symbols / Salvation / suffering</p>
<p>Progression</p> 	<p>This unit of work builds on Y2 How and why is light important at Christmas?</p>			
<p>Teacher Subject Knowledge</p>	<p>Knowledge - know how Christians see Jesus as saviour / understand the symbols and imagery used by artists /</p>			

	know what an Advent Ring is and how it is used throughout Advent / know the symbolism of each candle in the Advent Ring			
Cross Curricular  Links	Art			
Spring 1	How and why do Hindus celebrate Diwali?	By the end of this unit the children will: <ul style="list-style-type: none"> • Retell the story of Rama and Sita and understand its meaning • Know what a diya is and its significance during Diwali • Know some of the preparation for the celebration of Diwali (cards) • Know about the Goddess Lakshmi • Know how Hindus celebrate Diwali at home 	<ul style="list-style-type: none"> • Ask relevant questions • Suggesting meanings of religious texts • Drawing meaning from artefacts, art, poetry and symbolism • Making the association between religions and individual, community, national and international life • Distinguishing between the features of different religions • Considering the thoughts, feelings, experiences, beliefs, attitudes and values of others 	Rama / Sita / Diwali / Ravana / Hanuman / diva (diya) / Rangoli / Sanskrit / Lakshmi
Progression	This unit builds on work covered in Y3 - How do Hindus worship at home and in the Mandir and What do Hindus believe?			



Teacher Subject Knowledge



Knowledge - know the story of Rama and Sita and understand its significance to Hindus / know how light is used as a symbol in various religions / know some of the preparations for the celebration of Diwali (cards / Rangoli patterns) / know about the Goddess Lakshmi / know how Hindus celebrate Diwali in their home

Cross Curricular Links



Art

Spring 2

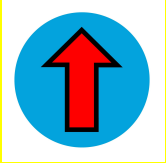


Why is Lent such an important period for Christians?


By the end of this unit most children will:



- understand the significance of and customs associated with Shrove Tuesday and Ash Wednesday
- know the chronological order of events from Shrove Tuesday to Easter Day
- know the story of Jesus in the Wilderness and its

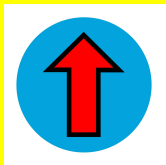
- Ask relevant question
- Drawing meaning from artefacts, art, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts
- Thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs

Shrove Tuesday / Lent / Ash Wednesday / palm Sunday / Maundy Thursday / Good Friday / Easter Day / temptation / Satan /

		<p>significance to Christians</p> <ul style="list-style-type: none"> • know how Christians prepare during Lent for the celebration of the resurrection of Christ • know what a Lenten Veil is and why it is used. 	<p>and practices</p> <ul style="list-style-type: none"> • Giving an informed opinion and expressing a personal viewpoint 	
<p>Progression</p> 	<p>This unit builds on Easter units from KS1 and Year 3.</p>			
<p>Teacher Subject Knowledge</p> 	<p>Knowledge - know about the origins of Shrove Tuesday / know the timeline of events from Shrove Tuesday to Easter Day / know the story of Jesus in the Wilderness and its relationship to the period of Lent / know some of the customs associated with Ash Wednesday</p>			
<p>Cross Curricular Links</p> 	<p>PSHE</p> <p>Computing</p>			

Summer 1	What do we know about Jesus?	<p>By the end of this unit most children will:</p> <ul style="list-style-type: none"> ● Know that representations of Jesus vary and understand the reasons why ● Know that pictures of Jesus reflect people's personal belief about Him ● Use the Gospels to find out what Jesus was like ● Understand other peoples' views of Jesus from the Bible ● Explore the symbolic language used in the Bible to describe Jesus ● Use their knowledge of this units learning and prior knowledge to develop their own view of Jesus 	<ul style="list-style-type: none"> ● Ask relevant questions ● Knowing how to use different types of sources as a way of gathering information ● Knowing what may constitute evidence for understanding religion(s) ● Ascertaining facts ● Giving an informed opinion and expressing a personal viewpoint ● Debating issues of religious significance, with reference to evidence, factual information and argument ● Suggesting meanings of religious texts 	<p>Jesus / Gospels / Old Testament / New Testament / Zaccheaus / distrust / synagogue / miracles / Pilate / Messiah / Roman / Romans / symbol / shepherd</p>
<p>Progression</p> 	This unit builds on work from Y1 - Why is Jesus special to Christians?			

<p>Teacher Subject Knowledge</p> 	<p>Knowledge - know that images of Jesus vary according to different peoples' perceptions of Him / know how to locate the Gospel stories in the Bible and what information they give about Jesus / know the story of Zaccheaus and what this story tells us about Jesus / know the historical background of when Jesus lived and how this influenced the people perceptions of Him</p>			
<p>Cross Curricular Links</p> 	<p>Art</p>			
<p>Summer 2</p>	<p>How do Muslims worship at home and in the mosque?</p>	<p>By the end of this unit most children will:</p> <ul style="list-style-type: none"> • use information from a wide range of sources to inform their inquiry about the key features of a mosque, it's purpose and significance for Muslims • Know the meaning of the word 'sacred' and explore the idea that a building can be a sacred space. 	<ul style="list-style-type: none"> • Ask relevant questions • suggesting meanings of religious texts • drawing meaning from artefacts, art, poetry and symbolism • thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices 	<p>Sacred / miḥrāb / Mecca / Imam / minbar / <i>khafīb</i> / ablution / minaret / muezzin / Muhammad / mosque / Fatiha / The Lord's Prayer</p>
<p>Progression</p>				



This unit builds on work begun in KS1 and Year 3.

Teacher Subject Knowledge



Knowledge - know about the first mosque / know the features of a mosque - externally and internally / know why each feature is significant / know how mosques are used by the Muslim community / know the rituals involved in worship at a mosque and at home / know the similarities and differences between Fatiha and The Lord's Prayer

Cross Curricular Links



Art

Education for a Connected World (Throughout the year)

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Key texts



Bible - John 1 verses 4-9 / story of Zaccheaus / Matthew 13: 53-57
Methodist hymn book - Holly and Ivy song (new version)
Ramayana - Story of Rama and Sita